

The Academy of Alameda Charter School Board

Board Meeting

Date and Time

Thursday June 23, 2022 at 6:30 PM PDT

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
Opening Items			
A. Record Board Member Attendance (Roll Call)		David Forbes	2 m
B. Call the Meeting to Order		David Forbes	1 m
C. Closed Session: Govt. Code section 54957.6 - Conference with Labor Negotiator Agency Representative (Executive Director): Unrepresented Employees	Discuss	Matt Huxley	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		Damaris Espinosa	1 m
<p>This is a meeting of the Board. The Board is composed of 9 voting members and 1 non-voting member, the Executive Director. We are using the following protocols to guide our meeting:</p> <ul style="list-style-type: none"> • This meeting is being recorded • If someone wishes to speak during the appropriate time, they will use the 'raise hand' icon or will raise their hand on video. • Please mute yourself when you enter the meeting and while someone else is talking. • Make sure your name is spelled correctly. • Use reactions to give a "thumbs-up" or "clap." 			
F. The Board Reviews The Academy of Alameda's Mission and Envisioned Future Statements		Matt Huxley	1 m

	Purpose	Presenter	Time
Mission: The Academy of Alameda equitably develops students into critical thinkers and life-long learners who navigate the world with integrity, and who apply their learning to empower themselves and their communities.			

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
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II. Consent Agenda 6:56 PM

A. Draft Meeting Minutes	Approve Minutes	David Forbes 1 m
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Board Meeting Minutes From:

- May 26
- June 7

Approve minutes for Board Meeting on May 26, 2022

B. Check Registers & Credit Card Statement	FYI	David Forbes 1 m
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- Approve the combined credit card statement and Bank of Marin check register from May.

C. 2022/23 Board Calendar	FYI	David Forbes 1 m
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There was a mistake on the Board Calendar that was passed at the May 26 Board meeting. The first Board meeting in August has been changed to Thursday, August 25 (not Wednesday, August 24). The attached Board Calendar has that date corrected.

D. 2022/23 Handbook	FYI	David Forbes 1 m
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E. 2022/23 School Calendar	FYI	David Forbes 1 m
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The Board is being asked to re-approve AoA's 2022/23 school calendar, as we added the federal holiday, Juneteenth, held on June 19 of each year.

F. Vote on Consent Agenda	Vote	David Forbes 1 m
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III. Board Communications 7:02 PM

A. Honor Special Education Director Amber Cameron	Discuss	Matt Huxley 10 m
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B. Board Committee Reports	Discuss	David Forbes 15 m
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Reports from the following committees:

	Purpose	Presenter	Time
<ul style="list-style-type: none"> • Finance Committee • Marketing Committee • Development Committee • Student Success Committee • Governance Committee • Facilities 			
C. Update on AoA's TK-8 Charter Merger	Discuss	Matt Huxley	10 m
<p>An update regarding AoA's merger of its elementary and middle school programs that begins July 1, 2022</p>			
D. Enrollment Update	Discuss	Matt Huxley	10 m
<p>A 2022/23 enrollment update for grades Kindergarten through 8th grade that includes recent enrollment strategies that AoA is taking.</p>			
E. AoA's Security Cameras	Discuss	Sharon Perkins	15 m
IV. Action Items			8:02 PM
A. 2022/23 K-8 School Budget	Vote	Matt Huxley	30 m
B. Pay Increase Proposal	Vote	Matt Huxley	10 m
<p>The Academy of Alameda's Board of Directors recently approved a number of new salary schedules this year that will take effect beginning the 2022/23 school year. The motion below applies to all other positions within the organization.</p> <p>Motion: To increase the following hourly pay/salary schedules by 2% for the 2022/23 School Year (Beginning with their first pay check as designated in the 2022/23 Employee Work Schedule):</p> <ul style="list-style-type: none"> • Teachers/Educational Specialists • Front Office Staff • Instructional Support Staff • After-School Staff • Certificated Support Staff • Instructional/Student Support Staff • School Nurse • Administrative Assistant to the Executive Director 			
C. AoA Elementary School LCAP	Vote	Matt Huxley	10 m
D. 2022/23 AoA Middle School LCAP	Vote	Matt Huxley	15 m
E. Vote for New Three-year Board of Director Terms	Discuss	Carole Robie	5 m
<p>The following board members were nominated to receive new 3-year terms beginning July 1, 2022</p> <ul style="list-style-type: none"> • Amy Price 			

	Purpose	Presenter	Time
• David Forbes			
F. AoA Board of Directors: Vote for New Board Officer: President	Vote	Carole Robie	2 m
AoA Board vote for the following position for a one-year term:			
• President			
G. AoA Board of Directors: Vote for New Board Officer: Vice President	Vote	David Forbes	2 m
AoA Board vote for the following position for a one-year term:			
• Vice President			
H. AoA Board of Directors: Vote for Board Officer: Secretary	Vote	David Forbes	2 m
AoA Board vote for the following position for a one-year term:			
• Secretary			
I. AoA Board of Directors: Vote for New Board Officer: Treasurer	Vote	David Forbes	2 m
AoA Board vote for the following position for a one-year term:			
• Treasurer			
J. School Accountability Report Card (SARC)	Vote	Matt Huxley	10 m
K. Title IX, Harassment, Intimidation, Discrimination & Bullying Policy	Vote	Matt Huxley	10 m
L. Transitional Kindergarten Spending Plan	Vote	Christine Chilcott	15 m
M. AoA's Uniform Policy	Vote	Christine Chilcott	15 m
N. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency	Vote	David Forbes	10 m

Background:

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

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

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

- | | Purpose | Presenter | Time |
|--|---------|-----------|------|
| (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 July 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.

V. Closing Items **10:20 PM**

A. Board Member Reports	Discuss	David Forbes	5 m
B. Board Acknowledgments	Discuss	David Forbes	15 m
C. Upcoming Board Meetings	Discuss	Christine Chilcott	5 m

August 7 Board Meetings

Key Topics Include:

- EPA - Planned Expenses Report (Consent)
- SARC
- June 23 Minutes
- Schoolwide Organizational Focus Areas for 2022/23
- Strategic Planning Process - 2022/23
- Williams Act Walkthrough
- Board Committee Work/Development

August 25 Board Meetings

Key Topics Include:

- August 7 Board Retreat Minutes
- Student Success Data Presentation
- Board Local Authorization for Credentials
- Enrollment Report
- Opening of the School Year Report (1st days of Schools)
- Budget Update

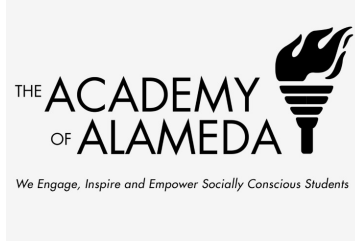
D. Adjourn Meeting	Discuss	David Forbes	1 m
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Cover Sheet

Draft Meeting Minutes

Section: II. Consent Agenda
Item: A. Draft Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on May 26, 2022
2022_05_26_board_meeting_minutes.pdf
2022_06_07_board_meeting_minutes.pdf

APPROVED



The Academy of Alameda Charter School Board

Minutes

Board Meeting

Date and Time

Thursday May 26, 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

Guests Present

D. Espinosa (remote)

I. Opening Items

A. Record Board Member Attendance (Roll Call)

B. Call the Meeting to Order

**C. Closed Session: Conference with Labor Negotiator Agency Representative:
Executive Director Unrepresented Employees: Director of Operations,
Elementary School Program Dean of Students**

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

E. Zoom Meeting Agreements and Protocol

F.

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

G. General Public Comments

II. Consent Agenda

A. Draft Meeting Minutes

W. Schaff made a motion to approve the minutes from Board Meeting on 04-28-22.

R. Whittaker seconded the motion.

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

Roll Call

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

B. Check Registers & Credit Card Statement

C. Annual AoA/AUSD Food Services Memorandum of Understanding (2022/23)

D. 2022/23 Board Calendar

E. Vote on Consent Agenda

III. Board Communications

A. Honor AoA's Salute to Education Recipients

Matt showed video acknowledging the job well done by our student counseling team. Leah acknowledged them as experts at their craft.

Patty Devlin and Jennifer Whatley shared their appreciation for the middle school counseling team and them always being able to help and remain calm.

Ebonie gave thanks to the wonderful community and the board for all they do to contribute to this.

Kristin Welch acknowledged this team is a huge asset to the school and she wanted to know how much they are appreciated.

Amy Price wanted to express gratitude for all that they do.

Christine wanted to thank this team as they see the kids in wide range of emotions and in, on occasions, their most fragile state. At times it is this back to back without moments for this team to decompress but they remain professional and always willing to support.

David gave his thanks and showed his admiration for them.

B.

Board Committee Reports

Bill- spoke about the projected 22-23 budget.

Kristin Welch adv. met May 12 and added some parent volunteers.

Ron- development committee did not meet.

Christine- Student success Math curriculum, more parent involvement for elementary school. Next year hiring multi tier interventional assignment. In the process of dissolving PTA in order to start a new k-8 PTA. More than 100 students signed up for after school per week, which consists of mixture of active and curriculum learning.

Bill- Government committee spent a lot of time with new hire, Christine.

Teresa- committee did not meet, planning day soon.

C. Financial Update: Preliminary Budget for 2022/23

Jean advised of 9.85% increase. Spoke of 1 time discretionary grant and would be an extra 400k. Current schools struggling with ADA can pick 3 options, 1.) use current ADA, 2.) use previous years as well as CALPEDS, 3.) use 22 ADA. STIRS AND PIRS increasing about 19%.

If ADA passed it would increase extra 273K for ES; For MS 942K that can be used for future years.

Ending year with a little above 1.1M 71 days cash on hand.

For 22-23 year:

LCFF COLA increasing 4.78%, STIRS increasing 2.18%. Staff increase of 2%. 1 Additional assistant coach position ending, 1 IT position changing from in house to contractor to save money. Adding Emerging Bilingual , Attendance, Mental Health and Instructional Aids. Payroll Manager is more experienced.

PPP (Payment protection plan) is ending. Revenue decreased by 1M and revenue increasing by 130k, and this does not include ADA. Ending cash projected at 3.3 M. Parcel tax is about \$404k and keeping a close eye on it so that we do not go under budget.

B. Schaff wanted to advise there are lots of large variables that can affect input and output noting that adjustment may have to be made. We are well reserved if we needed to use the reserves, he advised we are in a good position currently.

C. Robie spoke about how the HR and Payroll Manager is for a more experienced person and looking at a loss in budget for a potential of 3 years.

A. Price asked about special 1 time charges/payouts. Jean responded that any rates will be updated under 1 time state payouts.

M. Huxley wanted group not to worry about 3 year out budget deficit as it is unknown if we will have more enrollments which would change the budget.

D. Forbes advised we will need to see a more realistic case but there may be some major potential swings.

D.

Update on AoA's TK-8 Charter Merger

M. Huxley spoke of sending letters to all the families, superintendents, SELPA and county office of education about the merger.

Data Systems Manager contracted out until July 30th when we get our new employee.

Most of the platforms will be merged. Sharon Perkins is not too concerned about it and is taking the lead on it.

Principals are going to be more on top of their budgets. They will still have budget codes so as to middle or elementary school. Promote not as schools but as programs.

E. Enrollment Update

M. Huxley reported that we had about 8-9 enrollments for the middle school.

Strong waitlists for K, 1,3,4, and 5th grades.

ES 68% arriving are in district and MS arriving 48%. For the entire program we are at about 66% and for future k-8 it is projected 58%.

Sending postcards to 5 focused zip codes, strategically picked zip codes.

J. Whatley asked if there is any concern to keeping Alameda families at at least 50%. She asked why 6th grade enrollment is low as compared to 7th grade.

M. Huxley responded with 6th grade is low all over and some are being home schooled while others are going to private schools. He also advised that marketing is going to increase. During covid many had negative feelings toward charter schools overall. C. Chilcott advised hitting Oakland as some Oakland schools are closing.

A. Price is concerned about future of 6th graders continuing along with AoA and also wanted to know if there is a way of seeing enrollment of 6th graders for other schools.

K. Zimmerman wanted to know about the retention of 5th graders staying through 6th grade. M. Huxley advised only about 3 students not staying from 5th grade to the 6th grades.

K. Welch spoke about partnering with the teachers to get key highlights of their lessons and start some marketing materials to show benefits of the middle school. Word of mouth will also play a strong factor in helping leveraging them to provide positive knowledge.

R. Brown suggested about nice ad in theaters and also to push another postcard in Alameda around Sept in case it is not working with the school they are at currently.

T. Ruiz asked what is the reason why 7th grade is such a huge group. M. Huxley advised lost of families were not happy at their schools and decided to switch over.

C. Robie suggested to show more of the social justice programs we do and package it to entice the students and parents to want to join the school. Promote the brand more so.

R. Brown was inspired by the video shown showing the diversity of this school as well as the social support.

A. Price advised the next presentation for the student and family survey data should be used for the marketing data as this would be great to promote.

F. Student and Family Survey Data (Spring, 2022)

L. Rubin spoke about the summary of the student and family survey data. Sent 2 surveys from Panorama in order to assess the school climate. 93% responded favorable to academic rigor. 92% of students feel that the AoA adults support them. Area of growth is that 80% rated favorable to engagement. 63% students talk about what they learn while at home. 98% of families responded favorable to positive school climate. 99% parents responded favorably to believing their child enjoys going to school. 96% responded favorably to the discipline matched the students. L. Rubin will share with her team so that they can learn from and grow. Think of how to provide child care when there is a parent only event in order to have the parents engage more.

K. Welch was curious if we knew what % of families participated in survey. L. Rubin acknowledged it was 102 families, a little over 1/3. She provided feedback of possibly letting the parents know what their students are learning to share with the kids.

C. Robie was wondering if there was means of having the surveys translated in different languages and if they could be done around parent conferences, possibly while waiting for conference to begin. M. Huxley acknowledged surveys were in English and Spanish.

R. Whittaker advised he used to get a synopsis of what was being learned.

A. Price wanted to know about the translation as well. Also wanted to know if students with IEP's are feeling the same way.

C. Chillcott expressed her appreciation for building a great community that has responded.

M. Huxley advised 102 families participated in survey and was a little lower than the middle school. 80% felt that their teachers were excited to teach their classes. 94% felt they were treated fairly by the adults. 75% feel positive school energy. 91% felt that their teachers encouraged them to do their best. 37% of students say other people are "frequently" or "always" disrespected. Bullying is a huge issue in the middle school.

J. Whatley asked if there is a way to separate by grade level to see what they need to focus more so and if it decreases age appropriate according to our values.

M. Huxley said we can compare to other school's data and next year ask more questions focused on age group.

A. Price reports grave concern for the 42% feeling slightly or not at all connected to adults at the school. Would like better language used in the surveys.

R. Whittaker advised he likes the surveys and was wondering if we could use survey data to refine relevancy in the school. He asked if there is a plan to share this with the middle school students in order to for them to be aware of it and hopefully change. He would like to correlate this data with the end of the year assessments (ie. to know if we are getting responses from lowest scoring students possibly feeling more disengaged)

C. Robie asked about multiple ways of getting the data.

K. Welch asked about surveys not taking into account certain student personalities or abilities.

D. Forbes asked about % of students that took the survey. M. Huxley advised about 98% of students did.

G. AoA Board of Director's Nominations for New Three-year terms

A. Price and D. Forbes nominations will happen next month.

H. AoA Board of Directors: New Officer Nominations

No new nominees.

IV. Action Items

A. Expanded Learning Opportunity Program

\$100K grant that needs to be used by June 30. Since middle school is merging we need to use it by the end of the school year. Planning on using it for Cooking class, art and science supplies, professional development, curriculum and materials as well as after school and staff salaries. C. Chillcott explained a little of re-vamp for after school program, not to babysit but rather a teaching opportunity. C. Robie made a motion to amend the ELOP program for the 22-23 school year. W. Schaff seconded the motion.

K. Welch, R. Whittaker, and C. Robie expressed enthusiasm toward new program.

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

Roll Call

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

B. Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

M. Huxley would like to work on it a bit more and add it to next month's meeting.
A. Price asked to engage some students in this policy due to the new results from the survey.
T. Ruiz wanted to confirm comments have been received.

C.

2022/23 New Salary Schedules

M. Huxley presented salary schedules for new positions such as the attendance & family engagement coordinator as well as the Bilingual coach.

R. Whittaker made a motion to approve the following salary schedules : Elementary School Program Dean of Students, A certificated teacher salary schedule, a certified teacher with the masters salary schedule, director of operations, attendance and family engagement coordinator, data systems manager and special education coordinator.

K. Zimmerman seconded the motion.

J. Whatley asked about the 20-23 year step increase.

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

Roll Call

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

D. 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 members virtually through June 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.

C. Robie seconded the motion.

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

Roll Call

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

V. Closing Items

A. Board Member Reports

Most members of the board showed their appreciation for Regina's work through her 3 years.

K. Welch reminded everyone to reserve their spot for Matt's retirement party.

B. Review of Key June 9 and June 23 Board Meeting Agenda Topics

D. Forbes reminded meetings are June 7 (correction to date) and June 23.

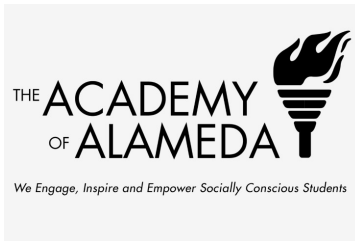
C.

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:37 PM.

Respectfully Submitted,
D. Forbes

DRAFT



The Academy of Alameda Charter School Board

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Directors Absent

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Guests Present

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

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A. Price advised the next presentation for the student and family survey data should be used for the marketing data as this would be great to promote.

F. Student and Family Survey Data (Spring, 2022)

L. Rubin spoke about the summary of the student and family survey data. Sent 2 surveys from Panorama in order to assess the school climate. 93% responded favorable to academic rigor. 92% of students feel that the AoA adults support them. Area of growth is that 80% rated favorable to engagement. 63% students talk about what they learn while at home. 98% of families responded favorable to positive school climate. 99% parents responded favorably to believing their child enjoys going to school. 96% responded favorably to the discipline matched the students. L. Rubin will share with her team so that they can learn from and grow. Think of how to provide child care when there is a parent only event in order to have the parents engage more.

K. Welch was curious if we knew what % of families participated in survey. L. Rubin acknowledged it was 102 families, a little over 1/3. She provided feedback of possibly letting the parents know what their students are learning to share with the kids.

C. Robie was wondering if there was means of having the surveys translated in different languages and if they could be done around parent conferences, possibly while waiting for conference to begin. M. Huxley acknowledged surveys were in English and Spanish.

R. Whittaker advised he used to get a synopsis of what was being learned.

A. Price wanted to know about the translation as well. Also wanted to know if students with IEP's are feeling the same way.

C. Chillcott expressed her appreciation for building a great community that has responded.

M. Huxley advised 102 families participated in survey and was a little lower than the middle school. 80% felt that their teachers were excited to teach their classes. 94% felt they were treated fairly by the adults. 75% feel positive school energy. 91% felt that their teachers encouraged them to do their best. 37% of students say other people are "frequently" or "always" disrespected. Bullying is a huge issue in the middle school.

J. Whatley asked if there is a way to separate by grade level to see what they need to focus more so and if it decreases age appropriate according to our values.

M. Huxley said we can compare to other school's data and next year ask more questions focused on age group.

A. Price reports grave concern for the 42% feeling slightly or not at all connected to adults at the school. Would like better language used in the surveys.

R. Whittaker advised he likes the surveys and was wondering if we could use survey data to refine relevancy in the school. He asked if there is a plan to share this with the middle school students in order to for them to be aware of it and hopefully change. He would like to correlate this data with the end of the year assessments (ie. to know if we are getting responses from lowest scoring students possibly feeling more disengaged)

C. Robie asked about multiple ways of getting the data.

K. Welch asked about surveys not taking into account certain student personalities or abilities.

D. Forbes asked about % of students that took the survey. M. Huxley advised about 98% of students did.

G. AoA Board of Director's Nominations for New Three-year terms

A. Price and D. Forbes nominations will happen next month.

H. AoA Board of Directors: New Officer Nominations

No new nominees.

IV. Action Items

A. Expanded Learning Opportunity Program

\$100K grant that needs to be used by June 30. Since middle school is merging we need to use it by the end of the school year. Planning on using it for Cooking class, art and science supplies, professional development, curriculum and materials as well as after school and staff salaries. C. Chillcott explained a little of re-vamp for after school program, not to babysit but rather a teaching opportunity. C. Robie made a motion to amend the ELOP program for the 22-23 school year. W. Schaff seconded the motion.

K. Welch, R. Whittaker, and C. Robie expressed enthusiasm toward new program.

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

Roll Call

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

B. Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

M. Huxley would like to work on it a bit more and add it to next month's meeting.
A. Price asked to engage some students in this policy due to the new results from the survey.
T. Ruiz wanted to confirm comments have been received.

C.

2022/23 New Salary Schedules

M. Huxley presented salary schedules for new positions such as the attendance & family engagement coordinator as well as the Bilingual coach.

R. Whittaker made a motion to approve the following salary schedules :
Elementary School Program Dean of Students, A certificated teacher salary schedule, a certified teacher with the masters salary schedule, director of operations, attendance and family engagement coordinator, data systems manager and special education coordinator.

K. Zimmerman seconded the motion.

J. Whatley asked about the 20-23 year step increase.

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

Roll Call

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

D. 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 members virtually through June 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.

C. Robie seconded the motion.

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

Roll Call

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

V. Closing Items

A. Board Member Reports

Most members of the board showed their appreciation for Regina's work through her 3 years.

K. Welch reminded everyone to reserve their spot for Matt's retirement party.

B. Review of Key June 9 and June 23 Board Meeting Agenda Topics

D. Forbes reminded meetings are June 7 (correction to date) and June 23.

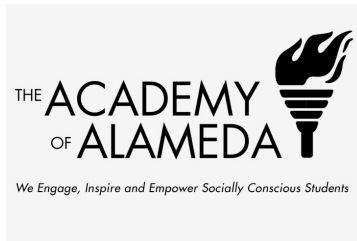
C.

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:37 PM.

Respectfully Submitted,
D. Forbes

DRAFT



The Academy of Alameda Charter School Board

Minutes

Board Meeting

Public LCAP Meeting

Date and Time

Tuesday June 7, 2022 at 6:00 PM

Directors Present

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

Directors Absent

T. Ruiz, W. Schaff

Directors who arrived after the meeting opened

R. Whittaker

Guests Present

L. Rubin (remote), M. Huxley (remote), M. Thorman (remote)

I. Opening Items

A. Call the Meeting to Order

D. Forbes called a meeting of the board of directors of The Academy of Alameda Charter School Board to order on Tuesday Jun 7, 2022 at 6:00 PM.

B. Record Board Member Attendance (Roll Call)

Ron Whittaker was absent during the roll call section of the June 7 Board meeting. There is a technological problem showing that in the roll call menu above.

C. General Public Comments

There were no public comments

D. Zoom Meeting Agreements and Protocol

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

II. Consent Items

A. 2022/23 AoA/AUSD General Fiscal and Operational MOU

B. 2022/23 AoA/AUSD ASES MOU

C. Consent Agenda Vote

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

R. Brown seconded the motion.

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

Roll Call

R. Brown Aye

K. Zimmerman Aye

W. Schaff Absent

C. Robie Aye

A. Price Aye

K. Welch Aye

D. Forbes Aye

T. Ruiz Absent

R. Whittaker Absent

III. Communication

A. LCAP Public Meeting

R. Whittaker arrived at 7:00 PM.

Principals Leah Rubin and Miranda Thorman presented their school program's LCAP (Local Plan for School Accountability) to the public and to the AoA Board of Directors to receive input and feedback on the 2022/23 improvement plan as well as to share data specific to their 2021/22 goals.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:30 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 Credit Card June 2022 Statement.pdf



June 2022 Statement

Open Date: 05/03/2022 Closing Date: 06/01/2022

Account: 4798 5100 5505 5830



Visa® Community Card
ACADEMY OF ALAMEDA (CPN 001559617)

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

New Balance	\$18,387.63
Minimum Payment Due	\$184.00
Payment Due Date	06/28/2022

Activity Summary		
Previous Balance	+	\$27,353.07
Payments	-	\$27,203.07 ^{CR}
Other Credits	-	\$150.20 ^{CR}
Purchases	+	\$18,387.83
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged		\$0.00
Interest Charged		\$0.00
New Balance	=	\$18,387.63
Past Due		\$0.00
Minimum Payment Due		\$184.00
Credit Line		\$50,000.00
Available Credit		\$31,612.37
Days in Billing Period		30

Payment Options:



Mail payment coupon with a check



Pay online at myaccountaccess.com



Pay by phone 1-866-552-8855

No payment is required.

CPN 001559617

0047985100550558300000184000018387633



Automatic Payment

24-Hour Cardmember Service: 1-866-552-8855

- ☎ . to pay by phone
- ☎ . to change your address

Account Number:	4798 5100 5505 5830
Your new full balance of \$18,387.63 will be automatically deducted from your account on 06/21/22.	

000013170 01 SP 000638206889838 E

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



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

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

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

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

Your Rights If You Are Dissatisfied With Your Credit Card Purchases

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

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

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

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

Important Information Regarding Your Account

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

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

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



June 2022 Statement 05/03/2022 - 06/01/2022

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ACADEMY OF ALAMEDA (CPN 001559617)

Cardmember Service



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Important Messages

Paying Interest: You have a 24 to 30 day interest-free period for Purchases provided you have paid your previous balance in full by the Payment Due Date shown on your monthly Account statement. In order to avoid additional INTEREST CHARGES on Purchases, you must pay your new balance in full by the Payment Due Date shown on the front of your monthly Account statement.

There is no interest-free period for transactions that post to the Account as Advances or Balance Transfers except as provided in any Offer Materials. Those transactions are subject to interest from the date they post to the Account until the date they are paid in full.

Your payment of \$18387.63 will be automatically deducted from your bank account on 06/21/2022. Please refer to your AutoPay Terms and Conditions for further information regarding this account feature.

Transactions THORMAN,MIRANDA Credit Limit \$7500

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
Other Credits					
05/12	05/11	4585	ACT*East Bay Reg Parks 510-5442540 CA MERCHANDISE/SERVICE RETURN	\$150.00CR	_____
05/19	05/18	6843	TARGET.COM * 800-591-3869 MN MERCHANDISE/SERVICE RETURN	\$0.10CR	_____
05/24	05/23	9912	TARGET.COM * 800-591-3869 MN MERCHANDISE/SERVICE RETURN	\$0.10CR	_____
Purchases and Other Debits					
05/10	05/09	0037	BART BULK TICKET S QPS 5104646474 CA	\$58.50	_____
05/13	05/11	6980	EMBASSY HOTELS 714-5393300 CA	\$120.00	_____
05/13	05/12	6084	PARTY CITY 987 ALAMEDA CA	\$109.64	_____
05/18	05/17	0032	AC TRANSIT OAKLAND CA	\$100.00	_____
05/18	05/17	2933	SQ *APVISIONS PHOTOGRA gosq.com CA	\$762.00	_____
05/19	05/18	1130	TARGET.COM * 800-591-3869 MN	\$24.08	_____
05/19	05/18	5983	OFFICEMAX/DEPOT 6602 800-463-3768 CA	\$127.09	_____
05/23	05/23	8650	TARGET.COM * 800-591-3869 MN	\$14.28	_____
05/26	05/24	7361	MOUNTAIN MIKES PIZZA A ALAMEDA CA	\$91.35	_____
05/31	05/26	0894	DOMINO'S 7920 925-980-1105 CA	\$255.72	_____
Total for Account 4798 5100 6476 2293				\$1,512.46	

Transactions DEARMEY,LEAH R Credit Limit \$5000

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
Purchases and Other Debits					
05/10	05/09	2946	CURACUBBY WWW.CURACUBBY CA	\$667.98	_____
05/13	05/11	0432	HEGGERTY LITERACY RES 708-3665947 IL	\$192.24	_____
05/13	05/12	7920	SOLUTION TREE INC 812-3367700 IN	\$2,067.00	_____
05/16	05/13	7881	DELTA AIR0062316144250 DELTA.COM CA DE ARMEY/LEAH 11/08/22 OAKLAND CAL TO SALT LAKE CI SALT LAKE CI TO OAKLAND CAL	\$247.20	_____

Continued on Next Page



June 2022 Statement 05/03/2022 - 06/01/2022
 ACADEMY OF ALAMEDA (CPN 001559617)

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Cardmember Service ☎ 1-866-552-8855

Transactions		DEARMEY, LEAH R			Credit Limit	\$5000
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation	
05/16	05/12	5570	DELTA AIR0062316717362 DELTA.COM CA RUBIN/LEAH 11/08/22 OAKLAND CAL TO SALT LAKE CI SALT LAKE CI TO OAKLAND CAL	\$247.20	_____	
05/16	05/12	5588	DELTA AIR0062316717363 DELTA.COM CA MAABA/EDDITHA 11/08/22 OAKLAND CAL TO SALT LAKE CI SALT LAKE CI TO OAKLAND CAL	\$247.20	_____	
05/16	05/12	5596	DELTA AIR0062316717364 DELTA.COM CA HILL/EBONIE 11/08/22 OAKLAND CAL TO SALT LAKE CI SALT LAKE CI TO OAKLAND CAL	\$247.20	_____	
05/16	05/14	1107	DD DOORDASH CHOLITALI 855-973-1040 CA	\$77.40	_____	
05/17	05/16	2540	PAYPAL *GREAT MINDS 402-935-7733 DC	\$105.00	_____	
05/17	05/16	0076	PAYPAL *GREAT MINDS 402-935-7733 DC	\$1,055.00	_____	
05/26	05/25	0609	TOP UP - ALAMEDA 141-56368535 CA	\$13.54	_____	
05/27	05/25	6187	SAFEWAY #3281 ALAMEDA CA	\$20.96	_____	
05/27	05/25	2898	DOMINO'S 7920 925-980-1105 CA	\$142.10	_____	
06/01	05/31	9994	TYPINGCLUB HTTPWWW.TYPI MD	\$663.00	_____	
Total for Account 4798 5100 6725 3647				\$5,993.02	_____	

Transactions		HUXLEY, MATTHEW P			Credit Limit	\$27000
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation	
Purchases and Other Debits						
05/03	05/02	7561	IN *CHARTER SCHOOLS DE 916-5386612 CA	\$4,000.00	_____	
05/05	05/03	0066	SAFEWAY #3281 ALAMEDA CA	\$45.85	_____	
05/06	05/04	9771	DOMINO'S 7920 925-980-1105 CA	\$40.19	_____	
05/09	05/05	9481	SAFEWAY #2708 ALAMEDA CA	\$69.63	_____	
05/09	05/06	4765	GOOGLE *SVCSaoaschools g.co/HelpPay# CA	\$25.98	_____	
05/11	05/10	8143	GROCERY OUTLET OF A ALAMEDA CA	\$2.49	_____	
05/12	05/11	0137	Google ADS3095003972 650-2530000 CA	\$500.00	_____	
05/13	05/11	6431	OFFICEMAX/DEPOT 6602 ALAMEDA CA	\$243.61	_____	
05/16	05/14	3294	ZOOM.US 888-799-9666 WWW.ZOOM.US CA	\$258.00	_____	
05/18	05/16	5376	THE HOME DEPOT #1007 OAKLAND CA	\$782.58	_____	
05/23	05/21	6676	PODS 9/100 888-7767637 FL	\$219.32	_____	
05/23	05/22	5851	Google ADS3095003972 650-2530000 CA	\$500.00	_____	
05/25	05/25	7425	DMI* DELL BUS ONLINE 800-456-3355 TX	\$3,646.50	_____	
05/27	05/26	6287	IHIRE, LLC 8663300196 MD	\$299.00	_____	
05/31	05/29	4089	BambooHR HRIS 866-3879595 UT	\$99.00	_____	
Total for Account 4798 5100 6990 9600				\$10,732.15	_____	

Continued on Next Page



June 2022 Statement 05/03/2022 - 06/01/2022
 ACADEMY OF ALAMEDA (CPN 001559617)

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Cardmember Service ☎ 1-866-552-8855



Transactions BILLING ACCOUNT ACTIVITY

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
Payments and Other Credits					
05/23	05/23	MTC	PAYMENT THANK YOU	\$27,203.07	CR
Total for Account 4798 5100 5505 5830				\$27,203.07	CR

2022 Totals Year-to-Date	
Total Fees Charged in 2022	\$20.00
Total Interest Charged in 2022	\$0.00

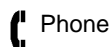
Interest Charge Calculation

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

**APR for current and future transactions.

Balance Type	Balance By Type	Balance Subject to Interest Rate	Variable	Interest Charge	Annual Percentage Rate	Expires with Statement
**BALANCE TRANSFER	\$0.00	\$0.00	YES	\$0.00	14.74%	
**PURCHASES	\$18,387.63	\$0.00	YES	\$0.00	14.74%	
**ADVANCES	\$0.00	\$0.00	YES	\$0.00	24.74%	

Contact Us



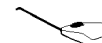
Voice: 1-866-552-8855
 TDD: 1-888-352-6455
 Fax: 1-866-807-9053



Questions
 Cardmember Service
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 Fargo, ND 58125-6353



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



Online
myaccountaccess.com

End of Statement

Cover Sheet

2022/23 Board Calendar

Section: II. Consent Agenda
Item: C. 2022/23 Board Calendar
Purpose: FYI
Submitted by:
Related Material: Academic Calendars with Board Meetings (1).pdf

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

○ = Board Meeting
 △ = Board Retreat

MONTH	M	T	W	TH	F	Student Days	Cumulative 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			
	7	8	9	10	11			Aug 3-5: New Teacher Training
	15	16	17	18	19	11	11	Aug 8-16: PD/Teacher Work Days
	22	23	24	25	26			Aug 15: 6th Grade WEB Day
	29	30	31					Aug 17: 1st Day of School
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			
	17	18	19	20	21	20	52	Oct 10: NO SCHOOL (<i>Indigenous Peoples Day</i>)
	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 16-18: ES ONLY Minimum Day <i>ES Conferences</i>
	28	29	30					Nov 21-25: NO SCHOOL (<i>Fall Break</i>)
DECEMBER 2022				1	2			
	5	6	7	8	9			
	12	13	14	15	16	16	83	Dec 23 - Jan 6: NO SCHOOL (<i>Winter Break</i>)
	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 (<i>February Break</i>)
	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 <i>ES Conferences</i> (<i>Conferences</i>)
	20	21	22	23	24			
	27	28	29	30	31			
APRIL 2023								
	3	4	5	6	7			
	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 14: Last Day of School
	5	6	7	8	9	10	180	Jun ? : 5th Grade Promotion, TBD
	12	13	14	15	16			Jun ? : 8th Grade Promotion, TBD
	19	20	21	22	23			Jun 15 & 16: PD/Teacher Work Days
	26	27	28	29	30			

180 Total Days of Instruction

- 2022**
- Sunday, Aug 7 - Retreat
 - Thursday, August 25
 - Thursday, September 22
 - Thursday, October 27
 - Thursday November 17
 - Thursday, December 15
- 2023**
- Sunday, January 22 - Mid-year Retreat
 - Thursday, February 16
 - Thursday, March 9
 - Thursday, April 27
 - Thursday, May 25
 - Thursday, June 22

Cover Sheet

2022/23 Handbook

Section:	II. Consent Agenda
Item:	D. 2022/23 Handbook
Purpose:	FYI
Submitted by:	
Related Material:	AoA 22-23 Employee Handbook Final.pdf



2022-2023 EMPLOYEE HANDBOOK

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Alameda, CA 94501

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SECTION 1 - OUR MISSION/VISION/CORE VALUES

Our Mission

The Academy of Alameda equitably develops students into critical thinkers and life-long learners who navigate the world with integrity, and who apply their learning to empower themselves and their communities.

Our Vision

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

Our Core Values

- Continual Improvement
- Collective Responsibility
- Relationships
- Diversity
- Equity

SECTION 2 - HANDBOOK INTRODUCTION

Welcome to The Academy of Alameda (AoA)! We are happy to have you join our AoA community. This handbook has been written to provide you with an overview of AoA, its personnel policies and procedures, and your benefits as an AoA employee.

This employee handbook:

- Summarizes AoA's policies, as well as benefits and staff responsibilities.
- Applies to all full-time, part-time, and temporary employees.
- Should be used as a guide and may be revised or updated at the discretion of AoA as necessary.
- Supersedes any previously issued handbooks and or policy or benefit statements of memoranda that are inconsistent with the policies as described herein.

Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at AoA. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of AoA or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Employees are expected to read, understand and abide by the policies in this handbook.

Due to the fact that AoA is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. AoA also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of AoA, and it is intended for personal use and reference by employees of AoA. Circulation of this Handbook outside of AoA requires the prior written approval of the Executive Director or human resources.

Employees must sign an **Employee Handbook Acknowledgement** upon receipt and review of the Employee Handbook. This will provide the School with a record that each employee has received and understands this Handbook.

Employees who have questions or want more information, should consult with their supervisor or human resources who will be glad to assist.

SECTION 3 - CONDITIONS OF EMPLOYMENT

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of AoA that all employees are considered “at-will” employees of AoA. Accordingly, either AoA or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require AoA to have “cause” to terminate an employee or otherwise restrict AoA’s right to release an employee from their at-will employment with AoA. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict AoA’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with AoA that are not consistent with AoA’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom the person knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

AoA will provide annual training to all employees on the mandated reporting requirements. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Credential Requirements

Credentialed employees, must provide copies of a current credential, transcripts, and test scores upon being hired. Failure to provide these documents may delay a credentialed employee’s ability to begin work.

Credentialed staff is also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewals, and for providing AoA with verification of renewals. Failure to provide these updated documents may result in suspension without pay until such time as necessary documentation has been provided.

If an employee allows a credential, certificate, registration, or required course deadline to expire, or if an employee fails recertification, training, or testing, AoA is required to remove the employee from the work schedule until requirements are met or the credential is renewed.

Criminal Background Check

As a condition of employment, and as required by law, AoA requires all applicants for employment to submit two sets of fingerprints to the Department of Justice and Federal Bureau of Investigation. AoA will not employ a person who has been convicted of a controlled substance or sex offense, or a violent or serious felony or a person who would be prohibited from employment by a public school district because of their conviction for any crime, unless an applicable exception applies. AoA will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. AoA shall also request subsequent arrest notification from the Department of Justice and take all necessary actions based upon such further notification.

Additionally, should an employee, during their employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to human resources.

All fingerprint and background information must be completed and the results in the possession of AoA before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

The Academy of Alameda will cover the total cost of the background check including the fee charged by the company/operator that conducts the background process as long as the employee uses The Academy of Alameda's contracted service/s. If the employee chooses to use another service to conduct the criminal background check, they will have to pay that operator's fee (AoA will pay for the state and federal portion of the total cost).

For additional information on background checks, please contact human resources.

Tuberculosis Compliance Test

Before the first day of employment, all new employees and contractors, must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past sixty (60) days.

Employees transferring from other public or private schools within the State of California must either:

- Provide proof of examination or a completed Risk Assessment within the previous sixty (60) days
- Provide certification showing that they were examined within the past four (4) years and was found to be free of communicable tuberculosis

The current physician's assessment statement or Risk Assessment must be on file with human resources, on or before the first day of employment. Failure to provide documentation on time may result in delay of your ability to work at AoA.

The TB risk assessment and, if indicated, the examination is a condition of initial employment with AoA and the cost of the exam will be borne by the applicant.

TB clearance is good for four (4) years and it is the employee's responsibility to remain in compliance and ensure the school has a valid certification on file. Employees with an expired TB may be placed on paid administrative leave. You will only be permitted to return to work once you have submitted your new "Certificate of Completion". Failure to comply may result in the extension of your administrative leave or termination of employment.

Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept in the employee's confidential personnel file.

This requirement also includes volunteers, contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to AoA will be contractually required to

ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with AoA students.

First-Aid and CPR

All AoA employees working unsupervised with children or in a classroom setting (i.e. teachers, instructional aides, administrators) must receive, renew, and maintain basic First-Aid and CPR certification by the first day of school for students. AoA will provide annual First-Aid and CPR training for employees. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First-Aid and CPR training prior to the start of the following school year.

For additional information on the training required, please contact human resources.

Immigration Compliance

AoA employs only those authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present original documentation establishing identity and employment eligibility as outlined on the I-9 instructions. Former employees who are rehired must also complete the form if they have not completed an I-9 with AoA within the past three years or if their previous I-9 is no longer retained or valid.

However, AoA will not check the employment authorization status of current employees, or applicants who were not offered positions with AoA, unless required to do so by law.

AoA shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, AoA shall not discriminate against any individual because the person holds or presents a driver's license issued per section 12801.9 of the Vehicle Code to persons who have not established their federally authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

SECTION 4 - THE EMPLOYMENT PROCESS

Employee Status and Classifications

Each AoA employee has a status of either “full-time” “part-time” or “temporary” and classified as either an “exempt” or “non-exempt” employee.

Employee DOL (Department of Labor) Status

Some of the policies and benefits described in this handbook depends on whether the employee is full-time or part-time.

- Full-time employees are those employees regularly scheduled to work 30 hours or more each week.
- Part-time employees are those regularly scheduled to work less than 30 hours each week.
- Temporary employees are those employed for short-term assignments or in connection with a specific project or event.
 - Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Exempt Status

For purposes of salary administration, as well as eligibility for overtime payments and employee benefits, AoA classifies its employees under the Fair Labor Standards Act (FLSA) as defined below.

- Exempt employees: This category includes all regular employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all the compensation to which they are entitled. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work or time off in lieu of additional compensation.
- Non-exempt employees: This category includes all regular employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime for hours worked beyond 8 hours in one workday or beyond 40 in one workweek, as well as meal and rest breaks as prescribed by law.

Employee Classification

Every employee is designated as an “Certificated employee” or “Classified employee”. Some of the policies and benefits described in this handbook depends on how the employee is designated.

- Certificated employees: Certificated employees are those employees hired by AoA for the primary purpose of instructing students.
- Classified employees: Classified employees include those employees hired by AoA that do not primarily instruct students, maintenance, assistants, and other operational employees.

Employees will be notified in writing if any changes are made to their employee status and/or classification while employed at AoA. Any questions regarding employment status or classification should be directed to human resources.

Work Schedule

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. Your supervisor will assign your individual work schedule. To accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by human resources.

AoA reserves the right to assign employees to jobs other than their usual assignment, when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the School unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or continue working after their scheduled hours unless specifically assigned by their supervisor. Non-exempt employees are not allowed to work “off the clock.” Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend and work at the function and has approval from human resources to provide the additional compensation. Employees violating these rules may be subject to disciplinary action up to and including termination.

Holidays

The AoA calendar reflects all holidays observed by AoA. The following holidays are generally observed by public entities, including public schools:

- New Year’s Day
- Martin Luther King Jr. Birthday
- President’s Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran’s Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

AoA does not pay holidays and school breaks, such as days during AoA’s calendared breaks.

Religious Holidays

Recognized religious holidays not observed by AoA may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by submitting a time off requests in AoA’s HRIS. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. personal necessity, etc. as applicable).

Attendance and Tardiness

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects AoA’s ability to implement its educational program and disrupts consistency in students’ learning.

All employees are expected to request all time off in AoA’s HRIS.

If it is necessary to be absent or late, employees are expected to contact their supervisor as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, they are expected to keep their supervisor sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with AoA. Absences for more than three (3) consecutive days without notifying the direct supervisor will be considered a voluntary resignation from employment.

Timecards (Non-exempt employees)

By law, AoA is obligated to keep accurate records of time worked by non-exempt employees. Non-exempt employees

must accurately complete timecards within AoA's HRIS on a daily basis.

Non-exempt employees must accurately report arrival, departure and unpaid mealtimes (if they have been approved) as this is the only way the payroll processor knows how many hours each employee has worked and how much each employee is owed.

Absences and overtime must be accurately identified on the timecard. All time reported will be rounded to the nearest 5 minutes. An employee cannot record time and/or submit a timecard for another employee. Each employee must approve and submit their own timecard. Employees must record all time actually worked; working off the clock is prohibited.

Non-exempt employees are solely responsible for ensuring accurate information on their timecards and remembering to record time worked.

Any missing time or errors not corrected by the employee by the timecard submission deadline as indicated on the payroll calendar will be corrected and paid on the next payroll.

Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with AoA.

Off the Clock Work

AoA prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timecard. This includes the use of laptops, computers, PDAs or cellphones to check work email, voicemail or to send text messages after hours.

Meal and Rest Periods

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal and/or rest periods to take a longer break. Also, you may not miss a required meal or rest period to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy, you must notify your direct supervisor in advance as soon as possible so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker's compensation.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Meal Periods

Non-exempt employees scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period should be taken approximately in the middle of the day but by no later than the end of the fifth (5th) hour of work. The employee may waive this meal period if their workday will be completed within a total of six hours or less. Employees who want to waive a meal period will need to submit a meal waiver to human resources.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee only may waive this second meal period if they have taken the required first meal break of at least 30 minutes and their workday will not exceed 12 hours. Employees who want to waive a second meal period will need to submit a meal waiver to human resources.

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed meal period to their supervisor immediately. The meal period must be accurately recorded on the employee's timecard. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with

rest periods or used to come in later or leave earlier on a workday.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee to shorten the workday or used towards additional time off.

- 3.5 to 6 hours worked = One (1) 10-minute rest period
- Over 6 hours to 10 hours worked = Two (2) 10-minute rest periods
- Over 10 hours to 14 hours worked = Three (3) 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period to their supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

SECTION 5 - THE WORKPLACE

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their direct supervisor. Performance evaluations will be conducted at least once annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of AoA and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with their direct supervisor, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Principal within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the employee's direct supervisor will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. AoA's evaluation system will in no way alter the at-will employment relationship.

Equal Employment Opportunity

AoA is an equal opportunity employer. It is the policy of AoA to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/ registered domestic partner status;
- Age (forty (40) and over);
- National origin, ancestry, or immigration status (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, AoA will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact their direct supervisor and human resources with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation the person needs to perform the job, or if unknown, what job duties the disability impairs. AoA will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. AoA will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, AoA will make the accommodation.

Technology Use and Privacy

AoA will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file of email or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. AoA retains a copy of all passwords; passwords unknown to AoA may not be used. System security features, including passwords and delete functions, do not neutralize AoA's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

Equipment Policy

AoA attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the school. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct or negligence.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign an agreement and will be charged for any damages, loss or theft to the laptop caused by willful misconduct and/or negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;

- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
 - immediately report the incident to their immediate supervisor;
 - obtain an official police report documenting the theft or loss; and
 - provide a copy of the police report to their immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring and auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

Building Security/School Keys

All employees who are issued keys to the office and classrooms are responsible for their safekeeping.

All employees will be assigned appropriate building keys needed to conduct their daily job responsibilities. Employees are responsible for all keys. Duplication of school keys is not allowed and strictly prohibited. It is against School policy to loan or distribute assigned keys to another employee or non-employee of the School. If an employee's school keys are lost, misplaced, destroyed, or stolen, they must report it immediately to their immediate supervisor.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all the appliances and lights are turned off with the exception of the lights normally left on for security purposes. Employees are not allowed on school property after hours without prior authorization.

Personal Business

AoA's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area when using a school phone. Do not use School material, time or equipment for personal projects.

Nepotism Policy

AoA permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of AoA, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, corresponding in-law, "step" relation, or any member of the employee's household. AoA will use sound judgment in the placement of related employees in accordance with the following guidelines:

- Individuals who are related by blood, marriage, or reside in the same household are permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one relative's work responsibilities, salary,

hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

- Related employees may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.
- Employees who marry while employed, or become part of the same household are treated in accordance with these guidelines. If in the opinion of AoA, a conflict arises as a result of the relationship, one of the employees may be transferred at the earliest practicable time.

The Executive Director must approve any exceptions to this policy.

Personal Appearance/Standards of Dress for employees

The Academy of Alameda is a professional workplace. All employees should therefore maintain professional standards of dress by wearing clothing that will present an image consistent with their job responsibilities, and will not interfere with the learning process. Pursuant to Senate Bill 188, no employee will be required to change physical traits such as hair or skin to be deemed professional. Standards of professionalism pertain to an employee's clothing and accessories.

Lactation Accommodation

AoA accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

AoA will make reasonable efforts to provide employees who need lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee and each employee will gain access to AoA's HRIS. It is each employee's responsibility to keep all personnel information up to date in AoA's HRIS. Such changes include change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable AoA to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. AoA will restrict disclosure of personnel files to authorized individuals within AoA. A request for information contained in the personnel file must be directed to human resources. Only human resources or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, AoA will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into, or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board, and the complaint is deemed to be false, not credible, unsubstantiated, or a determination was made that discipline was not warranted.

SECTION 6 - EMPLOYEE WAGES

Paydays

All AoA employees are paid semi-monthly. Paydays at AoA are the 15th and last day of each month. Human resources or their designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day. If an employee observes any error in their check, it should be reported immediately to human resources. Employees can refer to the Payroll Calendar on the Staff Resource webpage at <http://aoaschools.org/staff-resources.html>.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have an automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may credit to your account before your actual "payday," the school is not responsible for automatic payments or withdrawals dated prior to your actual payday and you should not depend on early deposits of your pay.

If a wage garnishment order is received by AoA for one of our employees, we are obligated by law to comply with the demand. The affected employee will receive notice from human resources as soon as possible.

Payroll Withholdings

As required by law, AoA shall withhold Federal Income Tax, State Income Tax, Social Security/Medicare (FICA) and State Disability Insurance (SDI), as well as eligible employees' contributions to the State Teachers' Retirement System (STRS) from each employee's pay as follows:

1. **Federal Income Tax Withholding:** The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. **State Income Tax Withholding:** The same factors which apply to federal withholdings apply to state withholdings.
3. **Social Security (FICA):** The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by AoA. However, participation in STRS may impact the amount of wages withheld for FICA.
4. **State Disability Insurance (SDI):** This state fund is used to provide benefits to those out of work because of illness or disability.
5. **State Teachers' Retirement System (STRS):** All eligible certificated employees shall be enrolled in STRS, and AoA shall withhold the legally required percentage of the employee's wages representing the employee contribution to the retirement system.

In addition, AoA shall withhold the following deductions, dependent upon the employee's elected enrollment:

1. **457 Retirement Plan:** Employees who enroll in the optional 457 plan will have their elected contribution amounts withheld.
 - a. 457 plan contributions will only be deducted when an employee has a paycheck to deduct from. There will be no makeup contributions.
2. **Summer Holdback Reimbursement:** Salaried 11-month employees may elect to have a percentage of their monthly net pay from August through June withheld and reimbursed in July.
3. **Employee Health Deductions:** Employees who elect health care plans that are more than the contribution threshold of AoA will have those amounts withheld every pay period. Missed deductions will be deducted from the following paycheck.
 - a. 11-month employees will have their health deductions deducted from their regular August through June paychecks. July health deductions will be automatically applied to the employee's per paycheck deductions from August through June.

Every deduction from an employee's paycheck is explained on the employee's paycheck stub. Employees can view their paycheck stubs in AoA's HRIS. If an employee does not understand the deductions, they should contact human resources.

Federal, State, and Social Security Taxes

All Federal, State, and Social Security taxes will be automatically deducted from paychecks.

Federal Income Tax deductions are determined by the employee's W-4 form. State Income Tax deductions are determined by the employee's DE-4 form.

- W-4 and DE-4 forms are required to be completed upon hire, and it is the employee's responsibility to report any changes in filing status to human resources and to fill out a new W-4 form.
- Employees may change the number of withholding allowances claimed for Federal or State Income Tax purposes at any time by filling out and submitting a new W-4 or DE-4 form.
- Employees can complete new W-4 and DE-4 forms in AoA's HRIS.

W-2 Forms

At the end of the calendar year (January to December), a "withholding statement" (W-2 Form) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 Form shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. The number of overtime hours worked shall be calculated in the manner prescribed by law. AoA will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the direct supervisor. AoA provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees who are subject to overtime, all hours worked more than eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours more than forty (40) for the workweek or more than eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours more than twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

SECTION 7 - BENEFITS

Paid Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, AoA offers paid sick leave (PSL) to its employees. PSL may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use PSL to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take PSL to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. PSL is not for “personal” absences.

Eligible Employees

All employees (including part-time and temporary) who work for AoA more than 30 days within a year in California are allotted PSL as set forth in this policy.

Allotment, Accruals, and Carryover

Exempt Employees

- Full-time (1.0 FTE) employees will be allotted eight (8) hours of PSL for each scheduled work month. Employees will be allotted PSL annually as follows:
 - 10-month employees - Eighty (80) hours on August 1
 - 11-month employees - Eighty-eight (88) hours on August 1
 - 12-month employees - Ninety-six (96) hours on July 1
- Part-time exempt employees and mid-year hires will be allotted PSL at a prorated amount based on the accrual policies above.
 - If hired the 1st-15th of the month the employee will be allotted eight (8) hours of PSL for each remaining month of their scheduled work year, including the current month.
 - If hired on the 16th-31st of the month the employee will be allotted eight (8) hours PSL for each remaining month of their scheduled work year, beginning on the following month.
- Unused, accrued PSL shall carry over from year-to-year, up to a cap of one-hundred-twenty (120) hours.

Non-exempt Employees

- Non-exempt employees will accrue one (1) hour of PSL for every twenty (20) hours worked beginning on their first day of employment.
 - PSL will be calculated based on the employee’s timecard.
- Annual maximum accruals for non-exempt employees will be based on the position’s work year:
 - 10-month employees - Eight (8) hours
 - 11-month employees - Eighty-eight (88) hours
 - 12-month employees - Ninety-six (96) hours
- Unused, accrued PSL shall carry over from year-to-year, up to a cap of ninety-six (96) hours.
 - Once the employee’s PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee’s PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to this maximum accrual.

Temporary Employees

Accrual for temporary employees will be calculated based on actual hours worked. Employees will accrue one (1) hour of PSL for every twenty (20) hours worked beginning on their first day of employment.

Use of Paid Sick Leave

Employees must submit all PSL time off requests in a timely manner per AoA’s Attendance policy.

Exempt employees may take PSL in minimum increments of one (1) hour.
Non-exempt employees may take PSL in minimum increments of thirty (30) minutes.

Any employee who is absent longer than three (3) days due to illness, may be required to provide medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to AoA. AoA will not tolerate abuse or misuse of sick leave. If AoA suspects abuse of sick leave, AoA may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by AoA.

Termination

Employees will not receive pay in lieu of accrued but unused PSL. Accrued but unused PSL will not be paid out upon termination.

Personal Necessity Leave

AoA allows eligible employees to use a portion of PSL each school year as personal necessity leave. Uses of personal necessity leave may include, but are not limited to, death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement leave), an accident involving the employee's person or property, or the person or property of an immediate family member, adoption of a child, the birth of a child making it necessary for an employee who is the parent of the child to be absent from their position during work hours, attendance at conferences, personal legal matters, religious observances, and business matters that cannot be conducted outside of the workday.

Eligible Employees

All regular part-time and full-time employees are eligible for personal necessity leave. Temporary employees may not use any portion of PSL as personal necessity leave.

Allotment

Employees will be allotted with personal necessity leave annually as follows:

Exempt Employees

- 10-month employees - Twenty-four (24) hours on August 1
- 11-month employees - Thirty-two (32) hours on August 1
- 12-month employees - Forty (40) hours on July 1

Non-exempt Employees

- Three (3) days on August 1

Use of Personal Necessity Leave

When possible, employees wishing to utilize personal necessity leave must submit a time off request in AoA's HRIS (1) week in advance. Personal necessity leave must be requested with due consideration for "peak traffic periods" during the school year. Personal necessity leave must not be requested during critical times of the year as it relates to the employee's position (e.g. professional development days and testing for teachers and administrators). Personal necessity should not be used to extend a break or holiday weekend, any requests received for a date preceding or following a school break or holiday weekend will be denied. As personal necessity leave is part of sick leave, employees must be advised that personal necessity leave is not vacation, does not accrue year to year, does not carryover, and is not paid out upon separation from employment.

Insurance Benefits (Medical, Dental, Vision, and FSA)

Eligibility

Full-time employees regularly scheduled to work for AoA at least thirty (30) hours per week are entitled to insurance benefits offered by AoA.

Temporary employees are not eligible for health coverage.

Employees who move from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Employees are eligible for coverage on the first day of the month following their hire date. Eligible employees must complete their enrollment within 30 days of hire date. These forms serve as a request for coverage and authorize any payroll deductions necessary to pay for the employee's coverage.

Please see human resources for details about insurance benefits.

457 Retirement Plan

AoA offers all employees the opportunity to participate in a 457 Retirement Plan. This is a tax deferred savings and investment plan to which employees may make voluntary salary deferral. Employees who are not eligible to participate in the California State Teachers' Retirement System (CalSTRS) Pension will receive a 100% employer match of all contributions, up to 10% of their gross earnings per paycheck.

*Employees who are eligible to participate in CalSTRS are not eligible for the 10% employer match.

COBRA Benefits

When coverage under AoA's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and AoA's previous contribution plus a possible administrative charge.

Medical coverage for an employee, their spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) -month period also may be extended an additional eighteen months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and their spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but their spouse has not yet reached age 65; or
- The employee's dependent child reaches an age which makes them ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

AoA will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying AoA within thirty (30) days

of the event. AoA will then notify the employee or their dependents of the employee's rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or their spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- AoA stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) -months due to disability and there has been a final determination that the employee is no longer disabled.

Disability Insurance

Each employee contributes to the State of California to provide disability insurance pursuant to the California Unemployment Insurance Code. Contributions are made through a payroll deduction. Disability insurance is payable when an employee cannot work because of illness or injury not caused by employment at AoA or when an employee is entitled to temporary workers' compensation at a rate less than the daily disability benefit amount.

State Disability Insurance ("SDI") payments do not begin until the employee is absent from work for seven (7) calendar days. Sick leave can be used for the first seven (7) days before SDI payments begin. SDI benefits do not replace all of the employee's usual wages.

SDI pamphlets with specific rules and regulations governing disability are available from human resources.

SECTION 8 - LEAVES

Unpaid Leave of Absence

AoA recognizes that special situations may arise where an employee must leave their job temporarily. At its discretion,

AoA may grant employees unpaid leaves of absence. Any unpaid leave of absence must be approved in advance by AoA.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act Leave and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused sick leave, provided that the sick leave was earned prior to the commencement of leave. No sick leave time is accrued during any time of unpaid leave of absence. If an employee is currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided the employee pays the appropriate premiums. Whether the employee is required to pay their own premiums will depend upon the length of leave of absence. During a family/medical leave, medical and dental benefits will remain in force provided the employee pays the appropriate premiums.

Family Care and Medical Leave

This policy explains how AoA complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require AoA to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) -month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by AoA for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding the commencement of FMLA leave.

Events That May Entitle an Employee to FMLA Leave

The twelve (12) -week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by AoA's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits them to the facility with the expectation that the person will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, parent, parent-in-law, grandparent, grandchild, or sibling with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) -month period to provide said care.
4. For any “qualifying exigency” because the employee is the spouse, domestic partner, child, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty in the Armed Forces.

Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
3. The “twelve-month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, AoA’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days AoA’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave

1. An employee on FMLA leave because of their own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, AoA and the employee may agree to have School-provided paid leave, such as sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA leave for childcare or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted their sick leave, leave taken under FMLA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay will accrue during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits during FMLA Leave

The provisions of AoA’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by AoA during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, AoA will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of their group health coverage, AoA will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

AoA may recover the health benefit costs paid on behalf of an employee during their FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if the person works less than thirty (30) days after returning from FMLA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority the person had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA leave because of their own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by AoA. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of AoA’s request for certification) may result in denial of the leave request until such certification is provided.
2. AoA will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. AoA may contact the employee’s health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.
3. If AoA has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, AoA may request a second opinion by a health care provider of its choice (paid for by AoA). If the second opinion differs from the first one, AoA will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertification is required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertification can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to human resources.
2. Employees should provide not less than thirty (30) days’ notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their spouse, domestic partner, child, or parent. Failure to provide such notice without a reasonable excuse is grounds for delaying acceptance of leave for 30 days after notice was provided.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt AoA’s operations.
4. If FMLA leave is taken because of the employee’s own serious health condition or the serious health condition of the employee’s spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA leave is taken because of the birth of the employee’s child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that AoA will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks’ duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which the person is qualified, which has equivalent pay and benefits and better accommodates recurring periods of leave than the employee’s regular position.
7. AoA will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, AoA will notify the employee in writing that the leave will be counted against the employee’s FMLA leave entitlement. This notice will explain the employee’s obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
2. When a request for FMLA leave is granted to an employee, AoA will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that the person is able to resume work.
4. If an employee can return to work with limitations, AoA will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from AoA.

Employment during FMLA Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without AoA's written permission. An employee who accepts such employment without AoA's written permission will be deemed to have resigned from employment at AoA.

Pregnancy Disability Leave

This policy explains how AoA complies with the California Pregnancy Disability Act, which requires AoA to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks). For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for AoA. AoA is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave may use any or all remaining sick time at the beginning of any otherwise unpaid leave period.
2. The receipt of sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Sick pay will accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits during Pregnancy Disability Leave

AoA shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. AoA can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of AoA and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by AoA. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertification are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertification can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to human resources.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for delay of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt AoA's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which the person is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. AoA will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, AoA will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. AoA will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) –day period.
 - c. A “comparable” position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
2. When a request for pregnancy disability leave is granted to an employee, AoA will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with AoA policy, before an employee will be permitted to return from pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, AoA will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from AoA.

Employment during Pregnancy Disability Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without AoA's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Child Bonding Leave

For any employee who wishes to take leave for purposes of bonding with their newborn child, an adopted child, or a child placed in foster care with the employee, but who is not eligible for bonding leave under the Family and Medical Leave Act/California Family Rights Act, The Academy may grant the employee an unpaid leave of up to thirty (30) calendar days. All leave must conclude within one (1) year of the birth of the child, or the date the child was adopted or placed with the employee for foster care. Employees must use any accrued paid leave (e.g., vacation and/or sick leave) during their leave. During this leave, The Academy shall continue the employee's health benefits in the same manner as it had to date, provided the employee has accrued leave to serve as a wage replacement during their leave, or the employee makes timely arrangements to separately pay to The Academy the employee's portion of the health benefits premium.

Employees must submit a written request for leave to the Executive Director or designee at least six (6) weeks prior to the anticipated date on which the leave is to commence, or as soon as possible if circumstances do not permit such advance notice. The Executive Director or designee retains the discretion to determine whether/how long any leave may be granted depending upon the needs of The Academy of Alameda.

Workers' Compensation Leave

AoA, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Notify direct supervisor as soon as possible;
- Report any work-related injury to human resources as soon as possible;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to human resources; and
- Provide human resources with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from leave.

It is AoA's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. AoA, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to AoA's operation.

- If an employee is injured on the job, the person is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director or School Principal and to human resources. Failure by an employee to report a work-related injury by the end of their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but the person is still required to go to AoA's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from AoA's approved medical facility before returning to work.
- Any time there is a job-related injury, AoA may request drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

AoA shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA") and the California Military and Veterans Code. All employees requesting military leave must provide advance written notice of the need for such leave within two days of receiving official notice of military leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, AoA shall continue the employee's health benefits. For service of more than thirty (30) days, the employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, AoA will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws. For those employees serving in the National Guard, if the person left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if the person left part-time employment, the employee must apply for reemployment within (5) five days of being released from active duty.

An employee who was absent from work while fulfilling their covered service obligation under the USERRA or California law shall be credited, upon their return to AoA, with the hours of service that would have been performed but for the

period of absence from work due to or necessitated by legally-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

AoA shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide AoA with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

All employees are eligible to receive up to three (3) consecutive days of paid bereavement leave in the event of a death of an immediate family member (parent, spouse, domestic partner, child, or step-child, sibling, grandparent, or in-law).

Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

Employees are requested to notify human resources when bereavement leave is required and to specify the duration of their absence. These days are to be taken consecutively and may not be split or postponed. AoA reserves the right to require proof of an eligible event and/or relationship.

If an employee requires more than three (3) days off for bereavement leave, the employee may request additional unpaid leave, or use any accumulated, unused sick and personal necessity leave days.

Jury Duty or Witness Leave

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to human resources. Employees must report for work whenever the court schedule permits. AoA encourages employees to request postponements of their jury duty obligation to align with school breaks.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Employees may elect to use any accrued personal necessity leave during jury/witness duty leave.

Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek.

Voting Time Off

AoA encourages its employees to fulfill their civic responsibilities by voting. If an employee is unable to vote in an election during non-working hours, AoA will grant the time off the employee needs in order to vote, up to two (2) hours of paid time off. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall submit a "Personal Necessity" time off request in AoA's HRIS at least two (2) days in advance.

School Appearance and Activities Leave

As required by law, AoA will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of AoA year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of AoA, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where AoA requires the employee(s) appearance.

The employee requesting school leave must submit a “Personal Necessity” time off request in AoA’s HRIS with reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child’s school requesting the presence of the employee.

Victims of Crime Leave

AoA provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of crime. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee’s own health, safety or welfare, or that of the employee’s child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by crime.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for injuries caused by crime or abuse.
- Participate in safety planning, such as relocation, to protect against future crime and abuse.

To request leave under this policy, an employee should provide AoA with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide AoA one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, victim advocate, licensed health care provider, or counselor showing that the employee’s absence was due to treatment or receipt of services for physical or mental injuries or abuse resulting in victimization from the crime or abuse.
4. Another form of documentation that reasonably verifies that the crime or abuse occurred, including a written statement signed by the employee, or an individual acting on the employee’s behalf, certifying that the absence was for one or more of the purposes described above for which victim of crime leave is offered.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, AoA will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees’ safety while at work. To request an accommodation under this policy, an employee should contact human resources.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) -month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) -month period.

An employee requesting Donor Leave must provide written verification to human resources that the person is a donor and that there is a medical necessity for the donation of an organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position

with equivalent status, benefits, pay and other terms and conditions of employment. AoA may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Catastrophic Leave

The purpose of this policy is to permit an employee of AoA to contribute a portion of their accrued paid sick time to other employees (via a pooling (“bank”) of donated sick time) when another employee has suffered a catastrophic illness or injury requiring absence from work for a prolonged period of time.

“Catastrophic injury or illness” is defined as a life-threatening injury or illness of an employee which totally incapacitates the employee from work, as verified by a licensed physician, and forces the employee to exhaust all leave time earned by that employee, resulting in the loss of compensation for the employee. Acute chronic illnesses or injuries, such as cancer or major surgery, which result in intermittent absences from work and which are long-term in nature and require long recuperation periods, may be considered catastrophic. Conditions that are short-term in nature, including but not limited to common illnesses (influenza, measles, etc.) and common injuries (back pain, broken limbs, sprained ankle, etc.) are generally not catastrophic.

An employee who requests catastrophic leave donations must personally be suffering from a catastrophic illness or injury that has resulted in, or is anticipated to result in, the exhaustion of all of their accrued paid leave, including but not limited to paid time off and vacation time. Employees are not eligible to receive leave donations in order to care for others.

Participation in this program is voluntary. Recipient employees shall not offer anything of value to another employee in exchange for donating leave. Likewise, donating employees shall not receive anything of value from another employee in exchange for donating leave.

Recipient Eligibility

An employee is only eligible to receive leave donations under this policy if they are a regular, full-time employee (30 or more hours per week) who has been in an active work status for AoA for at least 18 months (1.5 consecutive years). Legally protected leaves of absence pursuant to the Family Medical Leave Act (“FMLA”), Americans with Disabilities Act (“ADA”), Fair Employment and Housing Act (“FEHA”), Pregnancy Disability Leave (“PDL”), California Family Rights Act (“CFRA”), or similar federal, state, or local law shall not be considered a break in service for the purposes of determining whether the employee has been in an active work status for the requisite amount of time.

No employee may request to receive catastrophic leave more than one (1) time within a thirty-six (36) month period.

Donor Eligibility

An employee is only eligible to donate leave under this policy if they are a regular, full-time employee (30 or more hours per week) who has been in an active work status for AoA for at least 18 months (1.5 consecutive years). Legally protected leaves of absence pursuant to the Family Medical Leave Act (“FMLA”), Americans with Disabilities Act (“ADA”), Fair Employment and Housing Act (“FEHA”), Pregnancy Disability Leave (“PDL”), California Family Rights Act (“CFRA”), or similar federal, state, or local law shall not be considered a break in service for the purposes of determining whether the employee has been in an active work status for the requisite amount of time.

Donating employees may contribute up to five (5) paid sick leave days per fiscal year to a paid time off bank for employees suffering a catastrophic illness or injury; however, each donating employee must retain at least five (5) paid sick leave days for their own account. Only accrued, unused paid sick time may be donated.

Process for Requesting Catastrophic Leave

1. Catastrophic leave requests must be submitted in writing to human resources and include a medical certification of the catastrophic injury or illness.
2. Upon receiving the catastrophic leave request, human resources shall determine:
 - a. That the employee is unable to work due to the employee’s catastrophic illness or injury; and
 - b. That the employee has exhausted all accrued paid leave credits.

3. When the above verification and determinations are made, human resources may approve the transfer of paid time off credits. There is no right to receive catastrophic leave. Human resources may in their unreviewable discretion decline an employee's request for catastrophic leave benefits for any reason.
4. If the recipient employee's request is granted, human resources shall inform employees of how donations may be made in response to the employee's request. Eligible employees may donate accrued paid time off credits to the requesting employee at a minimum of eight (8) hours, prorated per donating employee, and in hour increments thereafter. All transfers of eligible leave credit shall be irrevocable.
5. Donating employees shall remain anonymous. AoA will not identify the donor publicly or to the recipient employee, but some employees may need to be made aware of the donation to process and administer the donation.
6. An employee who receives paid leave pursuant to this program shall use any leave credits that they continue to accrue on a monthly basis before receiving paid leave pursuant to this program. No employee shall receive more than forty (40) donated paid time off days.
7. If the employee is also receiving State Disability Insurance ("SDI") or Paid Family Leave ("PFL") benefits, which is paid on a weekly basis, the total amount of catastrophic leave pay the employee may receive on a weekly basis, when added to the amount of SDI or PFL benefits the employee is receiving, shall not exceed the employee's total weekly salary.

The employee who is a recipient of the donated leave credits shall use those credits in compliance with their approved application for catastrophic leave.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give human resources thirty (30) days' notice before returning from leave. Whenever AoA is notified of an employee's intent to return from a leave, AoA will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult human resources.

SECTION 9 - STANDARDS OF CONDUCT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by AoA. This list of prohibited conduct is illustrative only and applies to all employees of AoA; other types of conduct that threaten security, personal safety, employee welfare and AoA's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-

will employment relationship as to at-will employees of AoA. If an employee is working under a contract with AoA which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's supervisor or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job duties or responsibilities.
3. Unauthorized soliciting, collecting contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and timecards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's supervisor or failure to take or follow prescribed tests, procedures, or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or AoA's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While AoA does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with AoA legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect AoA or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects AoA's legitimate business interests or the employee's ability to perform their work will not be tolerated.

While employed by AoA, employees are expected to devote their energies to their jobs with AoA. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on AoA's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to AoA explaining the details of the additional employment. If the additional employment is authorized, AoA assumes no responsibility for it. AoA shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, SnapChat, etc.) that discusses any aspect of their workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of AoA;
- Employees may not use AoA's logos, trademarks and/or copyrighted material and are not authorized to speak on AoA's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by AoA;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing AoA, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

AoA reserves the right to take disciplinary action against any employee whose internet postings violate this or other School policies.

Professional Boundaries: Staff/Student Interaction Policy

AoA recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student,

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - a. Stopping a student from fighting with another student;
 - b. Preventing a pupil from committing an act of vandalism;
 - c. Defending yourself from physical injury or assault by a student;
 - d. Forcing a pupil to give up a weapon or dangerous object;

- e. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - f. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
- a. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - b. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - c. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain;
 - d. Taping or use of any other physical force as retaliation or correction for inappropriate behavior.

Staff-Student Interactions

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that they not be touched, then that request must be honored without question.

Boundaries Defined

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member’s obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

Some activities may seem innocent from a staff member’s point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal. It is recommended that any such gifts be filtered through the Principal along with the rationale therefore.
2. Kissing of ANY kind
3. Massage [Note: Permitted in athletics only if provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]

4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one's lap (grades 3 and above)
6. Touching buttocks, thighs, chest or genital area
7. Wrestling with students or other staff member except in the context of a formal wrestling program
8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
13. "Dating" or "going out with" a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
15. Taking or requesting photographs or videos of students for personal use or posting online
16. Either partially or fully undressing in front of a student or asking a student to undress, with the intent to view/expose private body parts
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
25. Giving students a ride to/from school or school activities without the express, advance written permission of the Principal and the student's parent or legal guardian
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
28. Staff mirroring the immature behavior of minors
29. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend oneself, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Acceptable Behaviors

1. Pats on the shoulder or back
2. Handshakes
3. "High-fives" and hand slapping
4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
5. Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
6. Holding hands while walking with small children or children with significant disabilities
7. Assisting with toileting of small or disabled children in view of another staff member
8. Touch required under an IEP or a 504 Plan
9. Reasonable restraint of a violent person to protect self, others, or property

10. Obtaining formal written pre-approval from the Principal to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus
11. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
12. Keeping the door wide open when alone with a student
13. Keeping reasonable and appropriate space between you and the student
14. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
15. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
16. Keeping after-class discussions with a student professional and brief
17. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
18. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
19. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
20. Recognizing the responsibility to stop "Unacceptable Behaviors" of students and/or co-workers
21. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
22. Prioritizing professional behavior during all moments of student contact
23. *Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend oneself, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Duty to Report Suspected Misconduct

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of "grooming behavior," they must report the suspicion to human resources promptly. "Grooming behavior" is an attempt to build an emotional and/or physical connection with a minor to gain their trust for the purpose of sexual abuse. "Suspicion" means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe that a violation of the boundaries policy occurred. Prompt reporting of "unacceptable behaviors" observed in adult interactions with minors is essential to protect students, staff, any witnesses, and the school as a whole. When observant staff members call attention to a boundaries violation(s), the likelihood of harm is greatly reduced.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

AoA is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. AoA's policy prohibits unlawful harassment, discrimination, and retaliation based upon race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locs and twists), color, gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical

conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics), taking a leave of absence authorized by law; genetic information, sexual orientation, military and veteran status, or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed or discriminated or retaliated against, based upon the characteristics noted above.

AoA does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors) or third party (including independent contractors or other person with which AoA does business). Supervisors are to report any complaints of unlawful harassment to the Principal or designee.

When AoA receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Principal) or the Principal or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. AoA is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- a) Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- b) Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- c) Retaliation for reporting or threatening to report harassment; or
- d) Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

AoA is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against them or against another individual.

Training Requirements

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal, or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Reporting

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director or School Principal.

Employees can access the “Harassment/Discrimination/Retaliation Complaint Form” and “Internal Complaint Form” electronically in [HR/Payroll Staff Resources](#) or can request a printed form from human resources.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - ☐ Rape, sexual battery, molestation or attempts to commit these assaults and
 - ☐ Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - ☐ Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - ☐ Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - ☐ Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - ☐ Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - ☐ Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - ☐ Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate AoA’s policy.

Internal Complaint Review Policy

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints (Complaints by Employees against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, if an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after

- attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce their complaints to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
 3. If the complaint is about the Executive Director, the complainant may file their complaint in a signed writing to the Chair of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Chair or investigator will report their findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, AoA values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

General Requirements

1. **Confidentiality:** All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. **Non-Retaliation:** All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. **Resolution:** The Board (if the complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Whistleblower Policy

AoA requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within AoA. As representatives of AoA, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that AoA has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of AoA to raise serious concerns about the occurrence of illegal or unethical actions within AoA before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of AoA have a responsibility to report any action or suspected action taken within AoA that is illegal, unethical or violates any adopted policy of AoA, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to AoA or any individual at AoA and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who AoA believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug-Free Workplace

AoA is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other AoA stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Director, School Principal, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, AoA may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoking

AoA facility is a no smoking (including e-cigarettes, marijuana, and JUUL) facility.

SECTION 10 - SAFETY

Health and Safety Policy

AoA is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to follow safe and healthy work practices at all times. Employees are required to report immediately to the Executive Director or human resources any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, AoA will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

AoA has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Executive Director or School Principal. Employee desks and offices should be secured at the end of the day. When an employee is called away from their work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Executive Director or School Principal when keys are missing or if security access codes or passes have been breached.

Parked Vehicles

Employees are responsible for their own parked vehicles and the personal possessions within while parked on AoA property. Vehicle break-ins are on the rise throughout California. Be cautious: keep personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

Personal Automobile

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employees must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

Personal Property

AoA cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on AoA's premises, including the parking area, or away from school property while on school business. AoA employees are prohibited from using personal property for work-related purposes unless approved in advance by the AoA.

Occupational Safety

AoA is committed to the safety of its employees, vendors, contractors and the public and to provide a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of AoA that accident prevention shall be considered of primary importance in all phases of operation and administration. AoA's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises to their direct supervisor and human resources so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling the main office. In addition, all employees should know the local emergency numbers such as 911 and how to utilize the Share911 system.

SECTION 11 - TERMINATION OF EMPLOYMENT

Voluntary Termination

AoA will consider an employee to have voluntarily terminated their employment if the employee does any of the following: (1) elects to resign from AoA; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to AoA for three (3) consecutive workdays. AoA requests that employees provide at least two weeks written notice of a voluntary termination. All AoA property must be returned immediately upon

terminating employment. AoA retains the right to accept resignation immediately and pay the amount of compensation an employee earned through and including the final day of employment.

Involuntary Termination

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of AoA's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, AoA reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

Exit Interviews

All employees who leave employment at AoA will be asked to take part in an exit interview with human resources to communicate their challenges and growth while employed at AoA. Information shared during an exit interview will be treated as confidential.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of AoA's Employee Handbook, on the date indicated below and agree to at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I understand that the Employee Handbook contains important information regarding AoA's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract but provides guidelines for personnel concerning some of AoA's policies.

AoA reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than AoA's Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print): _____

Employee's Signature: _____ Date: _____

Cover Sheet

2022/23 School Calendar

Section:	II. Consent Agenda
Item:	E. 2022/23 School Calendar
Purpose:	FYI
Submitted by:	
Related Material:	22-23 Academic Calendar.pdf

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 (1:10pm 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	udent Days	nulative 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 15: 6th Grade WEB Day
	22	23	24	25	26			Aug 17: 1st Day of School
	29	30	31					Aug 17 - 19: ES Only 1/2 Day
								Aug 19: MS Only 2:05 Dismissal
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			
	17	18	19	20	21	20	52	Oct 10: NO SCHOOL (<i>Indigenous Peoples Day</i>)
	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 16-18: ES ONLY 1/2 Day <i>ES Conferences</i>
	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	14	15	16	17	22	134	Mar 8-10: ES ONLY 1/2 Day <i>ES Conferences</i> (<i>Conferences</i>)
	20	21	22	23	24			
	27	28	29	30	31			
APRIL 2023								
	3	4	5	6	7			
	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 TBD: 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 14: Last Day of School
	5	6	7	8	9	10	180	Jun TBD: 5th Grade Promotion, TBD
	12	13	14	15	16			Jun TBD: 8th Grade Promotion, TBD
	19	20	21	22	23			Jun 15 & 16: PD/Teacher Work Days
	26	27	28	29	30			Jun 19: Campus Closed (<i>Juneteenth Holiday</i>)

180

Total Days of Instruction

Cover Sheet

Update on AoA's TK-8 Charter Merger

Section: III. Board Communications
Item: C. Update on AoA's TK-8 Charter Merger
Purpose: Discuss
Submitted by:
Related Material: AoA Material Revision Update - 6-23-22 Boad Meeting.pdf

AoA Material Revision Update

Presentation to AoA Board
June 23, 2022

Material Revision - Next Steps

AoA's Material Revision was approved by AUSD's Board on March 22, 2022

We are taking the following steps in order to prepare for the merger that creates one TK-8th grade charter beginning July 1, 2022.

1. We sent letters to families, Superintendent of our students' home districts, the Sonoma Charter SELPA, the Alameda County Office of Education and the California Department of Education informing them of the closure of our elementary school and merger of it into a TK-8 Charter School
2. Our Data Systems Manager begins July 5 and will work with Sharon Perkins and MeasureEd to "merge" our two charters in CALPADS.
3. Many of our platforms will be merged beginning in July after the current school year ends.
4. We have been working with EdTec on the shift from two budget to one and its impact on budget creation and monitoring for the ED, Principals and the Director of Operations
5. Branding/Messaging: We need to shift our language to Elementary School Program and Middle School Program: The Academy of Alameda is comprised of excellent elementary and middle school programs.

Cover Sheet

Enrollment Update

Section:	III. Board Communications
Item:	D. Enrollment Update
Purpose:	Discuss
Submitted by:	
Related Material:	Enrollment Update to AoA's Board 6-23-22.pdf

2022/23 Enrollment Update

Presentation to Marketing Committee

6/23/2022

Grade Level	Waitlist	Current Enrollment	Projected enrollment 2022/23 Budget
K	59	Full	48
1	12	Full	48
2	14	Full	48
3	23	Full	50
4	33	Full	54
5	28	Full	54
6	0	95	110
7	0	138	130
8	0	130	125

New Students – In/Out of District

School Program	# of Students	In District %	Outside of District %
ES	75	68%	32%
MS	70	49%	51%
K-8	140	59%	41%

Current (2021/22) K-8 AoA In-district Student Population Percentage: 68%

Enrollment Current Actions Being Taken

- Continue to enroll students into the Elementary school where needed (over-enroll each grade level by 4 over 2022/23 budgeted numbers)
- Continue to focus on total recruitment, but especially middle school recruitment through June 30.
- We're calling all families who have been offered and accepted a enrollment seat
 - Social media: Facebook, Instagram, and Google search ads (150 leads have been generated - 120 were K-5, 30 were 6-8)
 - 35 enrolled or on wait list
 - Contract with Larson Communications begins September 1



In May, we connected 34 families with The Academy of Alameda at an ad spend cost per lead of \$43.81. We continue to see high engagement with our ads at a cost per click near the industry average.

34

Family Leads



May Family Leads: 24

9,255

Enrollment
Ads Seen



705

Enrollment
Ads Clicked



7.54%

Google Search
Click Thru Rate



Education & Instruction
Industry Average: 2.33%

\$2.13

Overall
Cost Per Click



Education & Instruction
Industry Average: \$2.02

34

Google Search Leads



0

Facebook Event
Responses & Leads



0

Google Phone Call
Leads



Powered by BoardOnTrack

\$43.81

Ad Spend Cost
Per Family Lead



May Cost Per Lead: \$61.68

\$1,489.55

Total Ad Spend



May Ad Spend: \$1,480.90 of 321

Cover Sheet

AoA's Security Cameras

Section: III. Board Communications
Item: E. AoA's Security Cameras
Purpose: Discuss
Submitted by:
Related Material: AoA Security Cameras - Board Presentation 6-23-22.pdf

AoA Security Cameras

Use of Security Cameras Update

Cameras were installed in March, 2022. Since then, we have utilized them in the following ways:

- Security cameras have been used (by designated personnel) to try to identify two people who stole two bikes from our bike racks located on the side of the school.
- Security cameras have been used to view an onsite altercation between two students in order to corroborate witness statements.
- There was an assault that took place off campus that did not involve AoA personnel/students. An APD officer came by to see if we had cameras and if so, has asked if they could review footage. We let them record the footage that we had specific to the incident. The assault was out of site of our cameras, but the camera captured events that led up the incident.
- **Main purpose of security cameras:** Designated personnel use cameras to aid investigations when needed. We will not include recorded footage in our students' records. Security cameras have not and will not be used as a "live" monitoring tool by administrators.

AoA Administrative Guidelines

- AoA camera footage will only be accessible by the Executive Director, Principals, Dean of Students (both school programs), and the Director of Operations.
- Video footage will only be accessed in the event an incident needs to be investigated. There will be no live monitoring of feeds unless triggered by an alert (crowd notification or potential vandal incident).
- In an event where video footage is being used in part of an investigation, face blurring feature will be used when possible to remove incidental students.
- Video footage will only be archived if part of an ongoing investigation.
- Video footage will not be included in a student's permanent records.

On Campus Video Cameras

A study performed by the National Center for Education Statistics in 2016 showed that 73.2% of elementary schools, 88.6% of middle schools, and 94.2% of high schools employed security cameras in varying degrees.

AUSD Currently has systems in place with the same vendor at Alameda High, Encinal Jr/Sr High, Paden, and Otis. There are future plans for implementation at Wood, Lincoln, Haight, and Bayfarm.

Video Cameras - Use Cases

- Secure campus - Decrease vandalism or dangerous behaviors on campus with proactive alerts.
- Incident Investigation - Ability to use footage to investigate an incident on campus.
- Person of Interest - Keep an eye out for unauthorized personnel on campus
- Crowd Notifications - Get notifications when crowds are forming in areas that may indicate a physical altercation
- Contact Tracing - Can be used for COVID contact tracing during lunch or break.

Verkada Security and Privacy Features

- Video data is stored for 30 days using AES-128 Encryption.
- All video feeds are encrypted in transit using AES-128 Encryption.
- Archived data, user history, and audit logs are stored using AES-256 Encryption
- Firmware and software updates happen automatically and securely.
- Two-Factor authentication is used to access the cloud platform.
- Customizable permissions for end users based on roles and responsibilities.
- Face blurring functionality is available to protect student privacy.

Hardware Warranty and Protection

- All camera hardware has a 10 year product warranty.
- Products are IK10 Vandal Resistant - the highest rated protection for electronic enclosures against external impact
- Internal hardware accelerometers will notify users during an impact event.
- In-house support team can resolve 95% of issues remotely, and will next day air replacement parts when necessary.

AoA Board Approved Video Camera Policy

- The Board approved the [Campus and Student Safety Search Policy](#) on 10/28/21.
- With regards to device locations, the approved policy states:

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

AoA Board Approved Video Surveillance Policy

- With regard to student records, the approved policy states:

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

Site Plan for Coverage

- AoA would install security cameras in previously approved areas only:
 - Hallways in both Quads and the locker hallway
 - Entrance to the building
 - School Perimeter (Including bike racks, playground, and portable)



Cover Sheet

2022/23 K-8 School Budget

Section: IV. Action Items
Item: A. 2022/23 K-8 School Budget
Purpose: Vote
Submitted by:
Related Material:
2022:23 MYP Budget - Alternative Form.pdf
2022:23 Budget - Alternative Form.pdf
AOA FY22 May forecast and FY23 Budget Presentation and Exhibits 6.23.22 (1).pdf

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

Charter School Name: The Academy of Alameda
 (continued) 0
CDS #: 01 61119 0122085
Charter Approving Entity: Alameda Unified School District
County: Alameda
Charter #: 1181
Fiscal Year: 2022-23

This charter school uses the following basis of accounting:

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

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

Description	Object Code	FY 2022-23			Totals for 2023-24	Totals for 2024-25
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,315,599.00	0.00	3,315,599.00	3,812,389.00	4,204,632.00
Education Protection Account State Aid - Current Year	8012	1,163,448.71	0.00	1,163,448.71	1,210,233.27	1,241,421.65
State Aid - Prior Years	8019	0.00	0.00	0.00	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,218,831.29	0.00	2,218,831.29	2,308,053.73	2,367,535.35
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		6,697,879.00	0.00	6,697,879.00	7,330,676.00	7,813,589.00
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	0.00	185,764.90	185,764.90	194,053.15	194,053.15
Special Education - Federal	8181, 8182	0.00	80,157.53	80,157.53	83,098.50	85,059.15
Child Nutrition - Federal	8220	0.00	0.00	0.00	-	-
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	358,443.00	358,443.00	311,528.00	-
Total, Federal Revenues		0.00	624,365.43	624,365.43	588,679.65	279,112.29
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	503,801.55	503,801.55	522,184.20	534,439.30
All Other State Revenues	StateRevAO	390,837.42	560,706.58	951,544.00	830,542.49	807,614.61
Total, Other State Revenues		390,837.42	1,064,508.13	1,455,345.55	1,352,726.69	1,342,053.91
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	888,136.00	0.00	888,136.00	924,636.00	937,136.00
Total, Local Revenues		888,136.00	0.00	888,136.00	924,636.00	937,136.00

5. TOTAL REVENUES		7,976,852.42	1,688,873.57	9,665,725.99	10,196,718.34	10,371,891.20
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	3,133,408.60	(685,392.16)	2,448,016.44	2,559,400.77	2,538,168.79
Certificated Pupil Support Salaries	1200	88,180.00	329,159.36	417,339.36	425,686.15	434,199.87
Certificated Supervisors' and Administrators' Salaries	1300	789,599.00	106,300.00	895,899.00	913,816.98	932,093.32
Other Certificated Salaries	1900	203,071.12	263,014.48	466,085.60	475,407.31	484,915.46
Total, Certificated Salaries		4,214,258.72	13,081.68	4,227,340.40	4,374,311.21	4,389,377.44
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	258,042.34	400,781.70	658,824.03	708,414.51	722,582.80
Non-certificated Support Salaries	2200	70,072.18	100,036.10	170,108.28	173,510.45	176,980.65
Non-certificated Supervisors' and Administrators' Sal.	2300	173,414.70	92,558.88	265,973.58	271,293.05	276,718.91
Clerical and Office Salaries	2400	94,115.40	0.00	94,115.40	95,997.71	97,917.66
Other Non-certificated Salaries	2900	20,740.00	406,008.12	426,748.12	435,283.08	443,988.74
Total, Non-certificated Salaries		616,384.62	999,384.79	1,615,769.41	1,684,498.80	1,718,188.78

Description	Object Code	FY 2022-23			Totals for 2023-24	Totals for 2024-25
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	660,247.31	130,506.80	790,754.11	818,492.17	821,029.80
PERS	3201-3202	0.00	0.00	0.00	-	-
OASDI / Medicare / Alternative	3301-3302	97,465.60	92,847.72	190,313.32	197,810.41	200,716.53
Health and Welfare Benefits	3401-3402	604,800.00	0.00	604,800.00	604,800.00	604,800.00
Unemployment Insurance	3501-3502	76,192.20	51,729.30	127,921.50	130,672.50	129,297.00
Workers' Compensation Insurance	3601-3602	46,869.90	20,325.86	67,195.76	69,676.32	70,237.01
OPEB, Allocated	3701-3702	0.00	0.00	0.00	-	-
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	-	-
Other Employee Benefits	3901-3902	7,602.40	9,015.31	16,617.71	16,950.06	17,289.06
Total, Employee Benefits		1,493,177.41	304,424.99	1,797,602.40	1,838,401.46	1,843,369.40
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	-	-
Books and Other Reference Materials	4200	53,000.00	0.00	53,000.00	54,060.00	55,141.20
Materials and Supplies	4300	301,630.00	17,850.00	319,480.00	346,449.60	342,726.31
Noncapitalized Equipment	4400	145,500.00	0.00	145,500.00	142,910.00	145,768.20
Food	4700	15,000.00	0.00	15,000.00	15,300.00	15,606.00
Total, Books and Supplies		515,130.00	17,850.00	532,980.00	558,719.60	559,241.71
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	-	-
Travel and Conferences	5200	31,774.00	0.00	31,774.00	32,409.48	33,057.67
Dues and Memberships	5300	34,000.00	0.00	34,000.00	34,680.00	35,373.60
Insurance	5400	83,550.00	0.00	83,550.00	85,221.00	86,925.42

Operations and Housekeeping Services	5500	188,015.00	0.00	188,015.00	191,775.30	131,545.20
Rentals, Leases, Repairs, and Noncap. Improvements	5600	182,400.00	0.00	182,400.00	186,048.00	189,768.96
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	985,562.37	307,934.00	1,293,496.37	1,334,195.89	1,267,731.57
Communications	5900	25,100.00	0.00	25,100.00	25,602.00	26,114.04
Total, Services and Other Operating Expenditures		1,530,401.37	307,934.00	1,838,335.37	1,889,931.67	1,770,516.46
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	-	-
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	-	-
Equipment	6400	0.00	0.00	0.00	-	-
Equipment Replacement	6500	0.00	0.00	0.00	-	-
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	-	-
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00	-	-
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	-	-
Debt Service:						
Interest	7438	0.00	0.00	0.00	-	-
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	-	-
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		8,369,352.12	1,642,675.47	10,012,027.58	10,345,862.73	10,280,693.78
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(392,499.70)	46,198.10	(346,301.60)	(149,144.39)	91,197.43

Description	Object Code	FY 2022-23			Totals for 2023-24	Totals for 2024-25
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(716.90)	716.90	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(716.90)	716.90	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(393,216.60)	46,915.00	(346,301.60)	(149,144.39)	91,197.43

F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,360,940.68	0.00	2,360,940.68	3,856,852.27	3,707,707.88
b. Adjustments to Beginning Balance	9793, 9795	1,842,213.19	0.00	1,842,213.19		
c. Adjusted Beginning Balance		4,203,153.87	0.00	4,203,153.87	3,856,852.27	3,707,707.88
2. Ending Fund Balance, June 30 (E + F.1.c.)						
		3,809,937.27	46,915.00	3,856,852.27	3,707,707.88	3,798,905.30
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted						
9740	9740	0.00	0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0.00	0.00	0.00		
Unassigned/Unappropriated Amount	9790	0.00	0.00	0.00		
Components of Ending Net Position (Accrual Basis)						
1. Net Investment in Capital Assets	9796	0.00	0.00	0.00		
2. Restricted Net Position	9797	0.00	0.00	0.00		
3. Unrestricted Net Position	9790A	3,809,937.27	46,915.00	3,856,852.27	3,707,707.88	3,798,905.30

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: The Academy of Alameda
 (name continued) _____
 CDS #: 01 61119 0122085
 Charter Approving Entity: Alameda Unified School District
 County: Alameda
 Charter #: 1181
 Budgeting Period: 2022-23

This charter school uses the following basis of accounting:

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

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	1,387,857.00	3,315,599.00		3,315,599.00
Education Protection Account State Aid - Current Year	8012	620,783.51	1,163,448.71		1,163,448.71
State Aid - Prior Years	8019	0.00	-		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,183,906.49	2,218,831.29		2,218,831.29
Other Revenue Limit Transfers	8091, 8097				0.00
Total, LCFF/Revenue Limit Sources		3,192,547.00	6,697,879.00	0.00	6,697,879.00
2. Federal Revenues					
No Child Left Behind/Every Student Succeeds Act	8290	122,953.00		185,764.90	185,764.90
Special Education - Federal	8181, 8182	46,044.15		80,157.53	80,157.53
Child Nutrition - Federal	8220	0.00		-	0.00
Donated Food Commodities	8221				0.00
Other Federal Revenues	8110, 8260-8299	364,134.00		358,443.00	358,443.00
Total, Federal Revenues		533,131.15	0.00	624,365.43	624,365.43
3. Other State Revenues					
Special Education - State	StateRevSE	294,463.00		503,801.55	503,801.55
All Other State Revenues	StateRevAO	419,958.31	390,837.42	560,706.58	951,544.00
Total, Other State Revenues		714,421.31	390,837.42	1,064,508.13	1,455,345.55
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	1,233,895.30	888,136.00	-	888,136.00
Total, Local Revenues		1,233,895.30	888,136.00	0.00	888,136.00
5. TOTAL REVENUES					
		5,673,994.76	7,976,852.42	1,688,873.57	9,665,725.99
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	1,469,797.02	3,133,408.60	(685,392.16)	2,448,016.44
Certificated Pupil Support Salaries	1200	136,900.60	88,180.00	329,159.36	417,339.36
Certificated Supervisors' and Administrators' Salaries	1300	495,768.93	789,599.00	106,300.00	895,899.00
Other Certificated Salaries	1900	345,689.10	203,071.12	263,014.48	466,085.60
Total, Certificated Salaries		2,448,155.65	4,214,258.72	13,081.68	4,227,340.40
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	283,191.33	258,042.34	400,781.70	658,824.03
Non-certificated Support Salaries	2200	43,517.42	70,072.18	100,036.10	170,108.28
Non-certificated Supervisors' and Administrators' Sal.	2300	117,491.44	173,414.70	92,558.88	265,973.58
Clerical and Office Salaries	2400	92,466.48	94,115.40	-	94,115.40
Other Non-certificated Salaries	2900	140,560.27	20,740.00	406,008.12	426,748.12
Total, Non-certificated Salaries		677,226.93	616,384.62	999,384.79	1,615,769.41

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102	396,585.14	660,247.31	130,506.80	790,754.11
PERS	3201-3202	0.00	-	-	0.00
OASDI / Medicare / Alternative	3301-3302	93,770.97	97,465.60	92,847.72	190,313.32
Health and Welfare Benefits	3401-3402	310,000.00	604,800.00	-	604,800.00
Unemployment Insurance	3501-3502	80,726.69	76,192.20	51,729.30	127,921.50
Workers' Compensation Insurance	3601-3602	0.00	46,869.90	20,325.86	67,195.76
OPEB, Allocated	3701-3702	0.00	-	-	0.00
OPEB, Active Employees	3751-3752	0.00	-	-	0.00
Other Employee Benefits	3901-3902	12,790.47	7,602.40	9,015.31	16,617.71
Total, Employee Benefits		893,873.27	1,493,177.41	304,424.99	1,797,602.40
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	0.00	-	-	0.00
Books and Other Reference Materials	4200	15,000.00	53,000.00	-	53,000.00
Materials and Supplies	4300	151,900.00	301,630.00	17,850.00	319,480.00
Noncapitalized Equipment	4400	50,000.00	145,500.00	-	145,500.00

Food	4700	9,000.00	15,000.00	-	15,000.00
Total, Books and Supplies		225,900.00	515,130.00	17,850.00	532,980.00
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0.00	-	-	0.00
Travel and Conferences	5200	20,700.00	31,774.00	-	31,774.00
Dues and Memberships	5300	13,600.00	34,000.00	-	34,000.00
Insurance	5400	1,000.00	83,550.00	-	83,550.00
Operations and Housekeeping Services	5500	116,750.00	188,015.00	-	188,015.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	121,700.00	182,400.00	-	182,400.00
Transfers of Direct Costs	5700-5799				0.00
Professional/Consulting Services and Operating Expend.	5800	1,121,100.00	985,562.37	307,934.00	1,293,496.37
Communications	5900	11,050.00	25,100.00	-	25,100.00
Total, Services and Other Operating Expenditures		1,405,900.00	1,530,401.37	307,934.00	1,838,335.37
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170	0.00	-	-	0.00
Buildings and Improvements of Buildings	6200	0.00	-	-	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	-	-	0.00
Equipment	6400	0.00	-	-	0.00
Equipment Replacement	6500	0.00	-	-	0.00
Depreciation Expense (for accrual basis only)	6900	14,400.00	-	-	0.00
Total, Capital Outlay		14,400.00	0.00	0.00	0.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299	0.00	-	-	0.00
Transfers of Indirect Costs	7300-7399	0.00	-	-	0.00
Debt Service:					
Interest	7438	0.00	-	-	0.00
Principal	7439	0.00	-	-	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		5,665,455.86	8,369,352.12	1,642,675.47	10,012,027.58
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		8,538.90	(392,499.70)	46,198.10	(346,301.60)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		(716.90)	716.90	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(716.90)	716.90	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		8,538.90	(393,216.60)	46,915.00	(346,301.60)
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	2,352,401.78	2,360,940.68	0.00	2,360,940.68
b. Adjustments to Beginning Balance	9793, 9795	0.00	1,842,213.19	0.00	1,842,213.19
c. Adjusted Beginning Balance		2,352,401.78	4,203,153.87	0.00	4,203,153.87
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,360,940.68	3,809,937.27	46,915.00	3,856,852.27
Components of Ending Fund Balance (Modified Accrual Basis)					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					0.00
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					0.00
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					0.00
Reserve for Economic Uncertainties	9789				0.00
Unassigned / Unappropriated Amount	9790M				0.00
Components of Ending Net Position (Accrual Basis)					
1. Net Investment in Capital Assets	9796				-
2. Restricted Net Position	9797				-
3. Unrestricted Net Position	9790A	2,360,941	3,809,937	46,915	3,856,852

Academy of Alameda FY22 May Forecast & FY23 Budget

JEAN YANG AND PETER LAUB
JUNE 2022



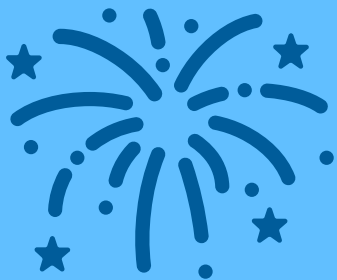
FY23 Budget – May Revise

May Revise Summary



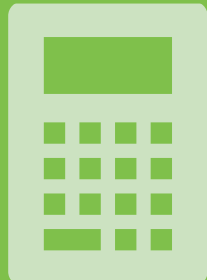
~9.85% Increase

- 6.56% statutory COLA, minimum legally required
- Plus, \$2.1B base grant increase



One-Time Discretionary Grant (464K)

- \$8B allocated on per pupil basis
- ~ \$1350-1400 per FY22 ADA
- Staffing, student learning, mental health, etc.

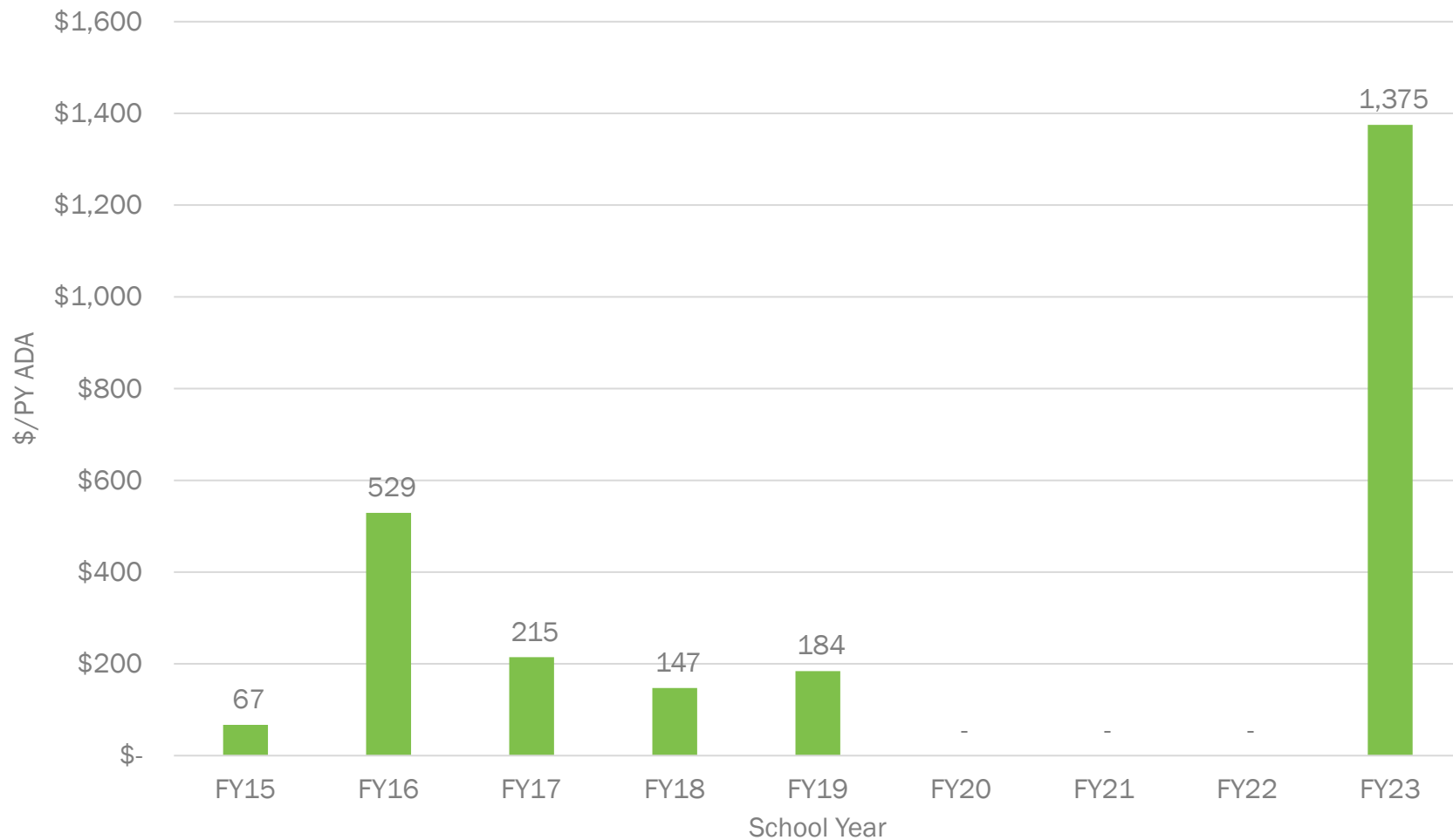


FY22 Flexibility in LCFF Driver – LEA's Choice

- FY22 P2 ADA or...
- FY22 enrollment x FY20 ADA %
- **FY20 P2 ADA**** (Best option for AOA)

One-Time Funding

FY23 One-Time apportionment greater than all other years combined



Budget Proposal – Governor vs. Legislature



LCFF

9.85%: 6.56% COLA + \$2.1B base increase

16.20% total LCFF Increase



One-Time Grant

\$8B → ~\$1,375 per ADA, minimal restrictions

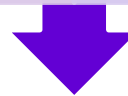
\$8.5B → ~\$1,450 per ADA, restricted to staffing



FY22 Flexibility in LCFF Driver - ADA

CY P2, PY P2, or CY Enrollment-Based ADA

CY P2 or PY P2



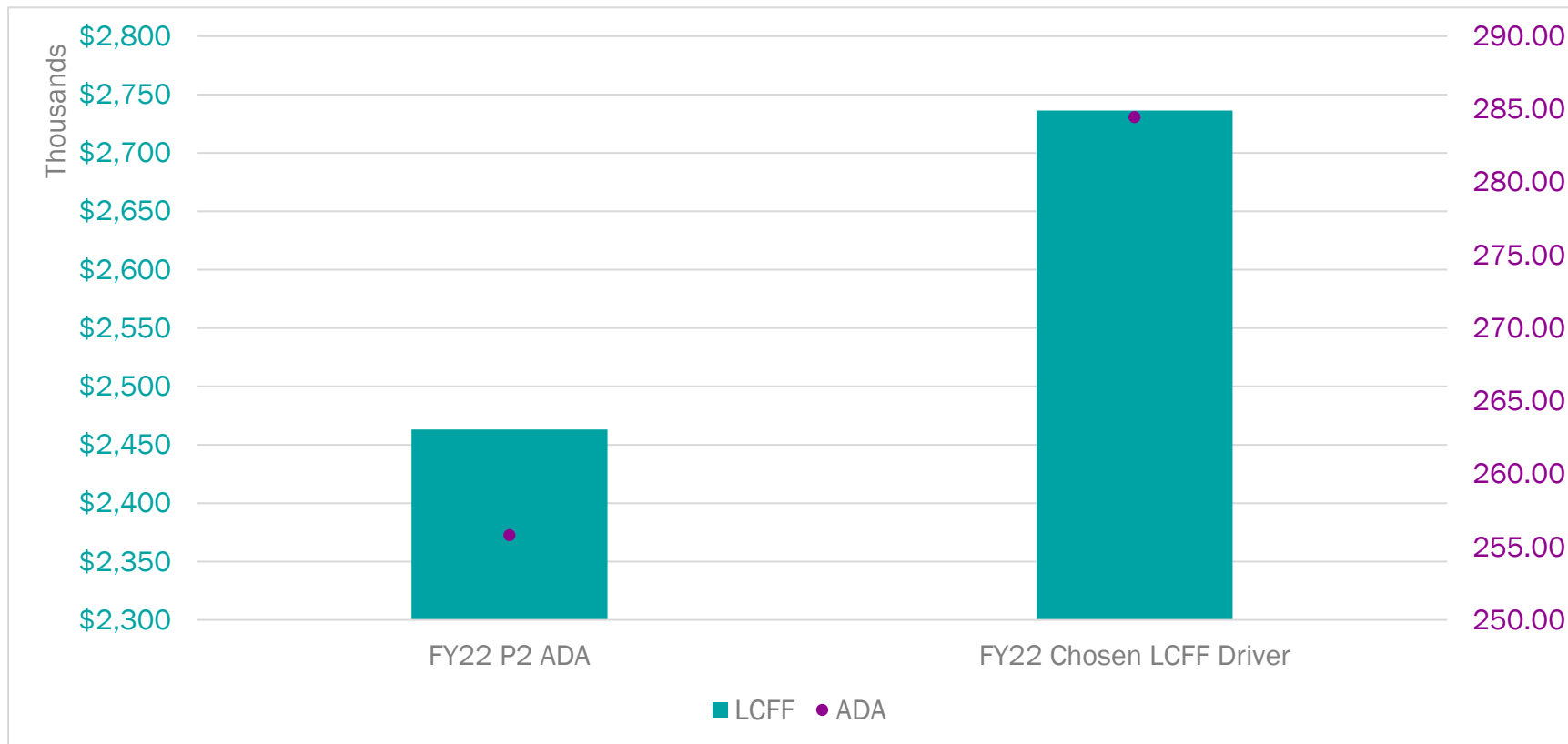
Expanded Learning Opportunities Program

\$2,500 per unduplicated pupil

\$1,500 or \$3K per UP based on demographics

AOA Elementary - FY22 LCFF Funding Driver

LEAs to choose- FY22 P2, FY21 P2, FY22 Enrollment * FY20 Attendance %

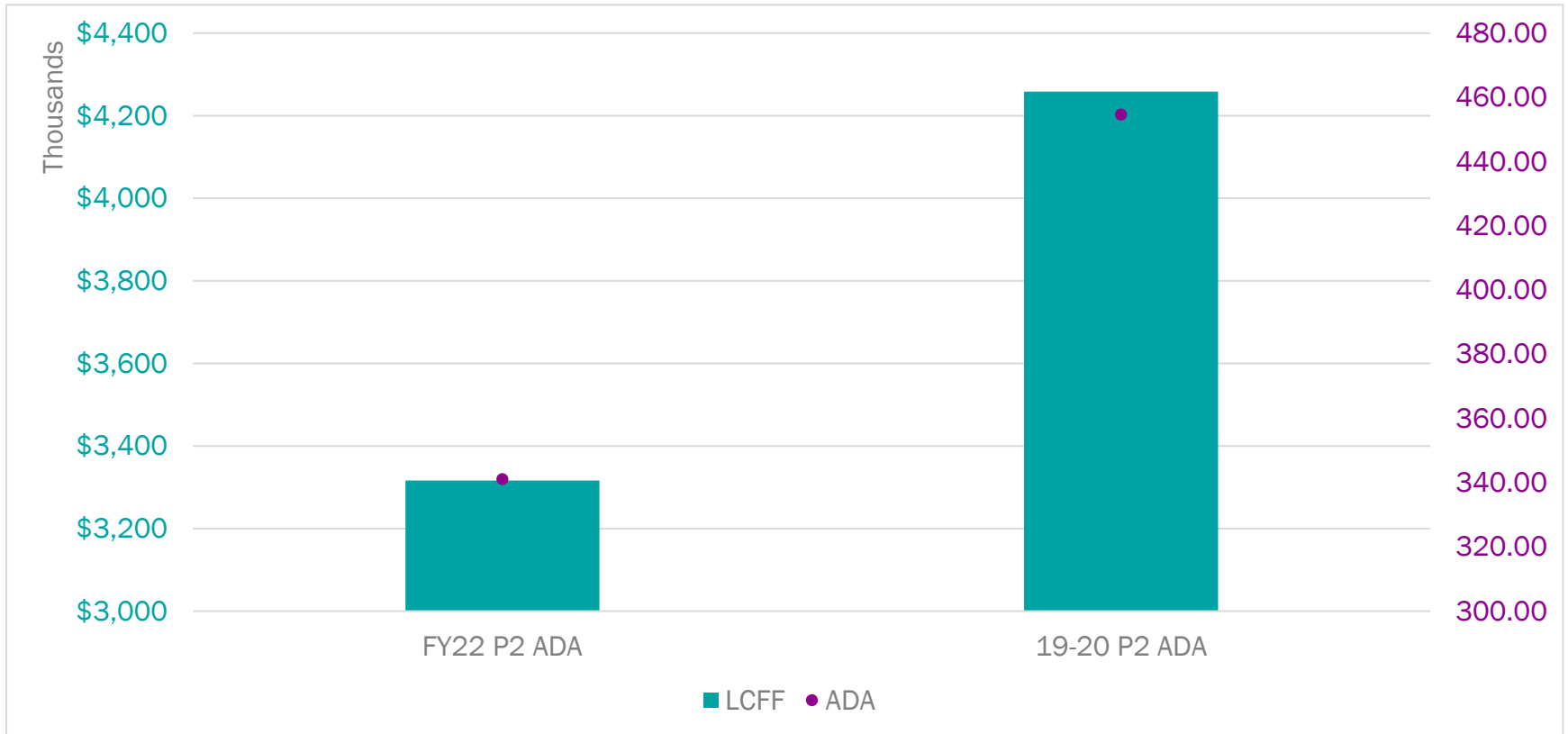


Use FY20 ADA, increase of 273K to net income



AOA Middle - FY22 LCFF Funding Driver

LEAs to choose- FY22 P2, FY21 P2, FY22 Enrollment * FY20 Attendance %



Use FY20 ADA, increase of 942K to net income

FY22 Forecast Update

June 2022



AOA Elementary – May22 vs. April22

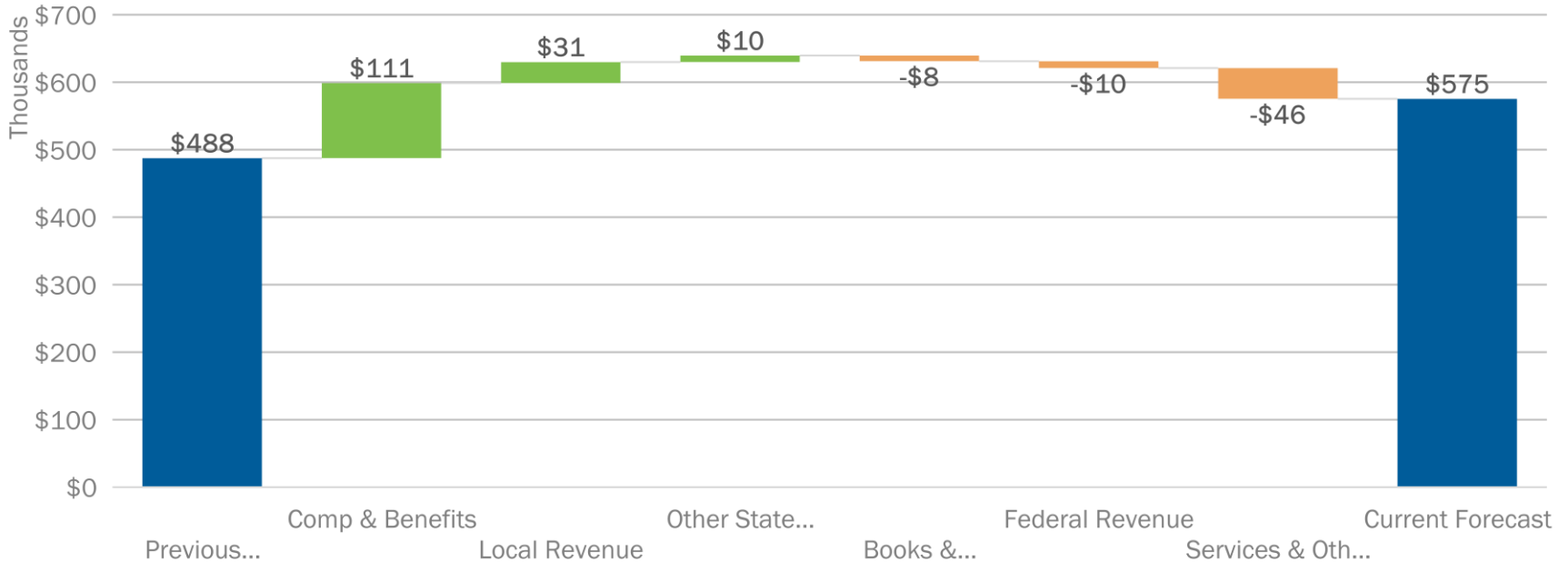


Net income 575K, increased 87K from previous forecast

		2021-22	2021-22	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	2,463,054	2,463,054	-
	Federal Revenue	715,471	705,154	(10,317)
	Other State Revenues	597,836	607,500	9,664
	Local Revenues	864,149	895,357	31,208
	Fundraising and Grants	25,000	25,000	-
	Total Revenue	4,665,509	4,696,065	30,555
Expenses	Compensation and Benefits	3,080,316	2,969,221	111,095
	Books and Supplies	284,340	292,640	(8,300)
	Services and Other Operating	807,396	852,997	(45,601)
	Depreciation	5,858	5,858	-
	Other Outflows	-	-	-
	Total Expenses	4,177,910	4,120,716	57,194
	Operating Income	487,599	575,349	87,749
	Beginning Balance (Unaudited)	1,266,864	1,266,864	-
	Operating Income	487,599	575,349	87,749
	Ending Fund Balance (incl. Depreciation)	1,754,464	1,842,213	87,749
	Ending Fund Balance as % of Expenses	42.0%	44.7%	2.7%

AOA Elementary – April22 vs. Jan22

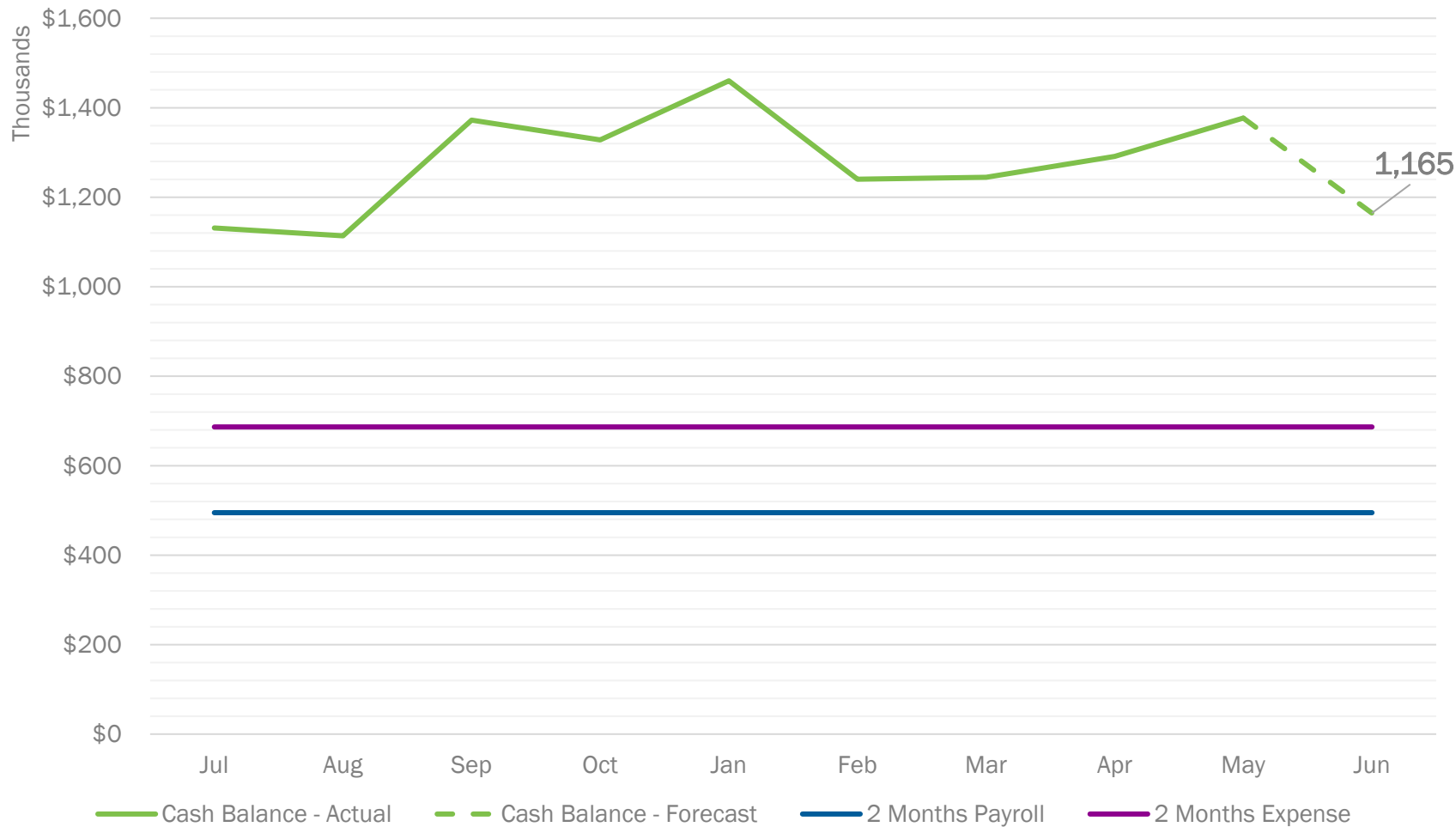
Net income increased 56K mostly due to comp & benefits savings



CATEGORY	BOTTOM LINE IMPACT	NOTES
Previous Forecast	487,599	
Comp & Benefits	111,095	Savings in health and welfare & hourly staff
Local Revenue	31,208	Parcel Tax FY22 finalized
Other State Revenue	9,664	Prior year lottery revenue
Books & Supplies	(8,300)	Yearbook and office supplies
Federal Revenue	(10,317)	Decrease in sped revenue
Services & Other Ops	(45,601)	Prop39 lease, sped contractors, beautification, & marketing
Current Forecast	575,349	

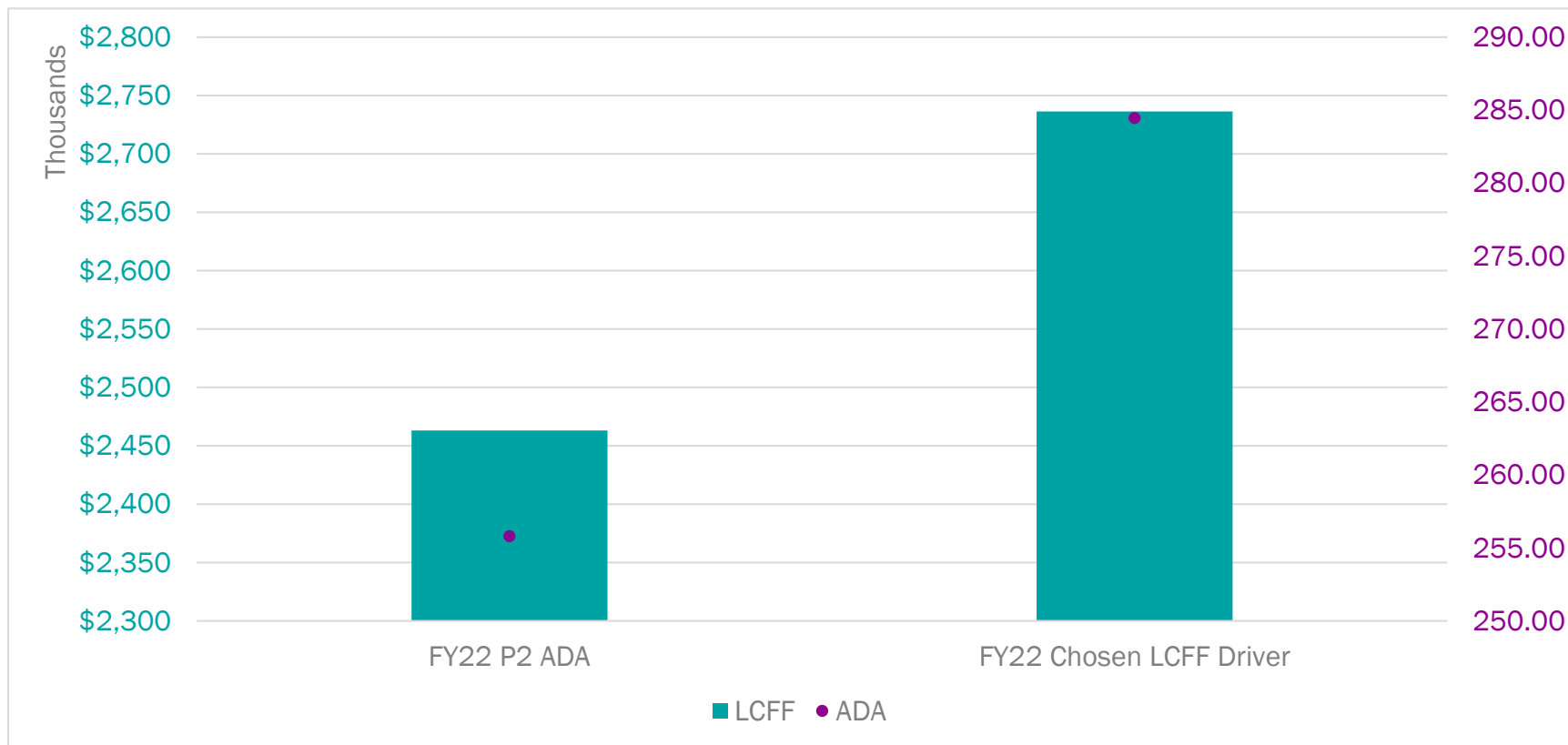
AOA Elementary – Projected Cash Flow

Projected ending cash of 1.16M, 103 days cash on hand (112 inc. LAIF)



AOA Elementary - FY22 LCFF Funding Driver

LEAs to choose- FY22 P2, FY21 P2, FY22 Enrollment * FY20 Attendance %



Use FY20 ADA, increase of 273K to net income

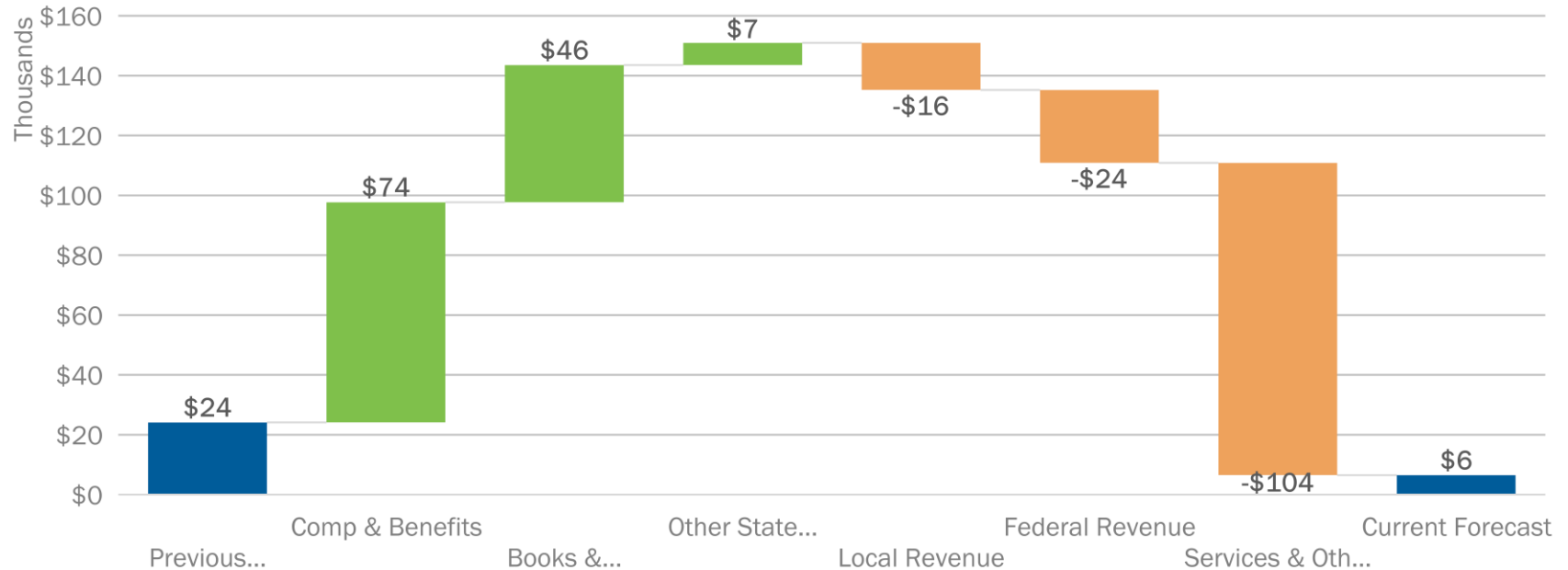
AOA Middle – May22 vs. April22

Net income 6K, decrease of 17K from previous forecast

		2021-22	2021-22	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	3,192,547	3,192,547	-
	Federal Revenue	557,447	533,131	(24,316)
	Other State Revenues	706,952	714,421	7,470
	Local Revenues	1,220,030	1,204,244	(15,786)
	Fundraising and Grants	18,000	18,000	-
	Total Revenue	5,694,976	5,662,344	(32,632)
Expenses	Compensation and Benefits	4,092,808	4,019,256	73,552
	Books and Supplies	262,650	216,800	45,850
	Services and Other Operating	1,300,997	1,405,400	(104,403)
	Depreciation	14,400	14,400	-
	Other Outflows	-	-	-
	Total Expenses	5,670,856	5,655,856	15,000
	Operating Income	24,120	6,488	(17,632)
	Beginning Balance (Unaudited)	2,352,402	2,352,402	-
	Operating Income	24,120	6,488	(17,632)
	Ending Fund Balance (incl. Depreciation)	2,376,522	2,358,890	(17,632)
	Ending Fund Balance as % of Expenses	41.9%	41.7%	-0.2%

AOA Middle – May22 vs. April22

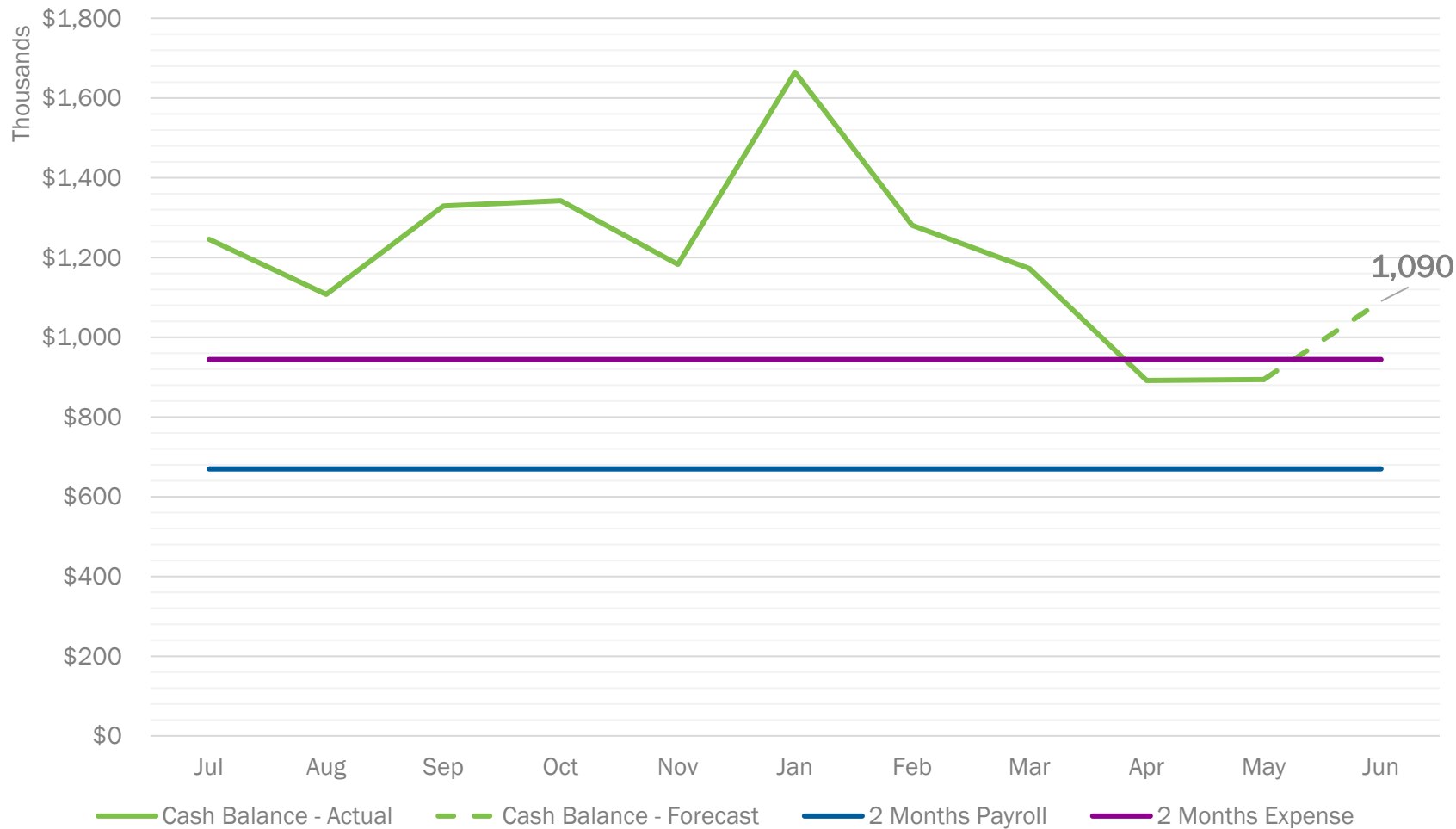
Decrease of 12K mostly due to increase in services & ops



CATEGORY	BOTTOM LINE IMPACT	NOTES
Previous Forecast	24,120	
Comp & Benefits	73,552	Savings in Health & Welfare & Hourly staff
Books & Supplies	45,850	Savings in computers & books
Other State Revenue	7,470	Prior year lottery
Local Revenue	(15,786)	FY22 Parcel Tax finalized
Federal Revenue	(24,316)	Decrease in sped revenue
Services & Other Ops	(104,403)	Prop39 lease, utilities, field trips & beautification
Current Forecast	6,488	

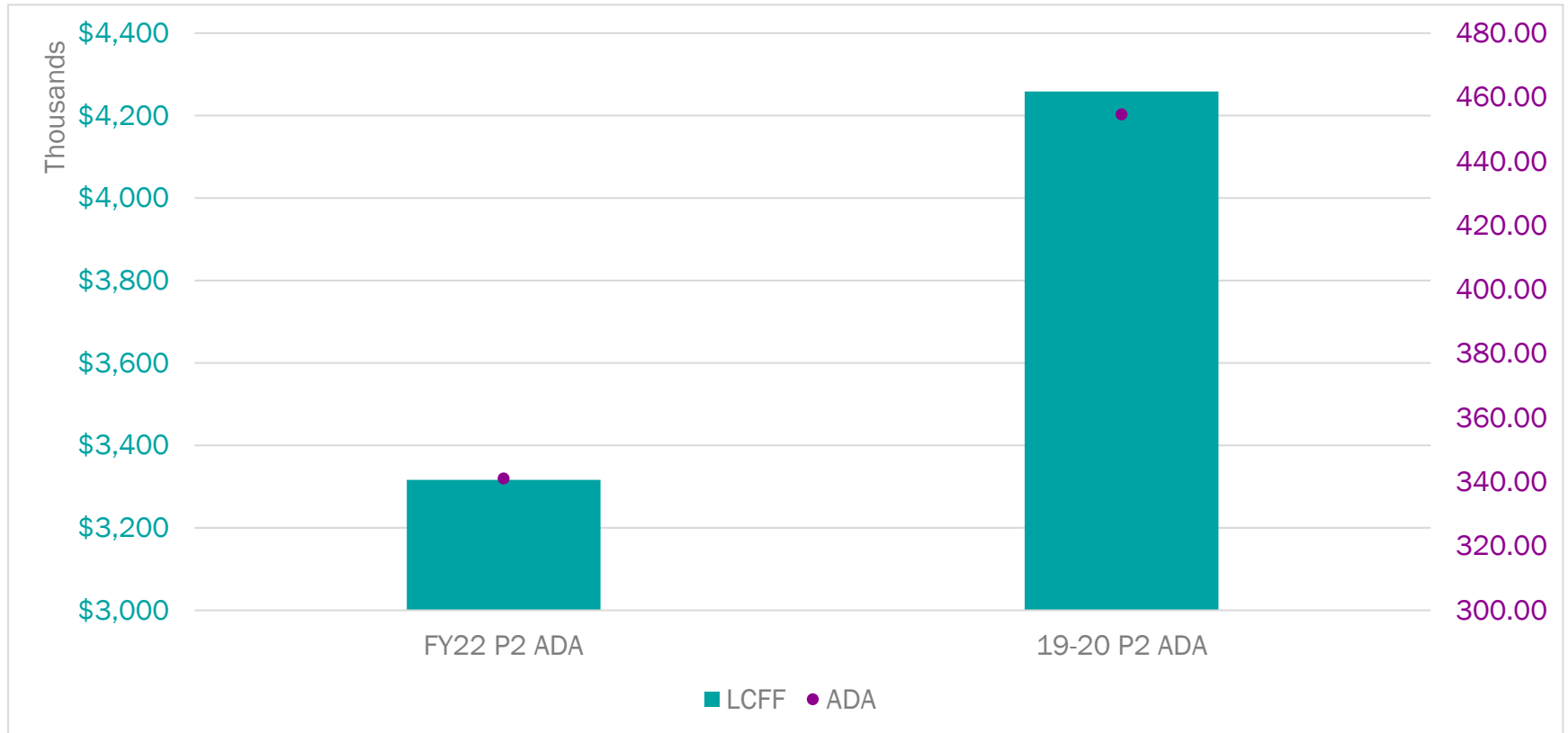
AOA Middle – Projected Cash flow

Projected ending cash of 1.09M, 70 days cash on hand (176 with LAIF)



AOA Middle - FY22 LCFF Funding Driver

LEAs to choose- FY22 P2, FY21 P2, FY22 Enrollment * FY20 Attendance %



Use FY20 ADA, increase of 942K to net income

FY23 Budget

June 2022



FY22 Budget Assumptions

9.85% increase, Increasing STRS, increased projected ADA

	FY22	FY23	Change/Notes
Revenue and Rates			
LCFF COLA	5.07%	9.85%	4.78%
STRS	16.92%	19.10%	2.18%
Enrollment/ADA			
Enrollment	636	672	36
ADA %	93.86%	95.22%	1.36%
ADA	596.95	639.37	42.42
Annual Pay increase			
Certified		2%	Admin & coordinator positions updated. Other staff assume at 2%, to be updated
Classified		2%	

Payroll Changes

	FY22	FY23	Change/Notes
Payroll changes			
Instructional Coach	\$69,099	\$0	Position ends: one time funding
IT Technician	\$58,344	\$30,000	Position ends, shifted to contractor
Psychologist	\$170,000	\$107,910	Position shifted from contractor to payroll
Emerging Bilingual Program Coordinator	\$0	\$100,068	New position
Attendance/Family Engagement Coordinator	\$0	\$71,474	New position
Mental Health Interin	\$0	\$48,467	New position
Instructional Aides	\$0	\$38,823	New position
Payroll Manager	\$78,140	\$142,800	Salary increase - more experience
TOTAL	\$375,583	\$539,542	\$163,959

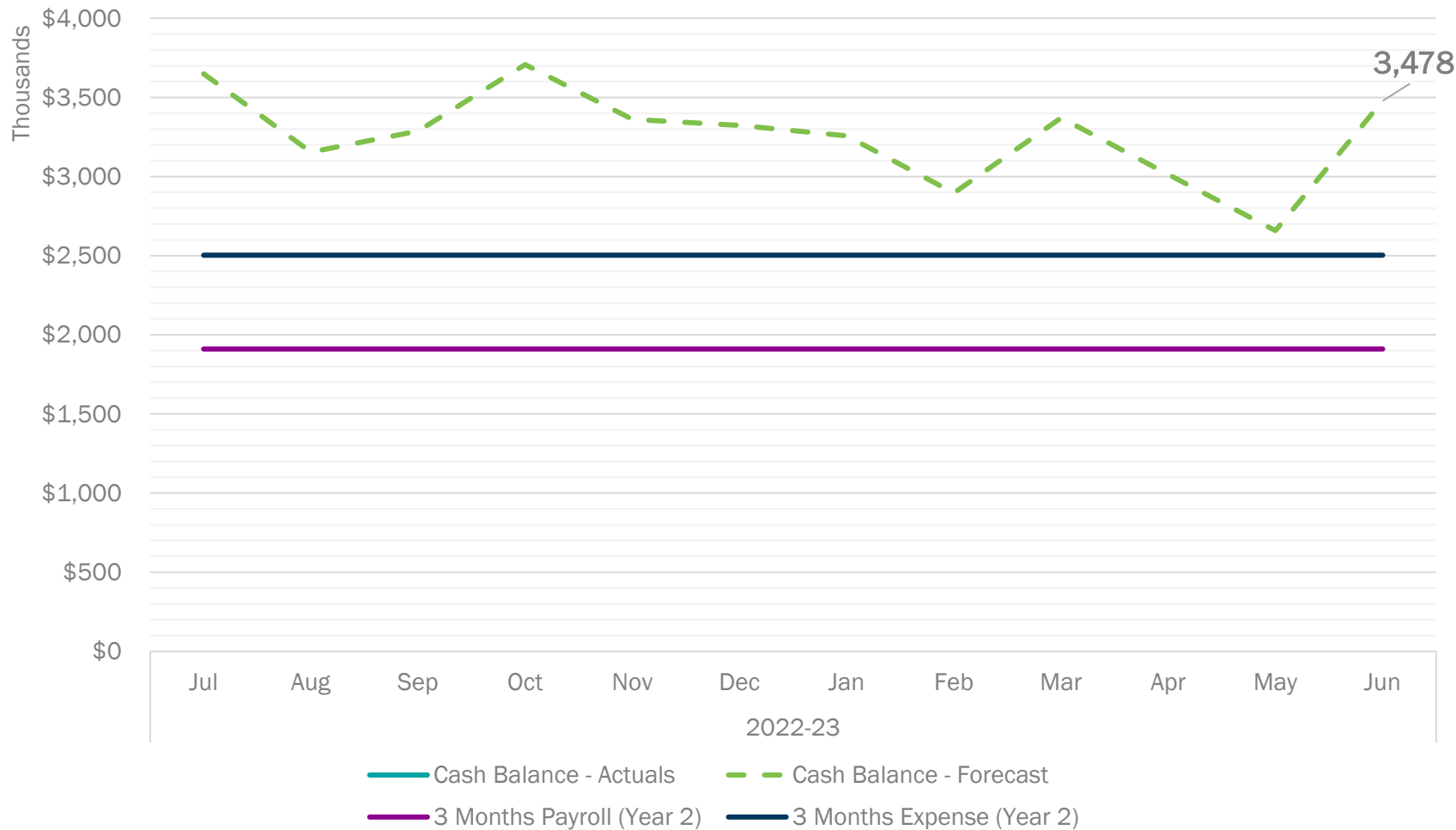
FY23 Budget

Net income -346K, large revenue decrease as K-5 one-time funds spent

		2021-22	2022-23	Variance	NOTES
		Current Year	Budget		
Revenue	LCFF Entitlement	5,655,601	6,697,879	1,042,278	9.85% COLA, 50% one time fund
	Federal Revenue	1,238,285	624,365	(613,920)	Elementary one time fund ends
	Other State Revenues	1,321,921	1,455,346	133,424	IPI and ELO Grant ends
	Local Revenues	2,111,252	864,136	(1,247,116)	PPP ends
	Fundraising and Grants	43,000	24,000	(19,000)	
	Total Revenue	10,370,060	9,665,726	(704,334)	One time grants & PPP ends
Expenses	Compensation and Benefits	6,988,477	7,640,712	(652,235)	4 New positions, COLA, STRS increase, 130K shifted from consultants
	Books and Supplies	518,540	532,980	(14,440)	
	Services and Operations	2,258,897	1,838,335	420,562	200K shifted to PR, one time spending ends (Summerschool, tech)
	Depreciation	20,258	-	20,258	
	Total Expenses	9,786,172	10,012,028	(225,856)	Staff increases
	Operating Income	583,888	(346,302)	(930,189)	Currently 50% of one time fund. 100% funded net income = -114K
	Beginning Balance	3,619,266	4,203,154	583,888	
	Operating Income	583,888	(346,302)	(930,189)	
Ending Fund Balance (incl. Depreciation)		4,203,154	3,856,852	(346,302)	
Ending Fund Balance as % of Expenses		42.9%	38.5%	-4.4%	Fund balance % > suggested 25%

Projected ending cash FY23

Projected ending cash balance 3.4M (+ 1.75M invest) = 190 Days COH



Three Year Projection: FY23, 24, 25

Three-year projection with net income increasing as ADA increases

		2021-22	2022-23	2023-24	2024-25
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	5,655,601	6,697,879	7,330,676	7,813,589
	Federal Revenue	1,238,285	624,365	588,680	279,112
	Other State Revenues	1,321,921	1,455,346	1,352,727	1,342,054
	Local Revenues	2,111,252	864,136	864,136	864,136
	Fundraising and Grants	43,000	24,000	60,500	73,000
	Total Revenue	10,370,060	9,665,726	10,196,718	10,371,891
Expenses	Compensation and Benefits	6,988,477	7,640,712	7,897,211	7,950,936
	Books and Supplies	518,540	532,980	558,720	559,242
	Services and Other Operating	2,258,897	1,838,335	1,889,932	1,770,516
	Depreciation	20,258	-	-	-
	Total Expenses	9,786,172	10,012,028	10,345,863	10,280,694
	Operating Income	583,888	(346,302)	(149,144)	91,197
	Beginning Balance (Audited)	3,619,266	4,203,154	3,856,852	3,707,708
	Operating Income	583,888	(346,302)	(149,144)	91,197
	Ending Fund Balance (incl. Depreciation)	4,203,154	3,856,852	3,707,708	3,798,905
	Ending Fund Balance as % of Expenses	42.9%	38.5%	35.8%	37.0%

Future budget considerations



COLA Considerations for Payroll

Currently 2% COLA for staff, excludes new & salary adjusted positions

% Inc.	Salary ↑	Benefits ↑	Total Change	
1% Increase	36,381	6,297	42,678 per % increase	
% COLA	Salary	Benefits	Total	Net income
2% (Current)	5,843,110	1,797,602	7,640,712	(346,302)
Current + 1%	5,879,490	1,803,900	7,683,390	(388,980)
Current + 2%	5,915,871	1,810,197	7,726,068	(431,658)
Current + 3%	5,952,251	1,816,495	7,768,746	(474,336)

Every 1% COLA increase = 42K

Budget Unknown Factors

3 large revenue streams to be determined

Budget Assumption	In Budget	Potential \$	NOTES
Current budget		(346,302)	Current net income
Loss of Parcel Tax A	Yes	(452,233)	Parcel Tax rates TBD
\$1362/ADA funding	50%	232,357	Legilature proposed restricted for payroll, learning loss, and mental health
9.85% COLA vs. 16.2%	No	387,165	Legislature proposed 16.2% COLA
Potential net income		?	From -798K to +273K

One time state funding

Currently 50% in budget (\$1362/ADA) for learning loss, staff, & wellness

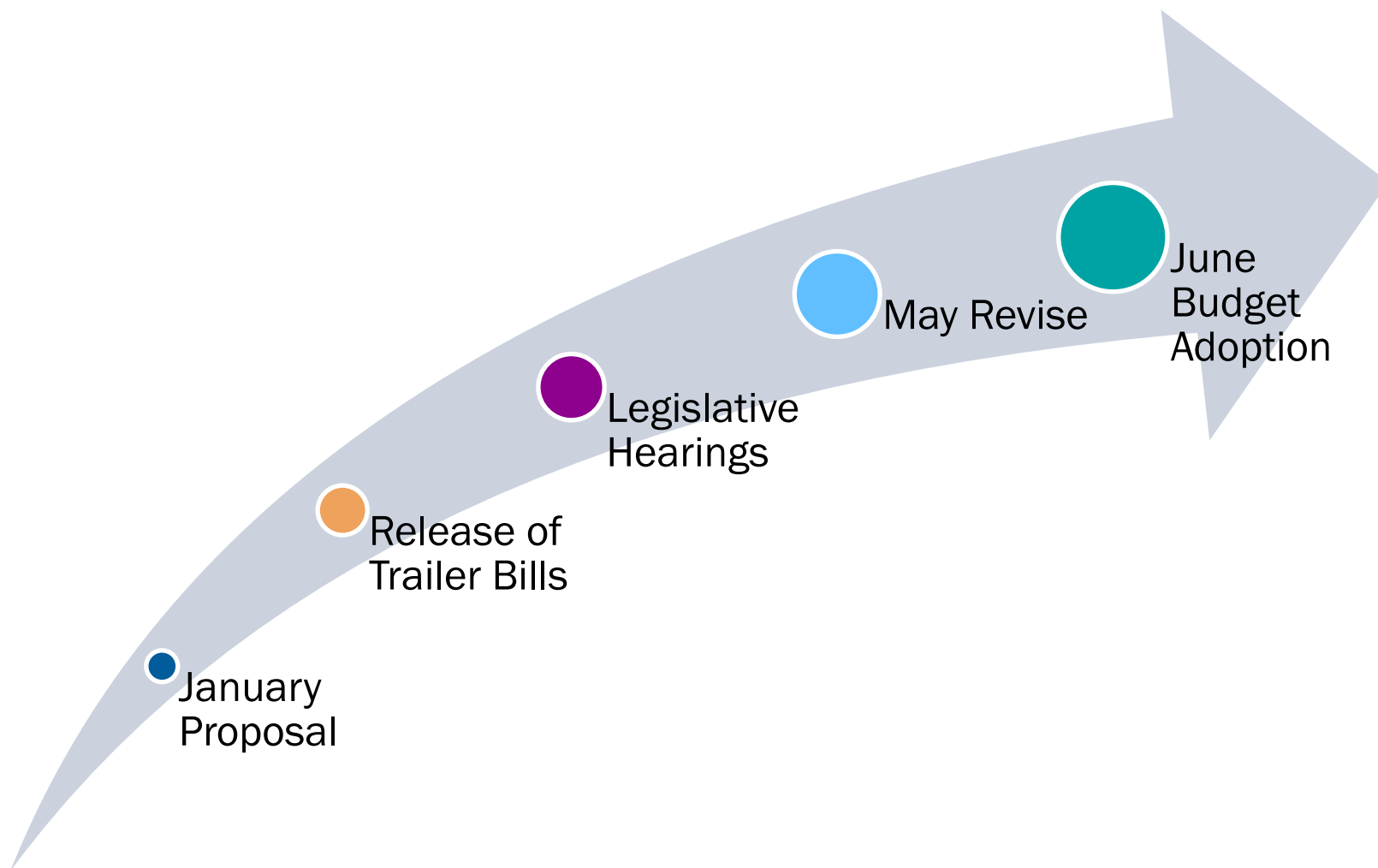
One time funding	Potential	Net income	NOTES
0% Funded	-	(578,659)	
10%	46,471	(532,187)	
25%	116,179	(462,480)	
50%	232,357	(346,302)	Current net income
75%	348,536	(230,123)	
100%	464,714	(113,944)	Potential net income if fully funded

Exhibits

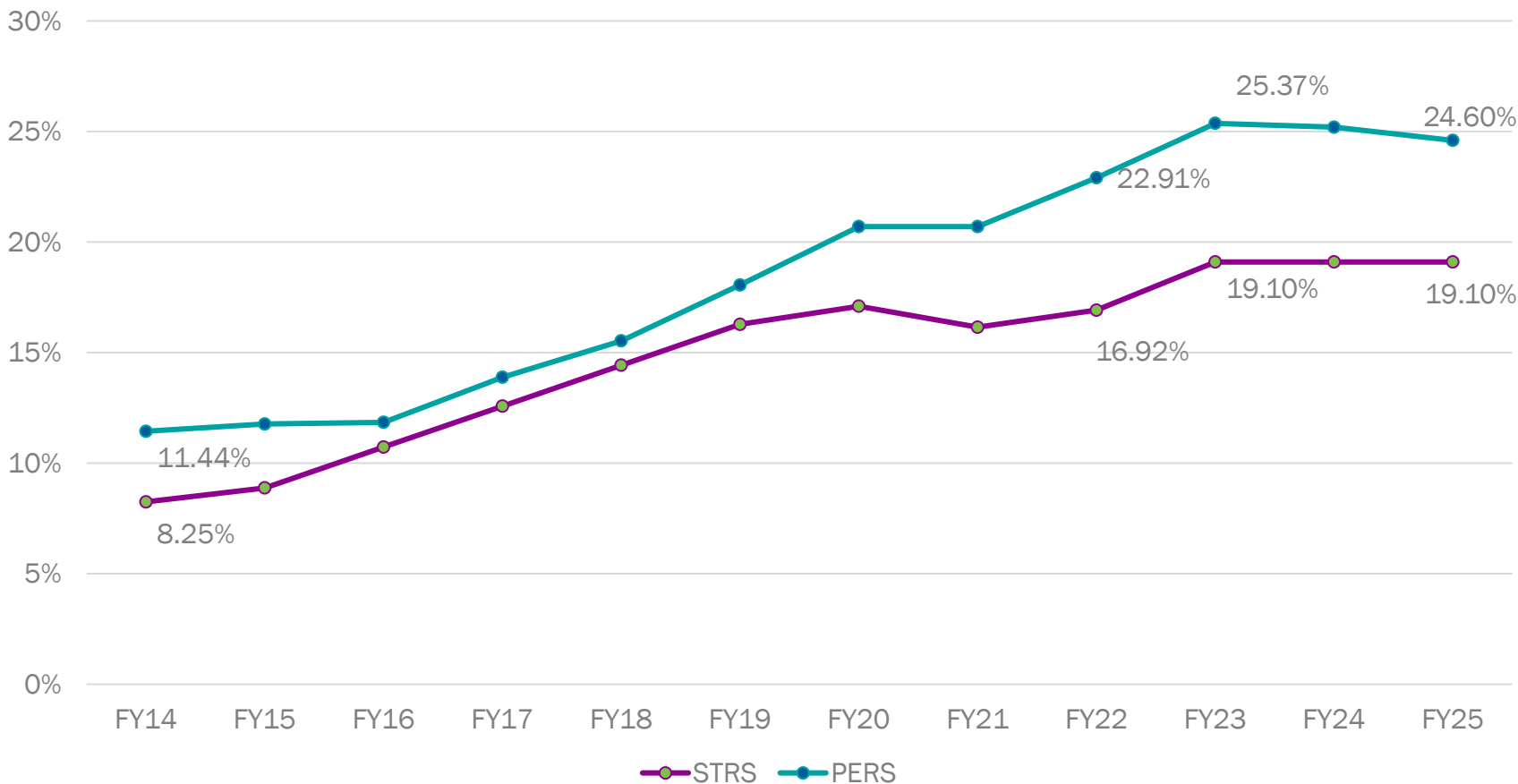


State Budget Process

Iterative process with many changes to Governor's Proposal



STRS & PERS Over Time



Largest Prop 98 package proposed & source of STRS & PERS relief to be from non-Prop 98 → relief very unlikely

Academy of Alameda Middle
Multi-year Projection
As of May FY2022

	Year 1	Year 2	Year 3	Year 4
	2021-22	2022-23	2023-24	2024-25
SUMMARY				
Revenue				
LCFF Entitlement	3,192,547	6,697,879	7,330,676	7,813,589
Federal Revenue	533,131	624,365	588,680	279,112
Other State Revenues	714,421	1,455,346	1,352,727	1,342,054
Local Revenues	1,215,895	864,136	864,136	864,136
Fundraising and Grants	18,000	24,000	60,500	73,000
Total Revenue	5,673,995	9,665,726	10,196,718	10,371,891
Expenses				
Compensation and Benefits	4,019,256	7,640,712	7,897,211	7,950,936
Books and Supplies	225,900	532,980	558,720	559,242
Services and Other Operating Expenditures	1,405,900	1,838,335	1,889,932	1,770,516
Depreciation	14,400	-	-	-
Other Outflows	-	-	-	-
Total Expenses	5,665,456	10,012,028	10,345,863	10,280,694
Operating Income	8,539	(346,302)	(149,144)	91,197
Fund Balance				
Beginning Balance (Unaudited)	2,352,402	2,360,941	2,014,639	1,865,495
Audit Adjustment				
Beginning Balance (Audited)	2,352,402	2,360,941	2,014,639	1,865,495
Operating Income	8,539	(346,302)	(149,144)	91,197
Ending Fund Balance	2,360,941	2,014,639	1,865,495	1,956,692
Total Revenue Per ADA	16,632	15,118	15,332	15,203
Total Expenses Per ADA	16,607	15,659	15,556	15,069
Operating Income Per ADA	25	(542)	(224)	134
Fund Balance as a % of Expenses	42%	20%	18%	19%

Academy of Alameda Middle
Multi-year Projection
As of May FY2022

	Year 1	Year 2	Year 3	Year 4
	2021-22	2022-23	2023-24	2024-25
Key Assumptions				
Enrollment Breakdown				
TK		-	12	20
K		48	48	48
1		48	48	48
2		48	48	48
3		50	50	50
4		54	54	54
5		54	54	54
6	118	110	125	130
7	121	130	125	130
8	124	130	135	135
Total Enrolled	363	672	699	717
ADA %				
K-3		95.5%	95.5%	95.5%
4-6	92.9%	95.0%	95.0%	95.0%
7-8	94.5%	95.0%	95.0%	95.0%
Average ADA %	94.0%	95.1%	95.1%	95.1%
ADA				
K-3	-	185	197	204
4-6	110	207	221	226
7-8	232	247	247	252
Total ADA	341	639	665	682
Demographic Information				
CALPADS Enrollment (for unduplicated % calc)	370	672	699	717
# Unduplicated (CALPADS)	228	391	407	417
# Free & Reduced Lunch (CALPADS)	212	360	374	384
# ELL (CALPADS)	67	118	123	126
New Students	-	302	27	18
School Information				
FTE's	46.0	91.5	93.5	92.5

Academy of Alameda Middle
Multi-year Projection
As of May FY2022

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25
Teachers	19	34	35	34
Certificated Pay Increases				
Classified Pay Increases				
# of school days	-	-	-	-
Default Expense Inflation Rate		2%	2%	2%

Academy of Alameda Middle
Multi-year Projection
As of May FY2022

	Year 1	Year 2	Year 3	Year 4
	2021-22	2022-23	2023-24	2024-25
REVENUE				
LCFF Entitlement				
8011 Charter Schools General Purpose Entitlement - State A	1,387,857	3,315,599	3,812,389	4,204,632
8012 Education Protection Account Entitlement	620,784	1,163,449	1,210,233	1,241,422
8096 Charter Schools in Lieu of Property Taxes	1,183,906	2,218,831	2,308,054	2,367,535
SUBTOTAL - LCFF Entitlement	3,192,547	6,697,879	7,330,676	7,813,589
Federal Revenue				
8181 Special Education - Entitlement	39,024	73,138	76,079	78,039
8182 Special Education Reimbursement	7,020	7,020	7,020	7,020
8291 Title I	97,931	143,362	150,530	150,530
8292 Title II	15,022	22,403	23,523	23,523
8294 Title IV	10,000	20,000	20,000	20,000
8296 Other Federal Revenue	78,547	46,915	-	-
8297 PY Federal - Not Accrued	7,600	-	-	-
8299 All Other Federal Revenue	277,987	311,528	311,528	-
SUBTOTAL - Federal Revenue	533,131	624,365	588,680	279,112
Other State Revenue				
8319 Other State Apportionments - Prior Years	21,076	-	-	-
8381 Special Education - Entitlement (State	265,111	457,150	475,532	487,787
8382 Special Education Reimbursement (State	29,352	46,652	46,652	46,652
8550 Mandated Cost Reimbursements	7,824	6,257	12,359	13,262
8560 State Lottery Revenue	81,240	152,258	158,380	162,462
8590 All Other State Revenue	176,687	472,976	82,570	24,394
8593 ELO-Program (2600)	-	186,923	462,820	493,084
8595 Afterschool (ASES)	133,131	133,131	114,414	114,414
SUBTOTAL - Other State Revenue	714,421	1,455,346	1,352,727	1,342,054
Local Revenue				
8639 All Other Sales	1,000	1,000	1,000	1,000
8662 Net Increase (Decrease	12,000	12,000	12,000	12,000
8676 After School Program Revenue	65,000	190,000	190,000	190,000
8690 Other Local Revenue	1,000	4,000	4,000	4,000
8693 Field Trips	6,500	6,500	6,500	6,500

Academy of Alameda Middle
Multi-year Projection
As of May FY2022

	Year 1	Year 2	Year 3	Year 4
	2021-22	2022-23	2023-24	2024-25
8699 All Other Local Revenue	46,100	-	-	-
8701 Art and Music Fundraising	7,000	7,000	7,000	7,000
8702 Measure B1 Parcel Tax	101,527	191,403	191,403	191,403
8703 Measure A (2020) Parcel Tax	239,881	452,233	452,233	452,233
8797 Other Financing: PPP	735,887	-	-	-
SUBTOTAL - Local Revenue	1,215,895	864,136	864,136	864,136
Fundraising and Grants				
8801 Donations - Parents	500	500	500	500
8802 Donations - Private	5,500	8,000	8,000	8,000
8803 Annual Fundraising (School-wide)	10,000	13,500	50,000	62,500
8804 School Culture Fundraising	2,000	2,000	2,000	2,000
SUBTOTAL - Fundraising and Grants	18,000	24,000	60,500	73,000
TOTAL REVENUE	5,673,995	9,665,726	10,196,718	10,371,891

Academy of Alameda Middle
Multi-year Projection
As of May FY2022

	Year 1	Year 2	Year 3	Year 4
	2021-22	2022-23	2023-24	2024-25
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100 Teachers Salaries	1,429,197	2,335,380	2,444,512	2,420,982
1101 Teacher - Stipends	30,000	10,000	10,200	10,404
1103 Teacher - Substitute Pay	10,600	27,540	28,091	28,653
1148 Teacher - Special Ed	-	75,096	76,598	78,130
1200 Certificated Pupil Support Salaries	9,000	40,800	41,616	42,448
1202 Certificated Pupil Support - Counselor	72,661	238,632	243,405	248,273
1203 Certificated Pupil Support Salaries - Custom 3	55,240	137,907	140,665	143,479
1300 Certificated Supervisor & Administrator Salaries	495,769	895,899	913,817	932,093
1950 Other Cert - Instructional Coaches	345,689	466,086	475,407	484,915
SUBTOTAL - Certificated Salaries	2,448,156	4,227,340	4,374,311	4,389,377
Classified Salaries				
2100 Classified Instructional Aide Salaries	283,191	658,824	708,415	722,583
2201 Classified Support - Restorative Justice coordinator	43,517	97,678	99,632	101,624
2202 Classified Support - School Culture Coordinator	-	72,430	73,879	75,356
2300 Classified Supervisor & Administrator Salaries	77,023	197,177	201,120	205,143
2311 Classified Admin - After School Coordinator	40,469	68,797	70,173	71,576
2400 Classified Clerical & Office Salaries	92,466	94,115	95,998	97,918
2905 Other Classified - After School	138,760	423,688	432,162	440,805
2940 Other Classified - Summer	1,800	3,060	3,121	3,184
SUBTOTAL - Classified Salaries	677,227	1,615,769	1,684,499	1,718,189
Employee Benefits				
3100 STRS	396,585	790,754	818,492	821,030
3300 OASDI-Medicare-Alternative	93,771	190,313	197,810	200,717
3400 Health & Welfare Benefits	310,000	604,800	604,800	604,800
3500 Unemployment Insurance	80,727	127,922	130,673	129,297
3600 Workers Comp Insurance	-	67,196	69,676	70,237
3900 Other Employee Benefits	12,790	16,618	16,950	17,289
SUBTOTAL - Employee Benefits	893,873	1,797,602	1,838,401	1,843,369

Academy of Alameda Middle
Multi-year Projection
As of May FY2022

	Year 1	Year 2	Year 3	Year 4
	2021-22	2022-23	2023-24	2024-25
Books & Supplies				
4200 Books & Other Reference Materials	15,000	53,000	54,060	55,141
4315 Custodial Supplies	13,000	25,000	25,500	26,010
4320 Educational Software	35,000	60,700	61,914	52,500
4325 Instructional Materials & Supplies	30,000	77,000	78,540	80,111
4326 Art & Music Supplies	12,000	23,240	23,705	24,179
4330 Office Supplies	16,200	28,000	28,560	29,131
4335 PE Supplies	11,000	15,000	15,300	15,606
4340 Professional Development Supplies	1,600	6,000	6,120	6,242
4345 Non Instructional Student Materials & Supplies	10,000	22,000	22,440	22,889
4346 Teacher Supplies	4,600	15,000	15,300	15,606
4350 Uniforms	100	102	104	106
4351 Yearbook	4,000	7,000	7,140	7,283
4352 Afterschool Supplies	5,500	16,000	32,000	32,640
4353 Summerschool Supplies	1,000	5,000	10,000	10,200
4355 Org Culture supplies	6,900	12,038	12,279	12,524
4360 Books and Supplies - Sped	1,000	7,400	7,548	7,699
4410 Classroom Furniture, Equipment & Supplies	15,000	40,000	35,300	36,006
4420 Computers: individual items less than \$5k	10,000	60,000	61,200	62,424
4423 Additional Technology	15,000	25,500	26,010	26,530
4430 Non Classroom Related Furniture, Equipment & Suppli	10,000	20,000	20,400	20,808
4700 Food	2,000	6,500	6,630	6,763
4720 Other Food	7,000	8,500	8,670	8,843
SUBTOTAL - Books and Supplies	225,900	532,980	558,720	559,242
Services & Other Operating Expenses				
5210 Conference Fees	17,000	28,000	28,560	29,131
5220 Travel and Lodging	3,700	3,774	3,849	3,926
5305 Dues & Membership - Professional	4,600	16,000	16,320	16,646
5310 Subscriptions	9,000	18,000	18,360	18,727
5400 Insurance	1,000	83,550	85,221	86,925
5510 Utilities - Gas and Electric	1,500	2,000	2,040	2,081
5515 Janitorial, Gardening Services & Supplies	98,250	160,015	163,215	102,414
5525 Utilities - Waste	17,000	26,000	26,520	27,050
5605 Equipment Leases	6,000	16,000	16,320	16,646
5611 Prop 39 Related Costs	91,500	148,400	151,368	154,395

Academy of Alameda Middle
Multi-year Projection
As of May FY2022

	Year 1	Year 2	Year 3	Year 4
	2021-22	2022-23	2023-24	2024-25
5615 Repairs and Maintenance - Building	20,000	10,000	10,200	10,404
5617 Repairs and Maintenance - Other Equipment	4,200	8,000	8,160	8,323
5803 Accounting Fees	1,500	3,000	3,060	3,121
5804 Internal Audit & Accounting support	9,420	16,000	16,320	16,646
5805 Administrative Fees	8,000	14,000	14,280	14,566
5809 Banking Fees	2,500	3,500	3,570	3,641
5812 Business Services	117,000	195,700	195,700	195,700
5815 Consultants - Instructional	13,500	38,770	39,545	40,336
5818 Coaching	19,000	28,000	28,560	29,131
5819 School Culture Initiatives	6,000	25,120	25,622	26,135
5820 Consultants - Non Instructional - Custom 1	43,230	8,000	8,160	8,323
5824 District Oversight Fees	141,256	231,936	255,319	274,878
5828 Translators	2,000	2,040	2,081	2,122
5830 Field Trips Expenses	26,000	41,000	41,820	42,656
5833 Fines and Penalties	900	1,500	1,530	1,561
5834 Afterschool & Summer Services	124,000	12,000	12,240	12,485
5836 Fingerprinting	1,800	1,836	1,873	1,910
5839 Fundraising Expenses	3,000	7,000	7,140	7,283
5845 Legal Fees	76,000	39,000	39,780	40,576
5846 Loan and Financing Fees	200	250	255	260
5848 Licenses and Other Fees	6,500	11,500	11,730	11,965
5851 Marketing and Student Recruiting	50,000	80,000	81,600	83,232
5857 Payroll Fees	(4,000)	6,000	6,120	6,242
5860 Printing and Reproduction	4,000	10,000	10,200	10,404
5861 Prior Yr Exp (not accrued)	(500)	1,000	1,020	1,040
5863 Professional Development	30,500	59,110	60,292	61,498
5866 Sped Tuition & Fees	66,944	118,884	121,262	-
5869 Special Education Contract Instructors	232,800	157,000	160,140	163,343
5875 Staff Recruiting	5,000	13,000	13,260	13,525
5880 Student Health Services	12,000	20,000	20,400	20,808
5881 Student Information System	17,000	25,000	25,500	26,010
5884 Substitutes	38,000	60,000	61,200	62,424
5885 Tutor	2,500	2,550	2,601	2,653
5887 Technology Services	61,000	55,000	56,100	77,222
5898 Bad Debt Expense	1,050	300	306	312
5899 Miscellaneous Operating Expenses	3,000	5,500	5,610	5,722
5900 Communications	5,000	12,000	12,240	12,485

Academy of Alameda Middle
Multi-year Projection
As of May FY2022

	Year 1	Year 2	Year 3	Year 4
	2021-22	2022-23	2023-24	2024-25
5915 Postage and Delivery	6,000	13,000	13,260	13,525
5920 Communications - Telephone & Fax	50	100	102	104
SUBTOTAL - Services & Other Operating Exp.	1,405,900	1,838,335	1,889,932	1,770,516
Depreciation Expense				
6900 Depreciation	14,400	-	-	-
SUBTOTAL - Depreciation Expense	14,400	-	-	-
Other Outflows				
SUBTOTAL - Other Outflows	-	-	-	-
TOTAL EXPENSES	5,665,456	10,012,028	10,345,863	10,280,694

Academy of Alameda Middle
2021-22
As of May FY2022

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Driver/ Rate Type
Revenues and related expenses					
Statewide LCFF Assumptions					
LCFF COLA	5.07%	9.84%	5.38%	4.02%	
TK-3 LCFF Base	8,093	8,890	9,368	9,745	
4-6 LCFF Base	8,215	9,024	9,509	9,891	
7-8 LCFF Base	8,458	9,291	9,791	10,185	
9-12 LCFF Base	9,802	10,767	11,346	11,802	
TK-3 Gr Span Adj	842	925	974	1,013	
9-12 Gr Span Adj	255	280	295	307	
School LCFF Assumptions					
LCFF per ADA	9,358	10,476	11,022	11,453	
ILPT per ADA	3,470	3,470	3,470	3,470	
Supplemental & Concentration Funding	333,738	715,707	772,900	814,548	
Unduplicated Pupil % (3 year avg)	58.37%	59.82%	58.93%	58.19%	
District UPP	31.71%	31.71%	31.71%	31.71%	
Other Federal and State Revenues					
EDCOE SELPA Federal Rate	139.61	125.00	125.00	125.00	Prior Year Enrollment
EDCOE SELPA State Rate	715.00	820.00	820.00	820.00	ADA
LAUSD SPED Federal Rate	298.65	244.62	244.62	244.62	ADA
LAUSD SPED State Rate	850.38	978.72	978.72	978.72	ADA
Other SELPA Fed	114	114.39	114.39	114.39	CY ADA
Other SELPA State	265,111	715.00	715.00	715.00	Flat Rate (NR)
Mandated Cost Reimbursements: K-8	17.21	18.34	19.33	19.94	Prior Year Enrollment
Mandated Cost Reimbursements: 9-12	47.84	50.98	53.72	55.41	Prior Year Enrollment
One Time Funding	0.00	0.00	0.00	0.00	Prior Year Enrollment
State Lottery Unrestricted	163.00	163.00	163.00	163.00	P-A ADA
State Lottery Restricted	65.00	65.00	65.00	65.00	P-A ADA
Absence Factor	1.04	1.04	1.04	1.04	Multiplier to state lottery rates
SB740 maximum per ADA	1,232.00	1,312.82	1,383.45	1,439.06	ADA
SB740 Lease & ADA Default Proration	92%	90%	90%	90%	
SB740 Other Costs Default Proration	0%	0%	0%	0%	
Fees					
Authorizer Fees	#####	#####			Flat Rate (R)
Special Education Encroachment Fees		0.00			% of Sped Revenue
Payroll					
Annual Pay Increase					
Certificated		2.00%	2.00%	2.00%	
Classified		2.00%	2.00%	2.00%	
Benefits					
STRS	16.92%	19.10%	19.10%	19.10%	% of eligible payroll
PERS	22.91%	25.37%	25.20%	24.60%	% of eligible payroll
PARS	3.75%	3.75%	3.75%	3.75%	% of eligible payroll
Other Retirement 1	7.00%	7.00%	7.00%	7.00%	
Social Security	6.20%	6.20%	6.20%	6.20%	% of eligible payroll
Medicare	1.45%	1.45%	1.45%	1.45%	% of total payroll
Health & Welfare Benefits					Annual rate per employee
H&W Middle	\$310,000	\$334,800	\$334,800	\$334,800	
H&W Elem	\$250,000	\$270,000	\$270,000	\$270,000	
H&W average annual increase					
In Lieu Medical Stipend					Annual stipend
SUTA %	17.00%	17.00%	17.00%	17.00%	% of eligible payroll
SUTA Tax Base	\$7,000	\$7,000	\$7,000	\$7,000	
ETT (part of SUTA)	\$7	\$7	\$7	\$7	Annual rate per employee
Workers Comp		1.15%	1.15%	1.15%	% of total payroll

Academy of Alameda Middle
Monthly Cash Forecast
As of May FY2022

Beginning Cash
REVENUE
LCFF Entitlement
Federal Revenue
Other State Revenue
Other Local Revenue
Fundraising & Grants
TOTAL REVENUE
EXPENSES
Certificated Salaries
Classified Salaries
Employee Benefits
Books & Supplies
Services & Other Operating Expenses
Capital Outlay & Depreciation
Other Outflows
TOTAL EXPENSES
Operating Cash Inflow (Outflow)
Revenues - Prior Year Accruals
Accounts Receivable - Current Year
Other Assets
Fixed Assets
Expenses - Prior Year Accruals
Accounts Payable - Current Year
Summerholdback for Teachers
Loans Payable (Long Term)
Other Liabilities
Ending Cash

Academy of Alameda Middle
Monthly Cash Forecast
As of May FY2022

	2022-23													
	Actuals & Forecast												Forecast	Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	1,086,361	2,239,082	1,619,448	1,440,964	1,742,654	1,291,639	1,121,132	954,305	490,373	1,157,598	931,483	668,225		
REVENUE														
LCFF Entitlement	-	159,490	385,720	1,084,452	253,933	409,128	701,628	253,933	1,224,632	483,525	483,525	774,387	6,697,879	483,525
Federal Revenue	4,495	4,495	82,377	4,495	50,936	82,377	4,495	50,936	82,377	41,063	50,936	82,377	624,365	83,010
Other State Revenue	3,888	17,143	135,131	38,842	38,842	151,992	38,842	59,152	184,144	77,250	97,560	184,144	1,455,346	428,417
Other Local Revenue	1,000	1,000	17,583	17,583	17,583	17,583	19,417	19,417	19,417	19,417	19,417	663,053	864,136	31,667
Fundraising & Grants	-	-	-	250	-	-	3,583	3,583	3,583	3,583	3,583	3,333	24,000	2,500
TOTAL REVENUE	9,382	182,128	620,811	1,145,622	361,294	661,081	767,965	387,020	1,514,152	624,838	655,021	1,707,293	9,665,726	1,029,118
EXPENSES														
Certificated Salaries	146,031	371,937	371,937	371,937	371,937	371,937	370,271	370,271	370,271	370,271	370,271	370,271	4,227,340	-
Classified Salaries	128,270	135,227	135,227	135,227	135,227	135,227	135,227	135,227	135,227	135,227	135,227	135,227	1,615,769	-
Employee Benefits	52,586	159,377	159,377	159,377	159,377	159,377	147,845	147,845	147,845	147,845	147,845	147,845	1,797,602	61,060
Books & Supplies	44,415	44,415	44,415	44,415	44,415	44,415	44,415	44,415	44,415	44,415	44,415	44,415	532,980	-
Services & Other Operating Expenses	153,195	153,195	153,195	153,195	153,195	153,195	153,195	153,195	153,195	153,195	153,195	153,195	1,838,335	-
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	524,497	864,151	864,151	864,151	864,151	864,151	850,953	850,953	850,953	850,953	850,953	850,953	10,012,028	61,060
Operating Cash Inflow (Outflow)	(515,115)	(682,023)	(243,339)	281,471	(502,857)	(203,070)	(82,988)	(463,932)	663,200	(226,115)	(195,932)	856,341	(346,302)	968,058
Revenues - Prior Year Accruals	41,983	25,635	64,856	20,218	20,218	32,563	-	-	-	-	-	12,344	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	1,642,134	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(16,280)	(16,280)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	53,035	-	-	31,624	-	(83,839)	-	4,025	-	(67,326)	31,241	-	-
Ending Cash	2,239,082	1,619,448	1,440,964	1,742,654	1,291,639	1,121,132	954,305	490,373	1,157,598	931,483	668,225	1,568,151		

Academy of Alameda Middle
Monthly Cash Forecast
As of May FY2022

	2023-24													
	Actuals & Forecast													Forecast
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	1,568,151	1,243,030	786,725	1,249,674	1,014,613	830,902	1,090,075	718,904	517,192	956,718	722,065	454,203		
REVENUE														
LCFF Entitlement	-	316,381	740,373	542,668	507,358	798,220	526,271	507,358	1,012,379	519,278	519,278	821,836	7,330,676	519,278
Federal Revenue	585	585	78,467	585	49,098	78,467	585	49,098	78,467	38,624	49,098	78,467	588,680	86,553
Other State Revenue	3,888	26,745	172,627	54,566	54,566	203,272	54,566	92,630	194,590	58,242	96,307	194,590	1,352,727	146,140
Other Local Revenue	1,000	1,000	17,583	17,583	17,583	17,583	19,417	19,417	19,417	19,417	19,417	663,053	864,136	31,667
Fundraising & Grants	-	-	-	250	-	-	9,667	9,667	9,667	9,667	9,667	9,417	60,500	2,500
TOTAL REVENUE	5,473	344,711	1,009,050	615,652	628,605	1,097,542	610,505	678,169	1,314,519	645,228	693,766	1,767,362	10,196,718	786,137
EXPENSES														
Certificated Salaries	148,952	385,051	385,051	385,051	385,051	385,051	383,351	383,351	383,351	383,351	383,351	383,351	4,374,311	-
Classified Salaries	130,835	141,242	141,242	141,242	141,242	141,242	141,242	141,242	141,242	141,242	141,242	141,242	1,684,499	-
Employee Benefits	53,787	163,185	163,185	163,185	163,185	163,185	151,233	151,233	151,233	151,233	151,233	151,233	1,838,401	61,289
Books & Supplies	46,560	46,560	46,560	46,560	46,560	46,560	46,560	46,560	46,560	46,560	46,560	46,560	558,720	-
Services & Other Operating Expenses	157,494	157,494	157,494	157,494	157,494	157,494	157,494	157,494	157,494	157,494	157,494	157,494	1,889,932	-
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	537,628	893,532	893,532	893,532	893,532	893,532	879,880	879,880	879,880	879,880	879,880	879,880	10,345,863	61,289
Operating Cash Inflow (Outflow)	(532,156)	(548,822)	115,517	(277,880)	(264,928)	204,010	(269,376)	(201,711)	434,639	(234,653)	(186,114)	887,481	(149,144)	724,848
Revenues - Prior Year Accruals	237,565	58,653	347,432	42,819	42,819	55,163	-	-	-	-	-	-	12,344	
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(30,530)	(30,530)	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Liabilities	-	64,394	-	-	38,397	-	(101,796)	-	4,887	-	(81,747)	37,932	-	
Ending Cash	1,243,030	786,725	1,249,674	1,014,613	830,902	1,090,075	718,904	517,192	956,718	722,065	454,203	1,391,961		

Academy of Alameda Middle
Monthly Cash Forecast
As of May FY2022

	2024-25													
	Actuals & Forecast													Forecast
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	1,391,961	1,058,378	613,797	1,082,081	857,219	710,794	941,656	628,318	483,080	890,782	706,867	507,803		
REVENUE														
LCFF Entitlement	-	343,433	784,475	553,554	553,554	856,112	553,554	553,554	1,058,941	561,514	561,514	871,870	7,813,589	561,514
Federal Revenue	585	585	585	585	49,098	585	585	49,098	585	39,605	49,098	585	279,112	87,533
Other State Revenue	3,888	27,664	166,568	56,220	56,220	198,851	56,220	95,815	188,040	58,671	98,266	188,040	1,342,054	147,590
Other Local Revenue	1,000	1,000	17,583	17,583	17,583	17,583	19,417	19,417	19,417	19,417	19,417	663,053	864,136	31,667
Fundraising & Grants	-	-	-	250	-	-	11,750	11,750	11,750	11,750	11,750	11,500	73,000	2,500
TOTAL REVENUE	5,473	372,682	969,211	628,192	676,456	1,073,132	641,526	729,634	1,278,733	690,957	740,045	1,735,048	10,371,891	830,803
EXPENSES														
Certificated Salaries	145,896	386,717	386,717	386,717	386,717	386,717	384,983	384,983	384,983	384,983	384,983	384,983	4,389,377	-
Classified Salaries	133,452	144,067	144,067	144,067	144,067	144,067	144,067	144,067	144,067	144,067	144,067	144,067	1,718,189	-
Employee Benefits	53,505	163,727	163,727	163,727	163,727	163,727	151,675	151,675	151,675	151,675	151,675	151,675	1,843,369	61,175
Books & Supplies	46,603	46,603	46,603	46,603	46,603	46,603	46,603	46,603	46,603	46,603	46,603	46,603	559,242	-
Services & Other Operating Expenses	147,543	147,543	147,543	147,543	147,543	147,543	147,543	147,543	147,543	147,543	147,543	147,543	1,770,516	-
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	526,999	888,658	888,658	888,658	888,658	888,658	874,872	874,872	874,872	874,872	874,872	874,872	10,280,694	61,175
Operating Cash Inflow (Outflow)	(521,527)	(515,976)	80,553	(260,466)	(212,202)	184,474	(233,346)	(145,238)	403,862	(183,915)	(134,826)	860,176	91,197	769,629
Revenues - Prior Year Accruals	218,588	51,437	387,731	35,604	35,604	46,388	-	-	-	-	-	10,785	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(30,645)	(30,645)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	50,602	-	-	30,173	-	(79,992)	-	3,840	-	(64,238)	29,808	-	-
Ending Cash	1,058,378	613,797	1,082,081	857,219	710,794	941,656	628,318	483,080	890,782	706,867	507,803	1,408,571		

Academy of Alameda Elementary
Income Statement
As of May FY2022

	YTD	Budget						
		Approved	Previous	Current	Previous	Approved	Current	% Current
	Actual YTD	Budget v1	forecast	Forecast	forecast vs. Current Forecast	Budget v1 vs. Current Forecast	Forecast Remaining	Forecast Spent
SUMMARY								
Revenue								
LCFF Entitlement	2,130,077	2,705,135	2,463,054	2,463,054	-	(242,081)	332,977	86%
Federal Revenue	259,045	263,959	715,471	705,154	(10,317)	441,195	446,109	37%
Other State Revenues	447,625	426,767	597,836	607,500	9,664	180,733	159,875	74%
Local Revenues	576,512	458,489	864,149	895,357	31,208	436,868	318,845	64%
Fundraising and Grants	14,807	-	25,000	25,000	-	25,000	10,193	59%
Total Revenue	3,428,066	3,854,350	4,665,509	4,696,065	30,555	841,715	1,267,999	73%
Expenses								
Compensation and Benefits	2,402,821	2,885,025	3,080,316	2,969,221	111,095	(84,196)	566,400	81%
Books and Supplies	195,845	231,760	284,340	292,640	(8,300)	(60,880)	96,795	67%
Services and Other Operating Expenditures	573,363	674,300	807,396	852,997	(45,601)	(178,697)	279,634	67%
Depreciation	5,370	15,458	5,858	5,858	-	9,600	488	92%
Other Outflows	-	-	-	-	-	-	-	-
Total Expenses	3,177,399	3,806,543	4,177,910	4,120,716	57,194	(314,173)	943,317	77%
Operating Income	250,666	47,806	487,599	575,349	87,749	527,542	324,682	
Fund Balance								
Beginning Balance (Unaudited)		-	1,266,864	1,266,864				
Operating Income		47,806	487,599	575,349				
Ending Fund Balance		47,806	1,754,464	1,842,213				
Fund Balance as a % of Expenses		1%	42%	45%				

Academy of Alameda Elementary
Income Statement
As of May FY2022

	YTD	Budget						
	Actual YTD	Approved Budget v1	Previous forecast	Current Forecast	Previous forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS								
Enrollment Summary								
K-3		-	182	182	-	182		
4-6		-	92	92	-	92		
Total Enrolled		-	274	274	-	274		
ADA %								
K-3			93.0%	93.0%	0.0%			
4-6			94.0%	94.0%	0.0%			
Average ADA %			93.4%	93.4%	0.0%			
ADA								
K-3		-	169.30	169.30	-	169.30		
4-6		-	86.50	86.50	-	86.50		
Total ADA		-	255.80	255.80	-	255.80		

Academy of Alameda Elementary
Income Statement
As of May FY2022

	YTD	Budget						
		Approved Budget v1	Previous forecast	Current Forecast	Previous forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Actual YTD								
REVENUE								
LCFF Entitlement								
8011 Charter Schools General Purpose Entitlement - State Aid	1,241,976	1,671,149	1,524,181	1,524,181	-	(146,968)	282,205	81%
8012 Education Protection Account Entitlement	38,788	56,240	51,160	51,160	-	(5,080)	12,372	76%
8096 Charter Schools in Lieu of Property Taxes	849,313	977,746	887,713	887,713	-	(90,033)	38,400	96%
SUBTOTAL - LCFF Entitlement	2,130,077	2,705,135	2,463,054	2,463,054	-	(242,081)	332,977	86%
Federal Revenue								
8181 Special Education - Entitlement	-	38,357	39,630	29,313	(10,317)	(9,044)	29,313	0%
8182 Special Education Reimbursement	-	-	4,392	4,392	-	4,392	4,392	0%
8290 No Child Left Behind	-	69,322	-	-	-	(69,322)	-	-
8291 Title I	41,847	-	61,360	61,360	-	61,360	19,513	68%
8292 Title II	2,429	-	9,717	9,717	-	9,717	7,288	25%
8294 Title IV	5,000	-	10,000	10,000	-	10,000	5,000	50%
8296 Other Federal Revenue	-	-	79,817	79,817	-	79,817	79,817	0%
8297 PY Federal - Not Accrued	1,663	-	4,000	4,000	-	4,000	2,337	42%
8299 All Other Federal Revenue	208,106	156,280	506,555	506,555	-	350,275	298,449	41%
SUBTOTAL - Federal Revenue	259,045	263,959	715,471	705,154	(10,317)	441,195	446,109	37%
Other State Revenue								
8319 Other State Apportionments - Prior Years	9,083	-	-	9,083	9,083	9,083	-	100%
8381 Special Education - Entitlement (State)	142,188	186,067	187,879	188,460	581	2,393	46,272	75%
8382 Special Education Reimbursement (State)	13,568	-	17,300	17,300	-	17,300	3,732	78%
8550 Mandated Cost Reimbursements	4,895	-	4,895	4,895	-	4,895	0	100%
8560 State Lottery Revenue	39,518	-	60,915	60,915	-	60,915	21,397	65%
8590 All Other State Revenue	211,169	240,700	226,846	226,846	-	(13,854)	15,677	93%
8593 ELO-Program (2600)	27,204	-	100,000	100,000	-	100,000	72,796	27%
SUBTOTAL - Other State Revenue	447,625	426,767	597,836	607,500	9,664	180,733	159,875	74%
Local Revenue								
8639 All Other Sales	288	-	-	-	-	-	(288)	-
8676 After School Program Revenue	104,582	-	120,000	120,000	-	120,000	15,418	87%
8690 Other Local Revenue	618	-	1,100	1,100	-	1,100	482	56%
8693 Field Trips	4	-	-	-	-	-	(4)	-
8699 All Other Local Revenue	20,769	458,489	21,000	21,000	-	(437,489)	231	99%
8702 Measure B1 Parcel Tax	-	-	72,927	89,876	16,949	89,876	89,876	0%
8703 Measure A (2020) Parcel Tax	-	-	198,094	212,353	14,259	212,353	212,353	0%
8797 Other Financing: PPP	451,028	-	451,028	451,028	-	451,028	-	100%
8999 Uncategorized Revenue	(777)	-	-	-	-	-	777	-
SUBTOTAL - Local Revenue	576,512	458,489	864,149	895,357	31,208	436,868	318,845	64%

Academy of Alameda Elementary
Income Statement
As of May FY2022

Fundraising and Grants

8802 Donations - Private
 8803 Annual Fundraising (School-wide)
SUBTOTAL - Fundraising and Grants

TOTAL REVENUE

YTD	Budget						
Actual YTD	Approved Budget v1	Previous forecast	Current Forecast	Previous forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
749	-	1,000	1,000	-	1,000	251	75%
14,058	-	24,000	24,000	-	24,000	9,942	59%
14,807	-	25,000	25,000	-	25,000	10,193	59%
3,428,066	3,854,350	4,665,509	4,696,065	30,555	841,715	1,267,999	73%

Academy of Alameda Elementary
Income Statement
As of May FY2022

	YTD	Budget						% Current Forecast Spent	
		Approved Budget v1	Previous forecast	Current Forecast	Previous forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining		
Actual YTD									
EXPENSES									
Compensation & Benefits									
Certificated Salaries									
1100	Teachers Salaries	770,783	940,375	931,955	917,660	14,295	22,715	146,876	84%
1101	Teacher - Stipends	18,096	-	20,000	20,000	-	(20,000)	1,904	90%
1103	Teacher - Substitute Pay	16,639	-	17,006	17,006	-	(17,006)	367	98%
1200	Certificated Pupil Support Salaries	18,786	207,538	18,375	21,000	(2,625)	186,538	2,214	89%
1202	Certificated Pupil Support - Counselor	54,430	-	49,894	56,131	(6,237)	(56,131)	1,701	97%
1203	Certificated Pupil Support Salaries - Custom 3	33,479	-	36,826	36,826	-	(36,826)	3,348	91%
1300	Certificated Supervisor & Administrator Salaries	257,772	226,465	310,453	310,453	-	(83,988)	52,681	83%
1900	Certificated Other Salaries	-	143,716	-	-	-	143,716	-	
1950	Other Cert - Instructional Coaches	121,033	-	175,450	175,450	-	(175,450)	54,417	69%
	SUBTOTAL - Certificated Salaries	1,291,017	1,518,094	1,559,960	1,554,526	5,434	(36,432)	263,509	83%
Classified Salaries									
2100	Classified Instructional Aide Salaries	243,085	226,244	323,792	309,400	14,392	(83,156)	66,315	79%
2200	Classified Support Salaries	-	55,350	-	-	-	55,350	-	
2202	Classified Support - School Culture Coordinator	54,668	-	59,000	59,000	-	(59,000)	4,332	93%
2300	Classified Supervisor & Administrator Salaries	45,263	119,747	51,348	51,348	-	68,398	6,086	88%
2311	Classified Admin - After School Coordinator	25,293	-	26,979	26,979	-	(26,979)	1,686	94%
2400	Classified Clerical & Office Salaries	47,758	125,207	61,644	61,644	-	63,563	13,886	77%
2900	Classified Other Salaries	-	192,912	-	-	-	192,912	-	
2905	Other Classified - After School	173,380	-	239,663	239,129	534	(239,129)	65,749	73%
2940	Other Classified - Summer	1,025	-	1,200	1,200	-	(1,200)	175	85%
	SUBTOTAL - Classified Salaries	590,472	719,460	763,627	748,702	14,926	(29,242)	158,230	79%
Employee Benefits									
3100	STRS	214,678	263,950	256,975	257,335	(360)	6,615	42,657	83%
3200	PERS	-	-	2,333	-	2,333	-	-	
3300	OASDI-Medicare-Alternative	59,693	74,834	83,591	81,902	1,689	(7,068)	22,209	73%
3400	Health & Welfare Benefits	188,888	254,417	340,800	250,000	90,800	4,417	61,112	76%
3500	Unemployment Insurance	50,139	11,824	63,077	66,956	(3,879)	(55,132)	16,817	75%
3600	Workers Comp Insurance	-	25,508	-	-	-	25,508	-	
3900	Other Employee Benefits	7,935	16,939	9,953	9,801	152	7,138	1,866	81%
	SUBTOTAL - Employee Benefits	521,332	647,472	756,730	665,994	90,736	(18,522)	144,661	78%
Books & Supplies									
4000	Books & Supplies	83	-	-	-	-	-	(83)	
4100	Approved Textbooks & Core Curricula Materials	6,126	-	5,500	6,500	(1,000)	(6,500)	374	94%

Academy of Alameda Elementary
Income Statement
As of May FY2022

	YTD	Budget						
		Approved Budget v1	Previous forecast	Current Forecast	Previous forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Actual YTD								
4200 Books & Other Reference Materials	31,142	44,400	32,000	32,000	-	12,400	858	97%
4300 Materials & Supplies	33	112,080	-	-	-	112,080	(33)	
4315 Custodial Supplies	8,352	-	12,000	12,000	-	(12,000)	3,648	70%
4320 Educational Software	23,953	-	25,000	25,000	-	(25,000)	1,047	96%
4325 Instructional Materials & Supplies	45,816	-	45,000	47,000	(2,000)	(47,000)	1,184	97%
4326 Art & Music Supplies	271	-	3,500	3,500	-	(3,500)	3,229	8%
4330 Office Supplies	11,588	-	10,000	12,000	(2,000)	(12,000)	412	97%
4335 PE Supplies	1,356	-	3,500	3,500	-	(3,500)	2,144	39%
4340 Professional Development Supplies	807	-	3,000	3,000	-	(3,000)	2,193	27%
4345 Non Instructional Student Materials & Supplies	8,097	-	12,000	12,000	-	(12,000)	3,903	67%
4346 Teacher Supplies	3,444	-	10,000	10,000	-	(10,000)	6,556	34%
4350 Uniforms	23	-	-	-	-	-	(23)	
4351 Yearbook	6,070	-	2,800	6,100	(3,300)	(6,100)	30	100%
4352 Afterschool Supplies	5,712	-	35,000	35,000	-	(35,000)	29,288	16%
4353 Summerschool Supplies	-	-	2,500	2,500	-	(2,500)	2,500	0%
4355 Org Culture supplies	4,358	-	4,600	4,600	-	(4,600)	242	95%
4360 Books and Supplies - Sped	371	-	4,440	4,440	-	(4,440)	4,069	8%
4400 Noncapitalized Equipment	-	69,280	-	-	-	69,280	-	
4410 Classroom Furniture, Equipment & Supplies	10,296	-	30,000	30,000	-	(30,000)	19,704	34%
4420 Computers: individual items less than \$5k	4,030	-	10,000	10,000	-	(10,000)	5,970	40%
4423 Additional Technology	9,516	-	15,500	15,500	-	(15,500)	5,984	61%
4425 Classroom Noncapitalized items 2	-	-	2,000	2,000	-	(2,000)	2,000	0%
4430 Non Classroom Related Furniture, Equipment & Supplies	8,639	-	10,000	10,000	-	(10,000)	1,361	86%
4700 Food	867	6,000	-	-	-	6,000	(867)	
4720 Other Food	4,894	-	6,000	6,000	-	(6,000)	1,106	82%
SUBTOTAL - Books and Supplies	195,845	231,760	284,340	292,640	(8,300)	(60,880)	96,795	67%
Services & Other Operating Expenses								
5200 Travel & Conferences	-	10,000	-	-	-	10,000	-	
5210 Conference Fees	4,195	-	7,000	7,000	-	(7,000)	2,805	60%
5215 Travel - Mileage, Parking, Tolls	125	-	-	-	-	-	(125)	
5220 Travel and Lodging	1,818	-	-	-	-	-	(1,818)	
5225 Travel - Meals & Entertainment	177	-	-	-	-	-	(177)	
5300 Dues & Memberships	-	16,360	-	-	-	16,360	-	
5305 Dues & Membership - Professional	3,134	-	11,063	11,063	-	(11,063)	7,929	28%
5310 Subscriptions	7,467	-	7,500	7,500	-	(7,500)	33	100%
5400 Insurance	-	37,250	-	-	-	37,250	-	
5500 Operations & Housekeeping	-	92,400	-	-	-	92,400	-	
5510 Utilities - Gas and Electric	894	-	34,795	1,000	33,795	(1,000)	106	89%
5515 Janitorial, Gardening Services & Supplies	56,633	-	70,000	70,000	-	(70,000)	13,367	81%
5525 Utilities - Waste	11,136	-	14,000	14,000	-	(14,000)	2,864	80%
5600 Rentals, Leases, & Repairs	-	26,200	-	-	-	26,200	-	

Academy of Alameda Elementary
Income Statement
As of May FY2022

	YTD	Budget						
	Actual YTD	Approved Budget v1	Previous forecast	Current Forecast	Previous forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5605 Equipment Leases	3,468	-	9,120	9,120	-	(9,120)	5,652	38%
5611 Prop 39 Related Costs	20,505	-	17,900	56,900	(39,000)	(56,900)	36,395	36%
5615 Repairs and Maintenance - Building	-	-	3,000	3,000	-	(3,000)	3,000	0%
5617 Repairs and Maintenance - Other Equipment	2,837	-	3,000	3,000	-	(3,000)	163	95%
5625 Storage	263	-	-	-	-	-	(263)	
5800 Other Services & Operating Expenses	-	462,170	-	-	-	462,170	-	
5803 Accounting Fees	942	-	5,200	1,000	4,200	(1,000)	58	94%
5804 Internal Audit & Accounting support	6,264	-	6,280	6,280	-	(6,280)	16	100%
5805 Administrative Fees	4,491	-	4,500	4,500	-	(4,500)	9	100%
5809 Banking Fees	1,297	-	1,300	1,300	-	(1,300)	3	100%
5812 Business Services	72,081	-	78,000	78,000	-	(78,000)	5,919	92%
5815 Consultants - Instructional	14,665	-	30,000	30,000	-	(30,000)	15,335	49%
5818 Coaching	12,040	-	12,500	12,500	-	(12,500)	460	96%
5819 School Culture Initiatives	1,105	-	3,000	3,000	-	(3,000)	1,895	37%
5820 Consultants - Non Instructional - Custom 1	20,153	-	25,000	25,000	-	(25,000)	4,847	81%
5824 District Oversight Fees	22,122	-	73,892	88,488	(14,596)	(88,488)	66,366	25%
5828 Translators	3,316	-	3,500	3,500	-	(3,500)	184	95%
5830 Field Trips Expenses	3,666	-	8,000	8,000	-	(8,000)	4,334	46%
5833 Fines and Penalties	4,816	-	5,000	5,000	-	(5,000)	184	96%
5834 Afterschool & Summer Services	9	-	1,000	1,000	-	(1,000)	991	1%
5836 Fingerprinting	715	-	1,176	1,176	-	(1,176)	461	61%
5839 Fundraising Expenses	-	-	4,000	4,000	-	(4,000)	4,000	0%
5845 Legal Fees	4,762	-	14,000	14,000	-	(14,000)	9,238	34%
5846 Loan and Financing Fees	112	-	120	120	-	(120)	8	94%
5848 Licenses and Other Fees	3,677	-	4,800	4,800	-	(4,800)	1,123	77%
5851 Marketing and Student Recruiting	29,741	-	24,000	32,000	(8,000)	(32,000)	2,259	93%
5857 Payroll Fees	7,741	-	14,600	14,600	-	(14,600)	6,859	53%
5860 Printing and Reproduction	2,246	-	6,000	6,000	-	(6,000)	3,754	37%
5861 Prior Yr Exp (not accrued	171	-	400	400	-	(400)	229	43%
5863 Professional Development	6,945	-	51,000	51,000	-	(51,000)	44,055	14%
5869 Special Education Contract Instructors	141,027	-	134,600	157,000	(22,400)	(157,000)	15,973	90%
5872 Special Education Encroachment	139	-	3,000	-	3,000	-	(139)	
5875 Staff Recruiting	3,543	-	8,000	8,000	-	(8,000)	4,457	44%
5877 Student Activities	750	-	-	-	-	-	(750)	
5880 Student Health Services	6,708	-	8,000	8,000	-	(8,000)	1,292	84%
5881 Student Information System	5,627	-	10,000	10,000	-	(10,000)	4,373	56%
5884 Substitutes	33,334	-	32,000	34,000	(2,000)	(34,000)	666	98%
5887 Technology Services	37,370	-	40,000	40,000	-	(40,000)	2,630	93%
5898 Bad Debt Expense	690	-	100	700	(600)	(700)	10	99%
5899 Miscellaneous Operating Expenses	2,042	-	2,050	2,050	-	(2,050)	8	100%
5900 Communications	2,982	29,920	5,000	5,000	-	24,920	2,018	60%
5915 Postage and Delivery	3,402	-	8,000	8,000	-	(8,000)	4,598	43%

Academy of Alameda Elementary
Income Statement
As of May FY2022

	YTD	Budget						
		Approved Budget v1	Previous forecast	Current Forecast	Previous forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5920 Communications - Telephone & Fax	21	-	2,000	2,000	-	(2,000)	1,979	1%
SUBTOTAL - Services & Other Operating Exp.	573,363	674,300	807,396	852,997	(45,601)	(178,697)	279,634	67%
Capital Outlay & Depreciation								
6900 Depreciation	5,370	15,458	5,858	5,858	-	9,600	488	92%
SUBTOTAL - Capital Outlay & Depreciation	5,370	15,458	5,858	5,858	-	9,600	488	92%
Other Outflows								
SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	
TOTAL EXPENSES	3,177,399	3,806,543	4,177,910	4,120,716	57,194	(314,173)	943,317	77%

Academy of Alameda Middle
Income Statement
As of May FY2022

	YTD	Budget					
	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY							
Revenue							
LCFF Entitlement	2,870,283	3,717,429	3,192,547	3,192,547	-	322,264	90%
Federal Revenue	465,954	460,679	557,447	533,131	(24,316)	67,177	87%
Other State Revenues	627,279	871,198	706,952	714,421	7,470	87,142	88%
Local Revenues	872,201	477,946	1,220,030	1,204,244	(15,786)	332,043	72%
Fundraising and Grants	3,833	-	18,000	18,000	-	14,167	21%
Total Revenue	4,839,550	5,527,252	5,694,976	5,662,344	(32,632)	822,794	85%
Expenses							
Compensation and Benefits	3,774,714	4,091,530	4,092,808	4,019,256	73,552	244,542	94%
Books and Supplies	203,720	339,700	262,650	225,900	36,750	22,181	90%
Services and Other Operating Expenditures	1,104,589	1,069,242	1,300,997	1,405,900	(104,903)	301,311	79%
Depreciation	-	14,400	14,400	14,400	-	14,400	0%
Other Outflows	104,432	-	-	-	-	(104,432)	
Total Expenses	5,187,454	5,514,871	5,670,856	5,665,456	5,400	478,002	92%
Operating Income	(347,904)	12,380	24,120	(3,112)	(27,232)	344,792	
Fund Balance							
Beginning Balance (Unaudited)		-	2,352,402	2,352,402			
Operating Income		12,380	24,120	(3,112)			
Ending Fund Balance		12,380	2,376,522	2,349,290			
Fund Balance as a % of Expenses		0%	42%	41%			

Academy of Alameda Middle
Income Statement
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	YTD	Budget					
	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS							
Enrollment Summary							
4-6		-	118	118	-		
7-8		-	245	245	-		
Total Enrolled		-	363	363	-		
ADA %							
4-6			92.9%	92.9%	0.0%		
7-8			94.5%	94.5%	0.0%		
Average ADA %			94.0%	94.0%	0.0%		
ADA							
4-6		-	109.62	109.62	-		
7-8		-	231.53	231.53	-		
Total ADA		-	341.15	341.15	-		

Academy of Alameda Middle
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As of May FY2022

	YTD	Budget					
	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE							
LCFF Entitlement							
8011 Charter Schools General Purpose Entitlement - State Aid	1,258,451	1,606,711	1,387,857	1,387,857	-	129,406	91%
8012 Education Protection Account Entitlement	413,641	723,375	620,784	620,784	-	207,143	67%
8096 Charter Schools in Lieu of Property Taxes	1,198,191	1,387,343	1,183,906	1,183,906	-	(14,285)	101%
SUBTOTAL - LCFF Entitlement	2,870,283	3,717,429	3,192,547	3,192,547	-	322,264	90%
Federal Revenue							
8181 Special Education - Entitlement	-	60,712	63,340	39,024	(24,316)	39,024	0%
8182 Special Education Reimbursement	-	-	7,020	7,020	-	7,020	0%
8290 No Child Left Behind	-	127,356	-	-	-	-	-
8291 Title I	63,847	-	97,931	97,931	-	34,084	65%
8292 Title II	3,756	-	15,022	15,022	-	11,266	25%
8294 Title IV	5,000	-	10,000	10,000	-	5,000	50%
8296 Other Federal Revenue	-	-	78,547	78,547	-	78,547	0%
8297 PY Federal - Not Accrued	3,600	-	7,600	7,600	-	4,000	47%
8299 All Other Federal Revenue	389,751	272,611	277,987	277,987	-	(111,764)	140%
SUBTOTAL - Federal Revenue	465,954	460,679	557,447	533,131	(24,316)	67,177	87%
Other State Revenue							
8319 Other State Apportionments - Prior Years	21,076	-	11,183	21,076	9,893	-	100%
8381 Special Education - Entitlement (State)	209,559	263,580	267,534	265,111	(2,423)	55,552	79%
8382 Special Education Reimbursement (State)	28,267	-	29,352	29,352	-	1,085	96%
8550 Mandated Cost Reimbursements	7,824	-	7,824	7,824	-	0	100%
8560 State Lottery Revenue	63,202	-	81,240	81,240	-	18,038	78%
8590 All Other State Revenue	217,261	607,617	176,687	176,687	-	(40,574)	123%
8595 Afterschool (ASES)	80,090	-	133,131	133,131	-	53,041	60%
SUBTOTAL - Other State Revenue	627,279	871,198	706,952	714,421	7,470	87,142	88%
Local Revenue							
8639 All Other Sales	532	-	1,000	1,000	-	468	53%
8662 Net Increase (Decrease)	3,030	-	12,000	12,000	-	8,970	25%
8676 After School Program Revenue	55,278	-	65,000	65,000	-	9,722	85%
8690 Other Local Revenue	927	-	1,000	1,000	-	73	93%
8693 Field Trips	6,466	-	6,500	6,500	-	34	99%
8699 All Other Local Revenue	45,344	477,946	46,100	46,100	-	756	98%

Academy of Alameda Middle
Income Statement
As of May FY2022

		YTD	Budget					
		Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
8701	Art and Music Fundraising	2,815	-	7,000	7,000	-	4,185	40%
8702	Measure B1 Parcel Tax	-	-	92,979	89,876	(3,103)	89,876	0%
8703	Measure A (2020) Parcel Tax	-	-	252,564	239,881	(12,683)	239,881	0%
8704	Revenue Program 4	417	-	-	-	-	(417)	
8797	Other Financing: PPP	735,887	-	735,887	735,887	-	-	100%
8999	Uncategorized Revenue	21,505	-	-	-	-	(21,505)	
SUBTOTAL - Local Revenue		872,201	477,946	1,220,030	1,204,244	(15,786)	332,043	72%
Fundraising and Grants								
8801	Donations - Parents	250	-	500	500	-	250	50%
8802	Donations - Private	2,049	-	5,500	5,500	-	3,451	37%
8803	Annual Fundraising (School-wide)	1,534	-	10,000	10,000	-	8,466	15%
8804	School Culture Fundraising	-	-	2,000	2,000	-	2,000	0%
SUBTOTAL - Fundraising and Grants		3,833	-	18,000	18,000	-	14,167	21%
TOTAL REVENUE		4,839,550	5,527,252	5,694,976	5,662,344	(32,632)	822,794	85%

Academy of Alameda Middle
Income Statement
As of May FY2022

	YTD	Budget					
	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100 Teachers Salaries	1,356,683	1,623,601	1,429,197	1,429,197	-	72,514	95%
1101 Teacher - Stipends	26,919	-	30,000	30,000	-	3,081	90%
1103 Teacher - Substitute Pay	9,909	-	10,600	10,600	-	692	93%
1200 Certificated Pupil Support Salaries	8,051	234,332	7,875	9,000	(1,125)	949	89%
1202 Certificated Pupil Support - Counselor	66,055	-	72,661	72,661	-	6,606	91%
1203 Certificated Pupil Support Salaries - Custom 3	50,218	-	55,240	55,240	-	5,022	91%
1300 Certificated Supervisor & Administrator Salaries	496,291	294,157	495,769	495,769	-	(522)	100%
1900 Certificated Other Salaries	-	139,487	-	-	-	-	
1950 Other Cert - Instructional Coaches	323,804	-	345,689	345,689	-	21,885	94%
1980 Other Cert - Custom 5	7,031	-	-	-	-	(7,031)	
SUBTOTAL - Certificated Salaries	2,344,960	2,291,578	2,447,031	2,448,156	(1,125)	103,196	96%
Classified Salaries							
2100 Classified Instructional Aide Salaries	252,050	197,445	309,295	283,191	26,104	31,142	89%
2200 Classified Support Salaries	-	51,660	-	-	-	-	
2201 Classified Support - Restorative Justice coordinator	39,443	-	56,647	43,517	13,129	4,075	91%
2300 Classified Supervisor & Administrator Salaries	67,894	267,745	77,023	77,023	-	9,129	88%
2311 Classified Admin - After School Coordinator	36,534	-	40,469	40,469	-	3,934	90%
2400 Classified Clerical & Office Salaries	78,054	200,307	92,466	92,466	-	14,412	84%
2900 Classified Other Salaries	-	175,220	-	-	-	-	
2905 Other Classified - After School	135,719	-	142,064	138,760	3,304	3,041	98%
2940 Other Classified - Summer	1,537	-	1,800	1,800	-	263	85%
2999 Payroll Temporary Holding Account	2,012	-	-	-	-	(2,012)	
SUBTOTAL - Classified Salaries	613,243	892,376	719,764	677,227	42,537	63,984	91%
Employee Benefits							
3100 STRS	368,372	406,120	394,000	396,585	(2,585)	28,213	93%
3200 PERS	-	-	3,500	-	3,500	-	
3300 OASDI-Medicare-Alternative	93,328	95,253	97,886	93,771	4,115	443	100%
3400 Health & Welfare Benefits	266,013	335,475	340,800	310,000	30,800	43,987	86%
3500 Unemployment Insurance	78,383	14,839	76,518	80,727	(4,209)	2,344	97%
3600 Workers Comp Insurance	-	36,297	-	-	-	-	

Academy of Alameda Middle
Income Statement
As of May FY2022

		YTD	Budget					
		Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
3900	Other Employee Benefits	10,415	19,593	13,309	12,790	518	2,375	81%
	SUBTOTAL - Employee Benefits	816,511	907,576	926,013	893,873	32,140	77,362	91%
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	7,746	-	-	-	-	(7,746)	
4200	Books & Other Reference Materials	7,017	63,000	15,000	15,000	-	7,983	47%
4300	Materials & Supplies	-	173,100	-	-	-	-	
4315	Custodial Supplies	12,429	-	12,000	13,000	(1,000)	571	96%
4320	Educational Software	32,297	-	46,250	35,000	11,250	2,703	92%
4325	Instructional Materials & Supplies	27,285	-	30,000	30,000	-	2,715	91%
4326	Art & Music Supplies	11,602	-	12,000	12,000	-	398	97%
4330	Office Supplies	16,162	-	15,000	16,200	(1,200)	38	100%
4335	PE Supplies	10,980	-	11,000	11,000	-	20	100%
4340	Professional Development Supplies	1,543	-	3,000	1,600	1,400	57	96%
4345	Non Instructional Student Materials & Supplies	9,219	-	10,000	10,000	-	781	92%
4346	Teacher Supplies	1,701	-	4,600	4,600	-	2,899	37%
4350	Uniforms	35	-	100	100	-	65	35%
4351	Yearbook	3,994	-	4,000	4,000	-	7	100%
4352	Afterschool Supplies	5,293	-	5,500	5,500	-	207	96%
4353	Summerschool Supplies	-	-	1,000	1,000	-	1,000	0%
4355	Org Culture supplies	4,485	-	6,900	6,900	-	2,415	65%
4360	Books and Supplies - Sped	765	-	6,300	1,000	5,300	235	77%
4400	Noncapitalized Equipment	-	94,600	-	-	-	-	
4410	Classroom Furniture, Equipment & Supplies	12,497	-	20,000	15,000	5,000	2,503	83%
4420	Computers: individual items less than \$5k	6,435	-	26,000	10,000	16,000	3,565	64%
4423	Additional Technology	13,882	-	15,000	15,000	-	1,118	93%
4430	Non Classroom Related Furniture, Equipment & Supplies	9,828	-	10,000	10,000	-	172	98%
4700	Food	1,748	9,000	2,000	2,000	-	252	87%
4710	Student Food Services	194	-	-	-	-	(194)	
4720	Other Food	6,585	-	7,000	7,000	-	415	94%
	SUBTOTAL - Books and Supplies	203,720	339,700	262,650	225,900	36,750	22,181	90%
Services & Other Operating Expenses								
5200	Travel & Conferences	-	15,000	15,000	-	15,000	-	
5210	Conference Fees	16,484	-	-	17,000	(17,000)	516	97%
5220	Travel and Lodging	3,625	-	3,000	3,700	(700)	75	98%
5225	Travel - Meals & Entertainment	148	-	-	-	-	(148)	

Academy of Alameda Middle
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	YTD	Budget					
	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5300 Dues & Memberships	-	24,540	-	-	-	-	
5305 Dues & Membership - Professional	4,596	-	8,000	4,600	3,400	4	100%
5310 Subscriptions	8,909	-	12,000	9,000	3,000	91	99%
5400 Insurance	-	55,875	1,000	1,000	-	1,000	0%
5500 Operations & Housekeeping	-	138,600	-	-	-	-	
5510 Utilities - Gas and Electric	1,342	-	41,000	1,500	39,500	158	89%
5515 Janitorial, Gardening Services & Supplies	84,933	-	95,250	98,250	(3,000)	13,317	86%
5525 Utilities - Waste	16,703	-	16,000	17,000	(1,000)	297	98%
5600 Rentals, Leases, & Repairs	-	34,800	-	-	-	-	
5605 Equipment Leases	5,202	-	10,000	6,000	4,000	798	87%
5611 Prop 39 Related Costs	31,762	-	20,500	91,500	(71,000)	59,738	35%
5615 Repairs and Maintenance - Building	-	-	6,000	20,000	(14,000)	20,000	0%
5617 Repairs and Maintenance - Other Equipment	3,641	-	4,200	4,200	-	559	87%
5625 Storage	395	-	-	-	-	(395)	
5699 Other Rentals, Leases and Repairs 6	318	-	-	-	-	(318)	
5800 Other Services & Operating Expenses	-	755,547	-	-	-	-	
5803 Accounting Fees	1,413	-	7,800	1,500	6,300	87	94%
5804 Internal Audit & Accounting support	9,396	-	9,420	9,420	-	24	100%
5805 Administrative Fees	6,737	-	1,000	8,000	(7,000)	1,263	84%
5809 Banking Fees	2,070	-	2,500	2,500	-	430	83%
5812 Business Services	108,121	-	117,000	117,000	-	8,879	92%
5815 Consultants - Instructional	13,125	-	10,000	13,500	(3,500)	375	97%
5818 Coaching	18,060	-	19,000	19,000	-	940	95%
5819 School Culture Initiatives	21,906	-	6,000	6,000	-	(15,906)	365%
5820 Consultants - Non Instructional - Custom 1	30,730	-	43,230	43,230	-	12,501	71%
5824 District Oversight Fees	35,314	-	95,776	141,256	(45,480)	105,942	25%
5828 Translators	1,584	-	2,500	2,000	500	416	79%
5830 Field Trips Expenses	25,265	-	10,000	26,000	(16,000)	735	97%
5833 Fines and Penalties	7,252	-	900	900	-	(6,352)	806%
5834 Afterschool & Summer Services	101,700	-	124,000	124,000	-	22,300	82%
5836 Fingerprinting	1,072	-	1,800	1,800	-	728	60%
5839 Fundraising Expenses	-	-	3,000	3,000	-	3,000	0%
5845 Legal Fees	67,113	-	76,000	76,000	-	8,887	88%
5846 Loan and Financing Fees	188	-	200	200	-	12	94%
5848 Licenses and Other Fees	5,772	-	8,000	6,500	1,500	728	89%
5851 Marketing and Student Recruiting	44,927	-	35,000	50,000	(15,000)	5,073	90%
5857 Payroll Fees	(4,228)	-	10,000	(4,000)	14,000	228	106%
5860 Printing and Reproduction	3,020	-	7,000	4,000	3,000	980	76%

Academy of Alameda Middle
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		YTD	Budget					
		Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5861	Prior Yr Exp (not accrued)	(278)	-	(500)	(500)	-	(222)	56%
5863	Professional Development	30,034	-	25,000	30,500	(5,500)	466	98%
5866	Sped Tuition & Fees	44,310	-	66,944	66,944	-	22,634	66%
5869	Special Education Contract Instructors	221,557	-	232,800	232,800	-	11,243	95%
5872	Special Education Encroachment	-	-	-	-	-	-	
5875	Staff Recruiting	3,934	-	5,000	5,000	-	1,066	79%
5880	Student Health Services	10,938	-	12,000	12,000	-	1,062	91%
5881	Student Information System	8,440	-	15,000	17,000	(2,000)	8,560	50%
5884	Substitutes	36,197	-	40,000	38,000	2,000	1,803	95%
5885	Tutor	2,200	-	3,500	2,500	1,000	300	88%
5887	Technology Services	56,054	-	61,000	61,000	-	4,946	92%
5898	Bad Debt Expense	1,035	-	177	1,050	(873)	15	99%
5899	Miscellaneous Operating Expenses	1,953	-	3,000	3,000	-	1,047	65%
5900	Communications	4,486	44,880	6,000	5,000	1,000	514	90%
5915	Postage and Delivery	5,103	-	7,000	6,000	1,000	897	85%
5920	Communications - Telephone & Fax	31	-	2,000	50	1,950	19	63%
SUBTOTAL - Services & Other Operating Exp.		1,104,589	1,069,242	1,300,997	1,405,900	(104,903)	301,311	79%
Capital Outlay & Depreciation								
6900	Depreciation	-	14,400	14,400	14,400	-	14,400	0%
SUBTOTAL - Capital Outlay & Depreciation		-	14,400	14,400	14,400	-	14,400	0%
Other Outflows								
7999	Uncategorized Expense	104,432	-	-	-	-	(104,432)	
SUBTOTAL - Other Outflows		104,432	-	-	-	-	(104,432)	
TOTAL EXPENSES		5,187,454	5,514,871	5,670,856	5,665,456	5,400	478,002	92%

Cover Sheet

AoA Elementary School LCAP

Section: IV. Action Items
Item: C. AoA Elementary School LCAP
Purpose: Vote

Submitted by:

Related Material:

Elementary School Local Dashboard Indicators Board Presentation - 6_23_2022.pdf

LCAP Overview Presentation to AoA Board - 6_23_2022.pdf

2022_Local_Control_and_Accountability_Plan_The_Academy_of_Alameda_Elementary_School_20220622.pdf



The Academy of Alameda Elementary Local Indicators

2021-2022

Presentation to the AoA Board Of Directors (6/23/2022)

The Academy of Alameda
Public Schools

Local Indicator Overview

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority.
2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Priority 1 -

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

ITEM	RESPONSE
Number/percentage of misassignments of teachers of ELs	0
Total teacher misassignments	0
Vacant teacher positions	0
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
Number of identified instances where facilities do not meet the “good repair” standard	0



Priority 2 - Implementation of State Academic Standards

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

ACADEMIC STANDARD	RATING
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	4
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	4
History-Social Science	4

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 2 - Implementation of State Academic Standards

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

ACADEMIC STANDARD	RATING
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	4
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	4
History-Social Science	4

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 2 - Implementation of State Academic Standards

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

ACADEMIC STANDARD	RATING
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	4
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	5
History-Social Science	4

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 2 - Implementation of State Academic Standards

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students

ACADEMIC STANDARD	RATING
Career Technical Education	N/A
Health Education Content Standards	4
Physical Education Model Content Standards	5
Visual and Performing Arts	4
World Language	4

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 2 - Implementation of State Academic Standards

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

ACADEMIC STANDARD	RATING
Identifying the professional learning needs of groups of teachers or staff as a whole	N/A
Identifying the professional learning needs of individual teachers	5
Providing support for teachers on the standards they have not yet mastered	5

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 3 - Parent and Family Engagement

Building Relationships

ACADEMIC STANDARD	RATING
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 3 - Parent and Family Engagement

Building Partnerships for Student Outcomes

ACADEMIC STANDARD	RATING
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 3 - Parent and Family Engagement

Seeking Input for Decision Making

ACADEMIC STANDARD	RATING
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability



Priority 6 - School Climate

Narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8).

AREA	DEFINITION	RESPONSE
DATA	Key Learnings	The majority of students report feeling connected to each other and to the staff. They also feel welcomed at school, that they belong and that they feel safe both physically and emotionally.
MEANING	Growth, Challenges, Barriers	While the majority of students feel connected, a deep sense of belonging, and safe physically and emotionally, our goal is to continually strengthen all aspects of our program so that we have an effective, inclusive culture for all students.
USE	LEA Response	In response to the pandemic, we are implementing a social emotional screener to identify students who are experiencing challenges as well as to monitor students' social emotional health through our COST process. We are also implementing social emotional curriculum and adding mental health services.



Priority 7 - Access to a Broad Course of Study

LEA narrative summary of the extent to which all students have access to and are enrolled in a broad course of study

PROMPT	RESPONSE
<p>1. Locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study</p>	<p>Tracking the amount of time students are pulled from class as well as the corresponding enrichment learning opportunities that they missed.</p>
<p>2. Summary of the extent to which all students have access to, and are enrolled in, a broad course of study.</p>	<p>The vast majority of students have equal access to all of our course offerings. The only time when some students do not is when they are pulled from class to receive pull-out services in special education and reading. Every attempt is made to minimize the amount of time that a given student would miss from class and the support provider attempts to vary when a student is pulled from class so they do not miss too much learning time in a particular class.</p>



Priority 7 - Access to a Broad Course of Study

LEA narrative summary of the extent to which all students have access to and are enrolled in a broad course of study

PROMPT	RESPONSE
<p>3. Identify the barriers preventing the LEA from providing access to a broad course of study for all students.</p>	<p>Historically, the only reason that some students did not have not access to all courses fully is if they were pulled out for portions of a course (usually during an enrichment period during the day) to receive support services in reading or in special education.</p>
<p>4. What revisions, decisions, or new actions will the LEA implement to ensure access to a broad course of study for all students?</p>	<p>We are providing more push-in support services for students during class - especially in ELA. One of our LCAP goals this year is to provide alternative enrichment opportunities to any student who needs to be pulled out of class to receive additional support (if it can not be implemented in the classroom). The enrichment opportunities would occur during the school day or in our after-school program.</p>



LCAP Presentation to AoA Board of Directors 2022/23

June 23, 2022

The Academy of Alameda
Public Schools

The LCAP or Local Control Accountability Plan is a three-year continuous improvement plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why they selected specific programs and services to meet their school community's needs. There are 8 local priorities that LEAs must address and two additional for county offices:

- [LCFF Priority 1: Basic Services](#) (Conditions of Learning)
- [LCFF Priority 2: Implementation of State Standards](#) (Conditions of Learning)
- [LCFF Priority 3: Parent Involvement](#) (Engagement)
- [LCFF Priority 4: Student Achievement](#) (Pupil Outcomes)
- [LCFF Priority 5: Student Engagement](#) (Engagement)
- [LCFF Priority 6: School Climate](#) (Engagement)
- [LCFF Priority 7: Course Access](#) (Conditions of Learning)
- [LCFF Priority 8: Student Outcomes](#) (Pupil Outcomes)
- [LCFF Priority 9: Expelled Youth](#) (Conditions of Learning)
- [LCFF Priority 10: Foster Youth](#) (Conditions of Learning)

What the Board is voting on tonight

The Board is being asked to approve:

- Both Elementary and Middle School LCAP's (Separately)
- The (Spring) staff assessment of the local indicators for each school (separately)
- The 2022/23 K-8 LCFF Budget Overview for Parents (Included with the middle school LCAP)

K-5 and Middle School LCAPs

The LCAPs this year are formatted differently this year than the past as our schools are merging in 2022/23

- The LCAP format asks that LEA's report their 2021/22 data, progress towards goals, and variances in forecasted and actual spending, as well as the goals and actions for 2022/23 and the corresponding expenditures for each .
- Because we are merging charters beginning 2022/23 (July 1, 2022), we included 2021/22 information that pertains to the elementary school in the elementary school LCAP, and then merged the 2022/23 information specific to the elementary school into the middle school's LCAP.
- Example: Our three 2022/23 LCAP Goals consist of actions and corresponding dollars specific to each school program (K-5 and 6-8). Under each of the elementary school's LCAP goals, I provided a note that K-5 actions would be included in the middle school's LCAP.
- Thus, the elementary and middle schools are separate for 2021/22 information and included as a K-8 in the middle school LCAP for all 2022/23 information.

- The LCFF Budget Overview for parents uses our proposed 2022.23 K-8 budget data. The one passed earlier this year was for 2021/22 for each school.
- Jean Yang, our Client Manager from EdTec, worked with principals to make sure that the full, proposed 2022/23 budget is included in the 2022/23 middle school LCAP.

The state requires each LEA's school board to approve a Spring assessment of its schools specific to the five local indicators and then to "officially" assess it in the Fall. Christine will bring this back to the board in August for approval again and then our CA Dashboard Coordinator will upload the results into our dashboard once approved by AoA's Board of Directors.

The local indicators include narrative information and a self assessment towards specific elements in each of the local indicators. Both Leah Rubin and Miranda Thorman provided this information.

The local indicator data for Fall, 2022 that will be uploaded to the California Dashboard will be for our K-8 school (one report instead of two).

Approval Proposal

By approving the 2022/23 LCAP's, the Board is approving both LCAP's, the 2022/23 Budget Overview for Parents, and the California Dashboard Local Indicators Self Assessment data.

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 2020–21 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

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Academy of Alameda Elementary School was approved to merge by its authorizer - the Alameda Unified School District - with The Academy of Alameda Middle School (formerly a separate charter) beginning July 1, 2022. The new school will be know as The Academy of Alameda and will serve students in grades K through 8 in 2022/23 with a goal of creating a transitional kindergarten program for the 2023/24 school year. The Academy of Alameda is governed by The Academy of Alameda - a public Charter Management Organization (CMO), which has its own Board of Directors. The Academy of Alameda is in the top 1% of diverse schools in California serving six subgroups hat account for over 5% of the population and is currently in its 12 year of operation.

The Academy of Alameda organizes is program and resources to meet both its mission and envisioned future:

- The Academy of Alameda's Mission: The Academy of Alameda equitably develops students into critical thinkers and life-long learners who navigate the world with integrity and who apply their learning to empower themselves and their communities.
- The Academy of Alameda's Envisioned Future: The Academy of Alameda envisions a future where all students are successful, and their destinies are not determined by their demographics.

Since it's inception, The Academy of Alameda has been committed to transforming education so that all of it students are successful at a high level - academically, social-emotionally, and behaviorally. In order to fulfill its mission and envisioned future, the Board of Directors, leadership and staff have been committed to building strong relationships in and between staff, students, and families, distributing resources equitably, implementing a rigorous and engaging academic program that imbeds social justice and culturally relevant curriculum, and supporting the development of students' social emotional skills so that they are successfully prepared for the current and following school years. While The Academy of Alameda has been historically closely connect to its families, it is seeking to rebuild an even closer connection after the past 2 1/2 years of being in a pandemic.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

According to STAR data, 71% of our 2-5 grade students are at or above typical growth, up from 59% at the beginning of this school year. For early literacy, 84% of K-1 grade students are at or above typical growth, up from 47% at start of the school year. Our student and family survey data was also very strong show high rates of satisfaction in all areas of our program.

California Dashboard

We provided a self assessment or narrative information on our local indicators for 2020/21. The Academy of Alameda's assessment of its program is strong in all areas. Although we do not have CAASPP scores for the past two years, we continued to use local assessment data to assess and monitor our program including the Star Math and Reading Assessments. Our local survey also showed that students felt connected to our staff and indicated that they felt both physically and emotionally safe while on campus. Our families also reported that AoA's program was a strong fit for their child's needs and they expressed a strong rate of satisfaction towards all major components of our program.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This school year we had an increase in chronic absenteeism - just over 8%, it had an orange (Dashboard) rating for Chronic absenteeism the last time that it was measured. Three subgroups, Asian, Latinx and English Learner students had increased levels of chronic absenteeism. Next school year, we will have an Attendance and Family Liaison. We will enact more structured interventions, including more communication to families from our COST group and counseling and check-in during the year to address the relatively small number of students who are under-performing in the areas of attendance. Our plan is to be more proactive and timely in enacting strategies that lead to strong attendance rates for all students. This will be facilitated by a more comprehensive attendance monitoring plan as well as connecting to families who have children with past attendance challenges.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 21-22 school year, again, was a difficult year in education. Despite the this, The Academy of Alameda has responded to the needs of all of our young learners during the COVID-19 global pandemic.

We had a very successful full in person return to school. As a faculty and staff, we continued to hold weekly professional development and teacher collaboration. Much of this time was not only spent pushing our growth as educators in academics, but also provided times for our educators to engage with concrete tools to support the mental health and well being of our students.

Our Culture and Climate Coordinator worked to rebuild our school culture. She held school wide art projects, mindfulness centers, and devised incentives for students who were struggling with behavior.

One of our biggest learnings last school year was that AoA was in need of a strong early literacy program. This year, we initiated a full adoption of the SIPPS phonics program. We helped teach trainings and professional developments, as well as updated our master schedule to allow for dedicated time for implementation. Additionally, our Instructional Coach supported the teachers and Literacy Aides with this roll out. We saw significant growth in our student reading outcomes, and look forward to further growth next school year.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A: The Academy of Alameda Elementary School has not been identified as needing or being eligible for comprehensive support.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A: The Academy of Alameda Elementary School has not been identified as needing or being eligible for comprehensive support.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A: The Academy of Alameda Elementary School has not been identified as needing or being eligible for comprehensive support.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

- Families The biggest concerns that our families expressed this year was their children's safety as all returned to full-time in-person learning in the Fall, and how our staff could successfully' address students' learning loss and provide increased social-emotional/mental health, as a result of the ongoing negative impact of the pandemic. This feedback was provided at Board meetings, through survey's, and individual, and small group meetings. In the early Spring, we send families a school/family relationship survey because we know all students benefit when there is a close connection in and between families and our staff, and because we want to engage all of our families more deeply especially as that close connection was diminished by not being able to be together for in-person events, meetings, etc. and because we were so impacted by COVID-19 for periods throughout the year.

The good news is that overall, our family survey data was overwhelmingly positive. Families told us that we have an effective school culture and that The Academy of Alameda Elementary School was a strong fit for their child's needs. 95% of families reported that the schools met their child's needs. With few exceptions, the feedback was the same for all families - regardless of family demographics including socioeconomic status, race/ethnicity and language. Families also told us that we were really successful in providing a safe environment specific to COVID-19 and that our communication to them about COVID-19 testing opportunities, positive case rates, as well as letting them know of our ongoing mitigation strategies was really helpful to them. Three other areas where families gave us excellent marks are: 98% responded favorably to feeling that their child is being well prepared for the next grade level, 98% responded favorably to feeling that their child's teacher's teaching style matches their child's learning style, and 96% responded favorably to feeling that the discipline style of the school works for their child

One area that reflected their concerns were their inability to be engaged with our school on a regular basis (mostly because of busy schedules) due to their busy schedules. Sixty percent of families reported that their busy schedules were a barrier to school involvement.

- Students

Almost all (if not all) of our students reported that they were happy to be back on campus when they came back to in-person instruction in the fall and that they missed the physical interactions with their peers and with staff. Students expressed frustrations with online learning (Even though it got better and better with practice and experience) and that they felt that they were behind as a result of learning either in a distance only or hybrid learning environment. We also learned early from teacher, student and parent referrals that many students were impacted negatively from the prior 1 1/2 years and that many were experiencing high levels of anxiety. Fortunately, we delegated significant resources to increase our support services to support students' social emotional well-being. In the Spring, we implemented a survey that focused on school climate/safety, academic engagement and students' social emotional health. The data from our survey overall was very positive. Students responded very favorably to the positive relationships that they have with teachers - 95% reported that their teachers showed respect towards them, and 94% reported that they were treated fairly by adults adults. Other areas of strength included the following: 91% of students feel that they belong at AoA
92% of students feel that the adults at AoA support them
91% of students feel that other students show them respect.

95% of students feel that their teacher is respectful towards them
91% of students would be excited to have their teacher again!

- Staff

Because we have frequent professional development meetings and two strong schoolwide leadership teams where input and feedback are continually sought, our annual short and long-term plans are continually shaped by The Academy of Alameda's staff. Our culture of collaboration and value of shared leadership engender staff input into all elements of our program that specifically shaped our LCAP goals - especially goals 1 and 2 related to student academic and social-emotional outcomes.

A summary of the feedback provided by specific educational partners.

Please see above, as I included both the means used to obtain feedback and input to shape our 2022/23 LCAP as well as specific assessment results from our educational partners.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All three of our LCAP Goals and most or almost all of our actions under each have been influenced by input and feedback that we have received from our students, staff, and families. The family surveys that we sent throughout the year impacted the actions in all three goals, but especially those related to the second and third goals - student culture and two-way communication and family engagement. As mentioned above, families were very clear regarding the type of relationship that they want with the school's staff, and fortunately, they also rated very highly - the elementary school's efforts to create a welcoming and inclusive culture. They corroborated the administration's belief that we need to develop more formal parent advisory groups so that families have the opportunity to provide even more specific, direct feedback.

Goals and Actions

Goal

Goal #	Description
1	Goal:1 Effective Instruction, Challenging Curriculum, and Enrichment Opportunities: Increase the academic outcomes of all students by providing them with multiple pathways to be successful through a culturally responsive and deeply engaging education.

An explanation of why the LEA has developed this goal.

The Academy of Alameda Elementary School is committed to continually developing the capacity and effectiveness of its teachers, school leaders, and support staff, delivering rigorous, culturally responsive instruction, and offering students enrichment learning opportunities to impact high learning outcomes for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Reading and Math	Reading: 65% Math: 70%	STAR Overall READING: 71% Growth STAR Overall MATH 71% Growth			Baseline + 3% growth
STAR Early Reading Assessment (K-2)	Early Reading: 65%	STAR EARLY READING (K-2) 84%			Baseline + 3% growth
3-5 SBAC In ELA and Math	Baseline to be established 21-22	Results not yet available			Baseline + 3% growth

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA Program	<p>The Academy of Alameda Elementary School is absorbed into The Academy of Alameda Middle School Charter beginning July 1, 2022. Please see our AoA Elementary School Program Goals and Actions in The Academy of Alameda School LCAP (2022/23)</p> <p>Actions below are from the 2021/22 school year</p> <p>The Academy of Alameda Elementary School's ELA program consists of:</p> <p>SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a researched based is a research-based foundational skills program proven to help both new and struggling readers in grades K–12 build skills and confidence for fluent, independent reading.</p> <p>Making Meaning is a whole-class reading comprehension and vocabulary instruction, using increasingly complex texts across a wide range of genres.</p> <p>Being a Writer is a proven, research-based writing curriculum for grades K–6. Combining a writing process approach with guided instruction, Being a Writer is student-centered, rigorous writing instruction for students in grades K–6. The program's dual goals – fostering students' growth as capable, skilled writers and caring, respectful members of their classroom community – make Being a Writer unique among writing curricula.</p>	\$1,536,212.00	No
1.2	Reading Instructional Aides	Two Instructional Aides dedicated to grades K-5 who will effectively implement the SIPP's curriculum to homogenous reading groups. They will monitor student reading progress, and collect data to inform instruction.	\$80,887.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Math and Science Programs (Leah if there is not a focus here, don't include this goal)	Continue to implement the standards based Eureka Math curriculum in Math, and the standards based and hands-on Mystery Science and National Geographic Science curricula in science.	\$4,000.00	No
1.4	Culturally Responsive Instruction	We will continue to implement the Social Justice Standards from the Learning for Justice framework to inform our Equity Studies units.	\$0.00	No
1.5	SPED Program	<p>The Academy of Alameda Elementary school continues to enroll and support students with disabilities. The Academy ensures that a free and appropriate education is provided to all students with exceptional needs. The Academy provides related services, such as Speech, OT/AT, DHH, and APE, by hiring credentialed or licensed providers through private agencies or independent contractors. Specialized Academic Instruction is provided by our Education Specialist. Special Education Instructional Aides support general education teachers with the implementation of students' accommodations, and also provide some specialized academic instruction under the direct supervision of the Education Specialists. One-to-one Instructional Aides will be hired as needed, as documented in students' IEPs.</p> <p>To continue to strengthen our full inclusion program during the 21-22 school year, our Education Specialist will continue to receive training through the SELPA regarding IEP goal writing and Universal Design for Learning (UDL) techniques to support the collaboration with general education teachers. Instructional Aides will take part in weekly professional development meetings to increase their positive impact in supporting students with disabilities in general education classes. As a part of our Special Education plan, the SPED department will continue to engage in co-teaching training and exploration in order to better support students with disabilities in general education classrooms, as well as all students through increased support for differentiation. The Education Specialist and general education teachers will engage in increased collaborative planning time.</p>	\$350,517.00	No

Action #	Title	Description	Total Funds	Contributing
		To better understand and mitigate the impact of distance learning on students with disabilities' learning, the SPED department will engage in a thorough review of student IEP goal progress and performance on standardized measures, such as STAR Reading and STAR Math, in the Fall of 2021, and will adjust IEP services as needed.		
1.6	ELD Program	<p>Our Emerging Bilingual (EL) students who require a higher level of literacy and vocabulary acquisition support will have access to the SIPPS phonics program, and will be placed in differentiated reading groups that will be supported by the classroom teacher and/or reading instructional aides. Students will have access to grade level appropriate literacy, and will have appropriate language scaffolds embedded in their daily work. In addition staff will receive professional development on specific strategies to serve our emerging bilingual students.</p> <p>Teachers will participate in ongoing professional development that provides opportunities for data analysis, and strategies to support our Emerging Bilinguals. ELD data will be shared at DELAC meetings throughout the year.</p>	\$4,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This year, we rolled out the SIPPs reading program for Tier 1. This has proven to be very successful, as seen by the data. We will continue with our Tier 1 approach, and continue to have two Literacy Aides to support this program. Additionally, next year we will implement a Math Instructional aide to support the math gaps with students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We spend additional money specific to many of our strategic actions related to Goal 1, as we are addressing loss learning as a result of the COVID-19 pandemic. We especially focused on building our Tier 1 and Tier 2 literacy program to serve all students and those students who were below grade level. We created two new reading support positions and provided additional professional development around our new SIPPs curriculum.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were extremely effective, as we surpassed our goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will continue to push beyond our baseline and goals, and will hope to make further growth in math with the implementation of a Math Instructional Aide.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Empower Students and Eliminate Barriers: Implement comprehensive social-emotional programs that foster a sense of belonging and cultivate successful student outcomes and school engagement.

An explanation of why the LEA has developed this goal.

A school's culture has a significant impact on both the learning environment and the way students experience school including their social emotional and behaviors development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	95% (from 19-20)				Maintain +1%
Chronic Absenteeism	6% (from 19-20)	8.8% (21-22)			The Chronic Absenteeism rTE decreases to 4%
Student Culture Survey	Establish a baseline to measure students' perception of their physical and emotional safety, sense of belonging, academic and social engagement, connectivity to the school (Participation in clubs, sports, after-school program etc.), perception of the degree of support they receive from staff, etc	Panorama Survey: 91% of students feel that they belong at AoA 92% of students feel that the adults at AoA support them 91% of students feel that other students show them respect. 95% of students feel that their teacher is respectful towards them			Baseline + 5% in each category measured

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		91% of students would be excited to have their teacher again!			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Program / COST	<p>The Academy of Alameda Elementary School is absorbed into The Academy of Alameda Middle School Charter beginning July 1, 2022. Please see our AoA Elementary School Program Goals and Actions in The Academy of Alameda School LCAP (2022/23)</p> <p>Actions below are from the 2021/22 school year:</p> <p>Providing mental health support is a critical component of our school plan to make sure that students are able to get the support they need to make sure they can engage in learning. We have a school counselor who provides counseling support to students on both a regular and drop-in basis. We also share a mental health clinician with our elementary school program. This clinician provides counseling to students who require additional mental health services. In addition, we partner with a non-profit, A Better Way, to provide an additional mental health clinician who supports students who qualify for MediCal. All of these support providers serve on our COST (Coordination of Services Team) who work alongside other members of our community, including representatives from our Special Education Department, our Dean of Students, our Principal, and a teacher representative to coordinate services for students who have been identified by staff as needing additional academic, behavioral, and/or social-emotional support.</p>	\$136,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Our counselor and other mental health clinicians also provide small group support based on identified student needs (as determined by the SEL screener and observation). These groups generally meet during lunchtime or flex period and support students with socialization skills, stress management, emotional regulation, and other issues.</p>		
2.2	SEL Program (Curriculum & Instruction)	<p>One of our top priorities for the 21-22 school year is to enhance our SEL program to make sure we are fostering a strong sense of belonging for our students so that they can engage in their learning. We plan to utilize an SEL screener at the beginning of the year to identify areas of need and to establish a baseline to assess our SEL program.</p> <p>We will continue to have our Student Culture Coordinator who directly supports students with their socio-emotional well being. They plan and hold assemblies, plan spirit weeks, and provide activities that build culture in our school. Additionally, they act as a liason to families when support is needed for the student. They also provide 1:1 support for students, and weekly check in times. Restorative Justice circles are held by the Student Culture Coordinator when a conflict between students arises.</p> <p>Each grade level holds community circles in the morning. During this time, students have the opportunity to build relationships, learn from each other though sharing, and hold discussions about current events.</p> <p>We are working to adopt the RULER program as an SEL curriculum. RULER is an approach to social and emotional learning (SEL) that teaches emotional intelligence to people of all ages, with the goal of creating a healthier, more equitable, innovative, and compassionate society.</p>	\$87,720.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Our School Culture Coordinator (now Dean of Students) continued their very important work to build school culture. We were not able to hold whole school assemblies due to COVID, but we held fun, engaging whole school Spirit Weeks and other whole school culture building activities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Our program improvement focus this year was to address our students' loss of learning as well as to support their social emotional well being and mental health. Because we know that students experienced challenges in these areas to varying degrees, we developed a tiered intervention approach. When we received additional state and federal dollars (after our LCAP was written), we invested in more programs and people in each of these two main areas. As a result, our actual expenses were in excess of the planned ones that we included in our 2021/22 LCAP as we utilized additional resources to hire personnel to provided different levels of academic and social emotional support to students. There were some areas, however that we spent less money as a result of the pandemic. For example, we devoted fewer resources to family engagement (Goal #3) as the COVID-19 pandemic prevented us from holding very few family nights and other in-person events.

An explanation of how effective the specific actions were in making progress toward the goal.

Coming back from remote learning, we knew that culture and climate was to be a priority. Intentional time dedicated to classroom community building, as well as resetting school wide expectations was important in making this a successful return.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will continue the work to continue to build a positive culture and climate by building on our school wide activities, as well as addressing school wide expectations

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Two-Way Communication and Effective Family Engagement: Provide transparent communication to stakeholders through effective two-way communication that develops an inclusive family involvement plan where all members have the opportunity to connect and provide feedback, and to get involved both at the school level and/or directly with their child's education.

An explanation of why the LEA has developed this goal.

We believe that all of our students will have higher academic, social emotional, and behavioral outcomes when our families are connected to each other and to our staff, feel welcome on campus, and have the opportunity to provide input and feedback on key elements of our program. This involves effective two-way communication with our families and provides them with multiple entry points to get involved at the school level and with their own children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Survey Data	Families feel welcome 4.5 (on 5-point scale) SY 20-21 Two-Way Communication Satisfaction 4.6 (on a 5-point scale) SY 20-21 Families feel connected to school mission, value, and values 4.4 (on 5-point scale) SY 20-21 Families feel informed on the school's current news, activities, and decisions 4.6 (on a 5-	Panorama Survey: 100% responded favorably to administrators creates a school environment that helps children learn 98% responded favorably to the school valuing diversity 99% responded favorably to believing that their child enjoys going to school 98% responded favorably to feeling			Maintain 2021/21 survey results or +.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	point scale) I feel updated on my child’s learning and progress 4.1 (on a 5-point scale)	that their child is being well prepared for the next grade level. 98% responded favorably to feeling that their child’s teacher’s teaching style matches their child’s learning style. 96% responded favorably to feeling that the discipline style of the school works for their child			
Response Rate (Percentage of families who respond to Fall and Spring Family Surveys)	Create Baseline in Fall, 2021/22	96/274			Increase by 20% (From baseline)
Representation of families who respond to the Family Survey: Race/Ethnicity, Language, Socioeconomic Status, English language status	Create Baseline in Fall, 2021/22	Panorama Survey Respondents, disaggregated by self identified race: Asian 39% Black or African American 5% Hispanic or Latino 11% White 28% Two or More Races/Ethnicities 11% Confidentiality protected 6%			Equal representation of identified respondent groups (race/ethnicity etc) + or - 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Panorama Survey Respondents, disaggregated by self identified primary home language: Subgroup with no data 1% English 86% Other/multiple language 6% Confidentiality protected 7%			
Track the annual percentage rate of parents/guardians of English Learners (by grade level) who attend at least two DELAC/ELAC meetings during the year.	Create Baseline in Fall, 2021/22	ELAC Meeting: 9 Parents attended last meeting			Increase the participation rate (percentage) by 5% annually.
Evaluate the DELAC's perception (Using a 5 pt. rubric) of their efficacy to provide input and feedback that shapes the annual DELAC/ELAC plans for each school.	Create Baseline in Fall, 2021/22				Improve the groups self-perception rating by .5%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Transparent, Two-way Communication	<p>The Academy of Alameda Elementary School is absorbed into The Academy of Alameda Middle School Charter beginning July 1, 2022. Please see our AoA Elementary School Program Goals and Actions in The Academy of Alameda School LCAP (2022/23)</p> <p>Actions below are from the 2021/22 school year:</p> <p>We are committed to providing access through transparent communications to the families we serve. We offer translation services to those who may need it, timely two-way communication via various modalities (email, ParentSquare, phone call, school website messaging, phone). Weekly communication is sent to families once a week, as well as important messages as needed. We have strong two-way communication between the families and school, as indicated by the 4.6 average (on a 5 point scale) in our family survey.</p>	\$154,257.00	No
3.2	Family Engagement Events	<p>AoA values welcoming our parent and family community in school wide events as an ongoing means to build strong relationships. Annual events include a Fall Block Party, Parent Nights Out, Back to School Night in September, Spring Open House. Additionally, Family Alliance Meetings are held 3 times a school year to provide an overview of the what is currently happening, and what will happen. Grade level parent representatives are assigned to each classroom to support teachers with arranging volunteers.</p>	\$16,940.00	No
3.3	Parent Conferences and Home Visits	<p>AoA Elementary is committed to informing families on the progress of their child. Home visits occur the weekend before school starts. Teachers meet with the students and their families to begin to build a strong relationship. Report card conferences are held in November and March.</p>	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	School Based Parent Advisory Committee	<p>The principal will convene a Parent Advisory Committee made up of a group of parents/guardians representing the demographics of our student body. The Parent Advisory Committee will meet 3 times a year to review data and current programming and to provide feedback and future planning.</p> <p>We will hold Fall and Spring ELAC Committee meetings to inform the members about our plan for growing our literacy program and serving our emerging bilingual students. We will also solicit feedback from these families to help improve our programming.</p>	\$0.00	Yes
3.5	District Level Family Engagement (K-8)	While many of our strategies to build close, collaborative relationships in and between our families and staff, take place at the school level, it is also essential that The Academy as a K-8 organization continually works to build effective two-way communication with all of our families and receives input and feedback on key K-8 organizational initiatives and policies. One of our areas of growth is to broaden that input to families who we have not historically engaged including families of some of our English Language Learners, many of our Arabic speaking families. For 2021/22, we have created a Family Engagement Liaison position to support all families - especially those who we have under-engaged.	\$8,910.00	Yes
3.6	Improve the DELAC's Level of Efficacy	Set up a more structured DELAC Committee prior to the beginning of each school year and meet within the first three weeks to review the annual plan and previous year-end data to improve student outcomes. Adjust the plan if needed based on evidence. Review identified student outcomes at the end of the first and 2nd trimesters. Meet in the Spring to provide input into the following year's strategic plan to improve student outcomes.	\$0.00	No Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This year, we relied on reliable school to home communication, as well as strong communication between teachers and families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We did not spend as much money in meeting our 3rd Goal, as we were significantly impacted by the pandemic this year. As a result, we were unable to connect with our families in-person and had to focus attention on supporting students academic and social emotional well-being. We are focusing additional resources fro 2022/23 and beyond including creating a new position - Attendance and Family Engagement Coordinator. Funds that were designated to be spent in 2021/22 for Goal 3: Family Engagement, were reallocated to Goals 1 and 2.

An explanation of how effective the specific actions were in making progress toward the goal.

Despite the distance COVID has created, our results from the Family Survey were favorable.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will continue our strong school to home communication, and will work to increase in person activites for parents and families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Provide equal or comparable course access and enrichment opportunities to all students.

An explanation of why the LEA has developed this goal.

Historically, students who take intervention classes do not have the same opportunity to take elective classes and/or miss enrichment opportunities if they are pulled out of classes for additional support. This leads to inequitable learning experiences.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Identify the percentage of students who were either enrolled in intervention classes and/or received pullout services who participated in alternative enrichment opportunities during or after school.	Establish baseline for 2021/22	Drop this goal			Increase baseline by 20%

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 was a draft goal and we decided to drop it as a 2021/22 goal prior to our Board of Director's adoption. Unfortunately, it was not deleted (which was an oversight and format error) and it was maintained as part of the 2021/22 LCAP. We ultimately made a decision to eliminate it as it was not a strategic focus area and it impacted so few students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Please see above

An explanation of how effective the specific actions were in making progress toward the goal.

Please see above

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A - See above

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	3.65%	\$81,260.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

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

While most of our goals and corresponding actions are meant to address the needs of all students, our data indicates that some student subgroups including English Learners and students whose families qualify for free and reduced lunch need either support services tailored to their specific needs or require the addition of increased services as they disproportionately account for a higher percentage of students receiving some of our support services. For example, students who qualify for free and reduced lunch account for a higher percentage of students who need additional math and reading support. We expect that this percentage will be greater next year as we believe (our data corroborates this) that they were more adversely impacted by the pandemic in terms of their social emotional and academic well being. Our investment in adding two instructional aids trained to provide small group literacy support is a direct reflection of that. We are also providing increased services to our emerging bilingual (English Learners) students in the form of additional professional development for teachers to implement specific strategies that address their needs based on where they are as measured by the ELPAC and classroom-based assessments. Because we have not as actively engaged families of our English Learners, foster youth (we have only 1 student in our elementary school), and students who qualify for free or reduced lunch as evidenced by lower participation rates on surveys and school

event family attendance rates, we are increasing our outreach services by increasing translation services and by hiring a Family Engagement Liaison. Our goal is to significantly reduce the level of disproportionality in these two areas over the course of the next three years. In addition, we have significantly increased our level of counseling services by providing an elementary school counselor and a .4 FTE mental health clinician. Again, while these services are open to all students, past data indicates that a higher percentage of both English Learners and lower income students will benefit from the increased level of social emotional/mental health services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Our charter authorizer's student population do not meet the 55% threshold.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	See Middle School charter as the elementary school is merged into it beginning 7/1/21	N/A
Staff-to-student ratio of certificated staff providing direct services to students		N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,521,592.00	\$620,626.00		\$240,525.00	\$2,382,743.00	\$2,283,163.00	\$99,580.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	ELA Program	All	\$1,290,485.00	\$192,272.00		\$53,455.00	\$1,536,212.00
1	1.2	Reading Instructional Aides	English Learners Foster Youth Low Income		\$80,887.00			\$80,887.00
1	1.3	Math and Science Programs (Leah if there is not a focus here, don't include this goal)	All	\$4,000.00				\$4,000.00
1	1.4	Culturally Responsive Instruction	All					\$0.00
1	1.5	SPED Program	Students with Disabilities		\$315,467.00		\$35,050.00	\$350,517.00
1	1.6	ELD Program	English Learners	\$4,000.00				\$4,000.00
2	2.1	Counseling Program / COST	English Learners Foster Youth Low Income	\$40,000.00	\$32,000.00		\$64,300.00	\$136,300.00
2	2.2	SEL Program (Curriculum & Instruction)	English Learners Foster Youth Low Income				\$87,720.00	\$87,720.00
3	3.1	Transparent, Two-way Communication	All	\$154,257.00				\$154,257.00
3	3.2	Family Engagement Events	All	\$16,940.00				\$16,940.00
3	3.3	Parent Conferences and Home Visits	All	\$3,000.00				\$3,000.00
3	3.4	School Based Parent Advisory Committee	English Learners Foster Youth Low Income					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	District Level Family Engagement (K-8)	English Learners Foster Youth Low Income	\$8,910.00				\$8,910.00
3	3.6	Improve the DELAC's Level of Efficacy	English Learners English Learners					\$0.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			3.65%		\$52,910.00	0.00%	0.00 %	Total:	\$52,910.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$52,910.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Reading Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.6	ELD Program	Yes	Schoolwide	English Learners	All Schools	\$4,000.00	
2	2.1	Counseling Program / COST	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
2	2.2	SEL Program (Curriculum & Instruction)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: AoA Elementary School K-5		
3	3.2	Family Engagement Events				All Schools	\$16,940.00	
3	3.3	Parent Conferences and Home Visits				Specific Schools: AoA Elementary School K-5	\$3,000.00	
3	3.4	School Based Parent Advisory Committee	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	District Level Family Engagement (K-8)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$8,910.00	
3	3.6	Improve the DELAC's Level of Efficacy	Yes	Schoolwide	English Learners	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,382,743.00	\$17,734,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	ELA Program	No	\$1,536,212.00	1,6000,000
1	1.2	Reading Instructional Aides	Yes	\$80,887.00	\$100,000
1	1.3	Math and Science Programs	No	\$4,000.00	\$5,000
1	1.4	Culturally Responsive Instruction	No	\$0.00	\$0
1	1.5	SPED Program	No	\$350,517.00	\$425,000
1	1.6	ELD Program	Yes	\$4,000.00	\$5,000
2	2.1	Counseling Program / COST	Yes	\$136,300.00	\$152,000
2	2.2	SEL Program (Curriculum & Instruction)	Yes	\$87,720.00	\$1000,000
3	3.1	Transparent, Two-way Communication	No	\$154,257.00	\$35,000
3	3.2	Family Engagement Events	No	\$16,940.00	\$5000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Parent Conferences and Home Visits	No	\$3,000.00	\$3,500
3	3.4	School Based Parent Advisory Committee	Yes	\$0.00	\$0
3	3.5	District Level Family Engagement (K-8)	Yes	\$8,910.00	\$3,500
3	3.6	Improve the DELAC's Level of Efficacy	No Yes	\$0.00	\$0

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
239760	\$133,797.00	\$158,500.00	(\$24,703.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Reading Instructional Aides	Yes	\$80,887.00	\$100,000		
1	1.6	ELD Program	Yes	\$4,000.00	\$5,000		
2	2.1	Counseling Program / COST	Yes	\$40,000.00	\$50,000		
2	2.2	SEL Program (Curriculum & Instruction)	Yes				
3	3.4	School Based Parent Advisory Committee	Yes				
3	3.5	District Level Family Engagement (K-8)	Yes	\$8,910.00	\$3,500		
3	3.6	Improve the DELAC's Level of Efficacy	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2223294	239760	0%	10.78%	\$158,500.00	0.00%	7.13%	\$81,260.00	3.65%

Cover Sheet

2022/23 AoA Middle School LCAP

Section: IV. Action Items

Item: D. 2022/23 AoA Middle School LCAP

Purpose: Vote

Submitted by:

Related Material:

Middle Shool Local Dashboard Indicators - 6-23-22 Board Presentation.pdf

BudgetOverviewForParents_2022.pdf

2022_Local_Control_and_Accountability_Plan_The_Academy_of_Alameda_Middle_School_20220622
(1).pdf



The Academy of Alameda Local Indicators

2021-2022

Presentation to the AoA Board Of Directors (6/23/2022)

The Academy of Alameda
Public Schools

Local Indicator Overview

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority.
2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Priority 1 -

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

The Academy of Alameda Charter School Board - Board Meeting - Agenda - Thursday June 23, 2022 at 6:30 PM

ITEM	RESPONSE
Number/percentage of misassignments of teachers of ELs	1
Total teacher misassignments	1
Vacant teacher positions	0
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
Number of identified instances where facilities do not meet the “good repair” standard	0



Priority 2 - Implementation of State Academic Standards

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

ACADEMIC STANDARD	RATING
ELA – Common Core State Standards for ELA	4
ELD (Aligned to ELA Standards)	3
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	4
History-Social Science	4

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 2 - Implementation of State Academic Standards

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

ACADEMIC STANDARD	RATING
ELA – Common Core State Standards for ELA	4
ELD (Aligned to ELA Standards)	3
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	4
History-Social Science	4

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 2 - Implementation of State Academic Standards

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

ACADEMIC STANDARD	RATING
ELA – Common Core State Standards for ELA	4
ELD (Aligned to ELA Standards)	3
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	5
History-Social Science	4

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 2 - Implementation of State Academic Standards

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students

ACADEMIC STANDARD	RATING
Career Technical Education	N/A
Health Education Content Standards	3
Physical Education Model Content Standards	4
Visual and Performing Arts	4
World Language	N/A

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 2 - Implementation of State Academic Standards

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

ACADEMIC STANDARD	RATING
Identifying the professional learning needs of groups of teachers or staff as a whole	4
Identifying the professional learning needs of individual teachers	4
Providing support for teachers on the standards they have not yet mastered	4

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 3 - Parent and Family Engagement

Building Relationships

ACADEMIC STANDARD	RATING
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 3 - Parent and Family Engagement

Building Partnerships for Student Outcomes

ACADEMIC STANDARD	RATING
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 3 - Parent and Family Engagement

Seeking Input for Decision Making

ACADEMIC STANDARD	RATING
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 6 - School Climate

Narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8).

AREA	DEFINITION	RESPONSE
DATA	Key Learnings	The majority of students report feeling connected to each other and to the staff. They also feel welcomed at school, that they belong and that they feel safe both physically and emotionally.
MEANING	Growth, Challenges, Barriers	While the majority of students feel connected, a deep sense of belonging, and safe physically and emotionally, our goal is to continually strengthen all aspects of our program so that we have an effective, inclusive culture for all students.
USE	LEA Response	In response to the pandemic, we are implementing a social emotional screener to identify students who are experiencing challenges as well as monitoring students' social emotional health through our COST process. We are also implementing social emotional curriculum and adding mental health services.

Priority 7 - Access to a Broad Course of Study

LEA narrative summary of the extent to which all students have access to and are enrolled in a broad course of study

PROMPT	RESPONSE
<p>1. Locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study</p>	<p>Tracking the amount of time students are pulled from class as well as the corresponding enrichment learning opportunities that they missed.</p>
<p>2. Summary of the extent to which all students have access to, and are enrolled in, a broad course of study.</p>	<p>The vast majority of students have equal access to all of our course offerings. The only time when some students do not is when they are pulled from class to receive pull-out services in special education and reading. Every attempt is made to minimize the amount of time that a given student would miss from class and the support provider attempts to vary when a student is pulled from class so they do not miss too much learning time in a particular class.</p>

Priority 7 - Access to a Broad Course of Study

LEA narrative summary of the extent to which all students have access to and are enrolled in a broad course of study

PROMPT	RESPONSE
<p>3. Identify the barriers preventing the LEA from providing access to a broad course of study for all students.</p>	<p>Historically, the only reason that all students have not had complete access to all courses is if they took an intervention class in reading or math instead of an elective class, or were pulled out for portions of an elective or PE class to receive support services.</p>
<p>4. What revisions, decisions, or new actions will the LEA implement to ensure access to a broad course of study for all students?</p>	<p>We are pushing support services into the classroom to minimize students being pulled out. We are also adding a tutorial period so that students can receive additional support during “non-instructional” time. Students who have to be pulled out for support services or miss an elective class (this is a relatively small number), will be provided additional enrichment learning experiences during the school day (in the forms of clubs, etc. and in our after-school program).</p>



LCFF Budget Overview for Parents

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

CDS Code: 1611190122085

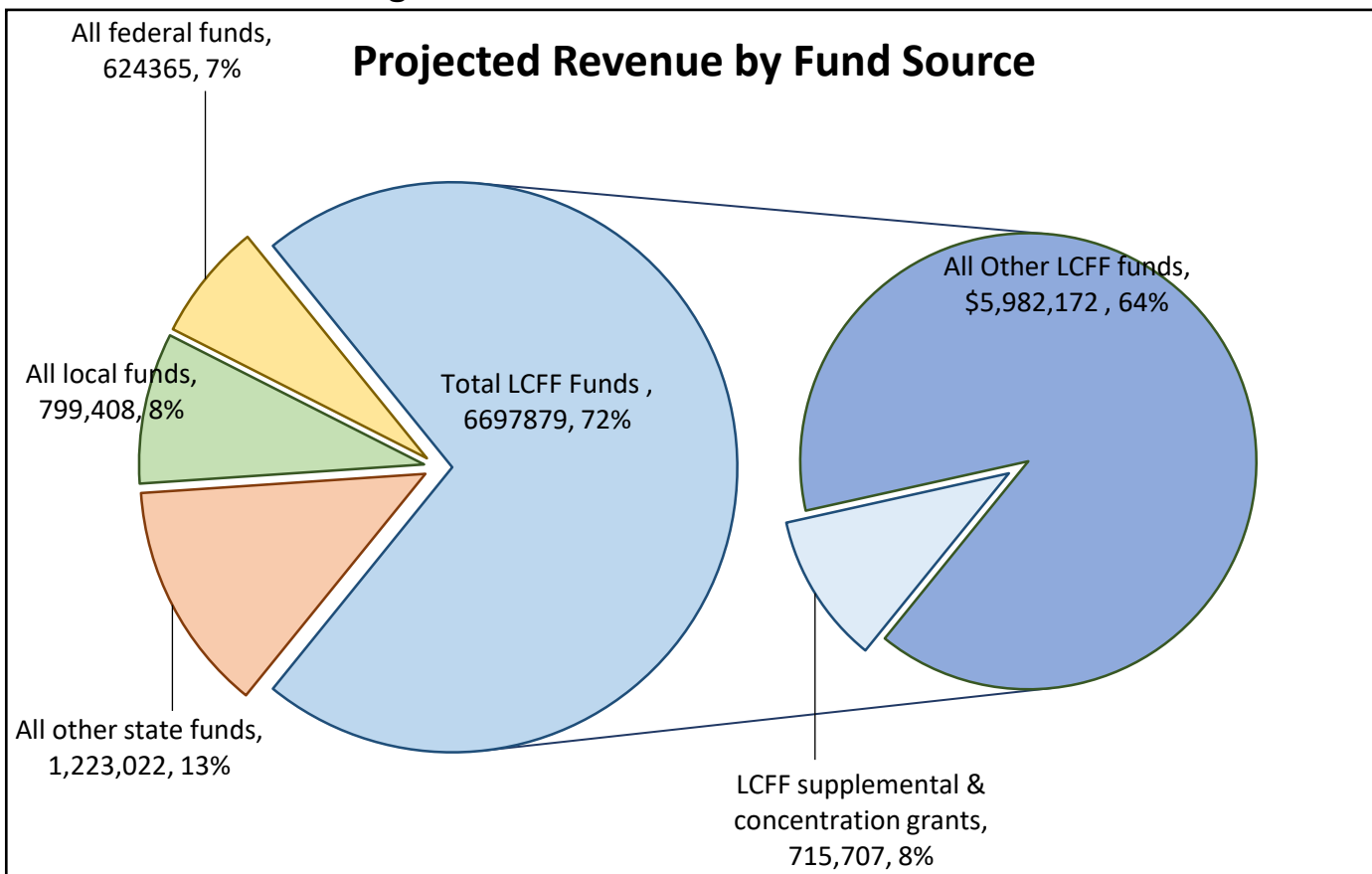
School Year: 2022 – 23

LEA contact information: Matt 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 2022 – 23 School Year

Projected Revenue by Fund Source

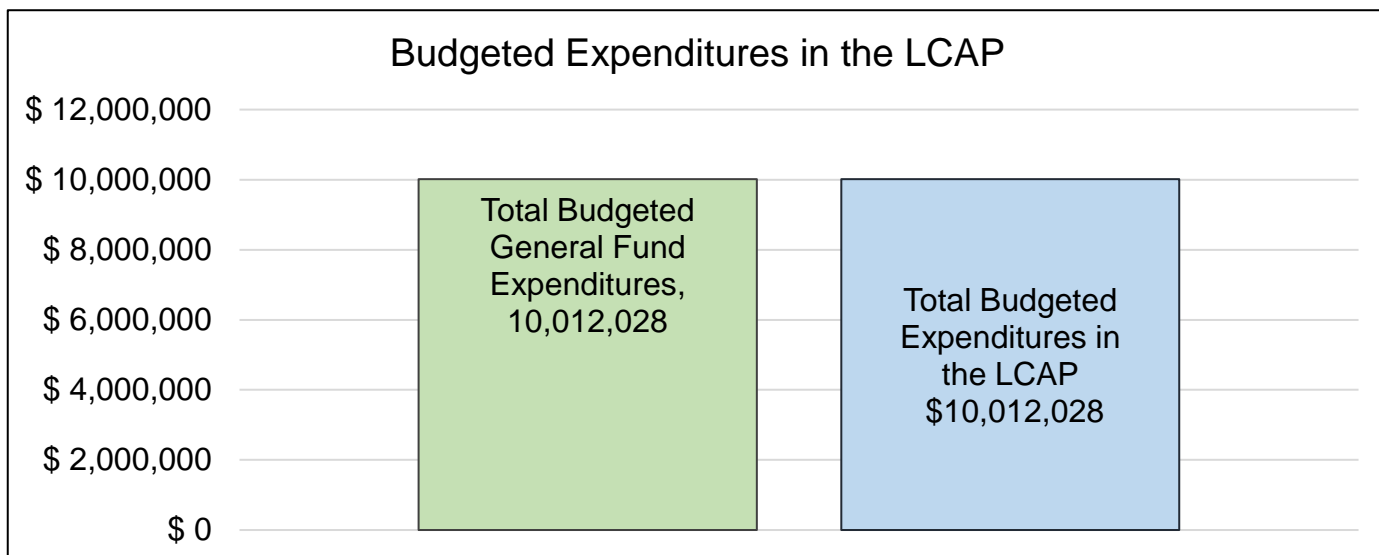


This chart shows the total general purpose revenue The Academy of Alameda expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for The Academy of Alameda is \$9,344,674.00, of which \$6,697,879.00 is Local Control Funding Formula (LCFF), \$1,223,022.00 is other state funds, \$799,408.00 is local funds, and \$624,365.00 is federal funds. Of the \$6,697,879.00 in LCFF Funds, \$715,707.00 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 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: The Academy of Alameda plans to spend \$10,012,028.00 for the 2022 – 23 school year. Of that amount, \$10,012,028.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

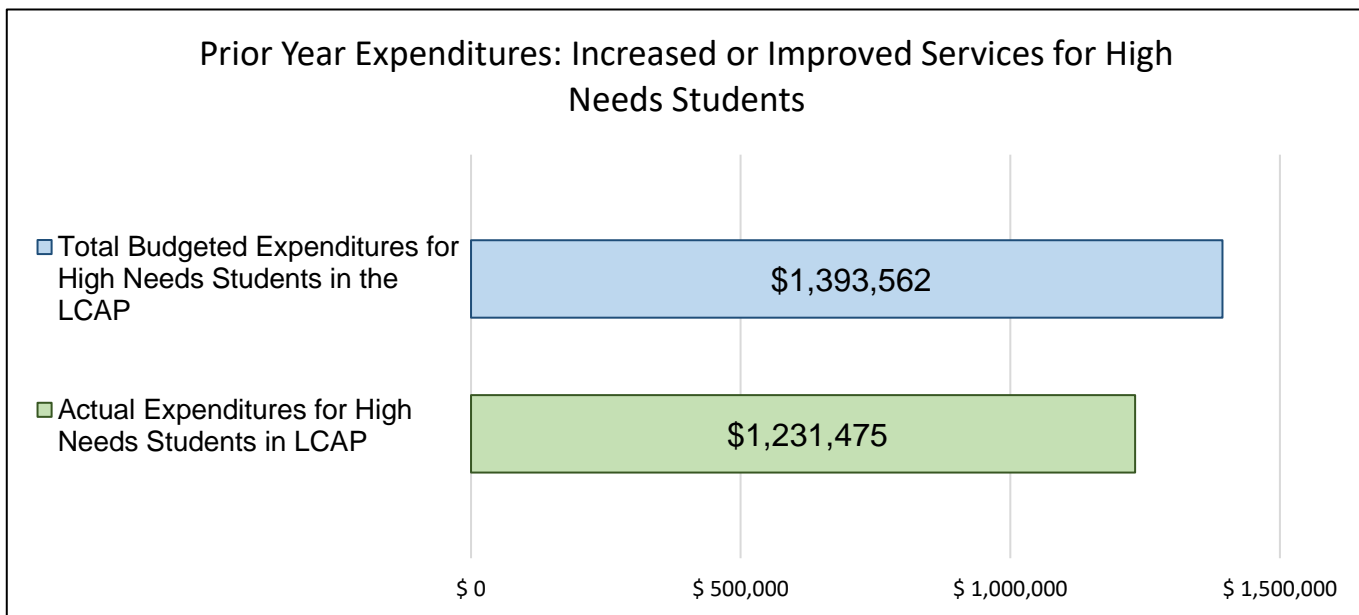
The expenditures identified in the LCAP pertain to expenses around student achievement and school culture. Expenditures for general operational expenses and administrative assistance are not always included in the LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, The Academy of Alameda is projecting it will receive \$715,707.00 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 \$727,708.00 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 2021 – 22



This chart compares what The Academy of Alameda budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021 – 22, The Academy of Alameda's LCAP budgeted \$1,393,562.00 for planned actions to increase or improve services for high needs students. The Academy of Alameda actually spent \$1,231,475.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$162,087.00 had the following impact on The Academy of Alameda's ability to increase or improve services for high needs students:

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

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 2020–21 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 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 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

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Academy of Alameda Middle School was approved to merge by its authorizer - the Alameda Unified School District - with The Academy of Alameda Elementary School (formerly a separate charter) beginning July 1, 2022. The new school will be know as The Academy of Alameda and will serve students in grades K through 8 in 2022/23 with a goal of creating a transitional kindergarten program for the 2023/24 school year. The Academy of Alameda is governed by The Academy of Alameda - a public Charter Management Organization (CMO), which has its own Board of Directors. The Academy of Alameda is in the top 1% of diverse schools in California serving six subgroups hat account for over 5% of the population and is currently in its 12 year of operation.

The Academy of Alameda organizes is program and resources to meet both its mission and envisioned future.

- The Academy of Alameda's Mission: The Academy of Alameda equitably develops students into critical thinkers and life-long learners who navigate the world with integrity and who apply their learning to empower themselves and their communities.
- The Academy of Alameda's Envisioned Future: The Academy of Alameda envisions a future where all students are successful, and their destinies are not determined by their demographics.

Since it's inception, The Academy of Alameda has been committed to transforming education so that all of it students are successful at a high level - academically, social-emotionally, and behaviorally. In order to fulfill its mission and envisioned future, the Board of Directors, leadership and staff have been committed to building strong relationships in and between staff, students, and families, distributing resources equitably, implementing a rigorous and engaging academic program that imbeds social justice and culturally relevant curriculum, and supporting the development of students' social emotional skills so that they are successfully prepared for the current and following school years. While The Academy of Alameda has been historically closely connect to its families, it is seeking to rebuild an even closer connection after the past 2 1/2 years of being in a pandemic.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

California Dashboard

We provided a self-assessment or narrative information on our local indicators for 2020/21. The Academy of Alameda's assessment of its program is strong in all areas. Although we do not have CAASPP scores for the past two years, we continued to use local assessment data to assess and monitor our program including the Star Math and Reading Assessments. Our local survey showed that students felt connected to our staff and indicated that they felt both physically and emotionally safe while on campus. Our families also reported that AoA's program was a strong fit for their child's needs and they expressed a strong rate of satisfaction with all major components of our program.

We saw success for our first goal in the implementation of a strong Tier 1 instructional program. 71% of our students met their growth goal on the ELA STAR test. 66% of 7th and 8th graders met their growth goal on the Math STAR test from Fall to Winter (these students did not take the STAR in the spring) and 85% of 6th-grade students met their growth goal in Math from Fall to Spring. In 6th grade, we saw a 22% increase in the number of students testing at or above the district benchmark for Math on the STAR test from fall to spring. Our action step of adding Math Aides to classrooms was one of the factors that led to high growth in Math. Our students responded positively to a schoolwide survey to questions about academic rigor, with 91% of students saying their teachers have high expectations of them and 90% of students saying teachers take time to help them understand the material.

We also saw success for our second goal of implementing a positive student culture. Our suspension rate has decreased from 5.6% in the 2018-2019 school year to 2.5% in the 2021-2022 school year. This is the result of our strong implementation of a Restorative Justice program, along with our social-emotional learning programming. In our schoolwide survey, 75% of students say the energy of the school is positive, 80% of students feel respected by other students, 94% of students feel they are treated fairly by adults at school, and 74% of students feel they belong at school.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We see the need to increase Tier 2 and Tier 3 academic support for students. 46% of students tested below the district benchmark in ELA in the Winter and 49% of student tested below the district benchmark in Math in the Winter. This indicates that while a majority of students are showing growth, a priority growth area is to accelerate more students to grade level. This is why we are continuing our Math Aide program and hiring a Teacher on Special Assignment to provide additional Tier 2 support for students. In addition, we are adding a K-8 Emerging Bilingual Program Coordinator who will work directly with students on academic language development. We are also adding a Math Lab class to provide additional Math foundational support.

We also see the need to increase our mental health support and to continue to grow our social-emotional learning and positive culture program. We are adding a mental health intern position to provide more 1:1 and small group counseling support for students. One of the primary concerns identified by families and students in our schoolwide survey was related to online bullying. We are looking into bringing in curriculum and guest speakers to help us address this concern.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Academy of Alameda of Alameda's LCAP focuses on three goals with a number of high leverage actions for each:

Goal 1: Effective Instruction, Challenging Curriculum, and Enrichment Opportunities: Increase the academic outcomes of all students by providing them with multiple pathways to be successful through a culturally responsive and deeply engaging education.

Goal 2: Empower Students and Eliminate Barriers: Implement comprehensive social-emotional programs that foster a sense of belonging and cultivate successful student outcomes and school engagement.

Goal 3: Two-Way Communication and Effective Family Engagement: Provide transparent communication to stakeholders through effective two-way communication that develops an inclusive family involvement plan where all members have the opportunity to connect and provide feedback, and to get involved both at the school level and/or directly with their child's education.

While there are a number of actions that we take so that we meet these goals for all students and families, our LCAP reflects the most high level actions that we implement for each of these goals annually. Our 2022/23 LCAP reflects our practice of using data and evidence to inform our strategic actions and the importance of focusing our strategic actions and resources in a few specific areas rather than providing a long list of actions that are only "touched upon" each year. One of the biggest lessons that we have learned as an organization is to focus our time, resources, and energy in a few key areas that impact all of our student outcomes - especially those historically underserved students who need the most support.

Goal 1:

In the Middle School, we were able to implement most of our academic action steps during the 21-22 school year and met our growth goal for ELA and exceeded our Math growth goal based on our STAR scores. This demonstrates that the addition of Math Aides and focus on utilizing our flex Tutorial time for additional skill support, particularly for Math, is helping to boost student achievement. The focus on deep learning and student-centered instructional strategies is leading to fewer students receiving failing grades and a shift towards a growth-oriented mindset for students who are seeking opportunities to revise their work. 91% of students reported favorable responses to questions about academic rigor on the Panorama Survey we implemented this school year. This demonstrates our success in offering a challenging curriculum. We plan to maintain this goal, as well as the metrics and outcomes. We decided to change our action around literacy support and

our ELD program for the 22-23 school year. Rather than hiring a general Literacy Coach, we decided to create a new position for an Emerging Bilingual Program Coordinator. This person will focus specifically on literacy and language-acquisition strategies for our Emerging Bilingual students by providing direct support to individual students, as well as providing professional development and coaching for all teachers. We made this change because we do not have enough targeted strategies for our Emerging Bilingual students and we know that those strategies will support all students. We are increasing our Tier 2 support through the hiring of an interventionist and continuing to utilize Math Aides.

Goal 2:

In the Middle School, our actions were effective in helping us make progress toward our goal. Our baseline survey data shows that the implementation of a new SEL curriculum and the increase in mental health support are working well for a majority of students. We plan to continue to improve by adding more time for our SEL curriculum and school culture activities (from once a week to twice a week) and by increasing staffing for mental health through the Mental Health intern position. Our Restorative Justice program is also supporting our progress towards our goal. Our suspension rate is lower than it was prior to COVID (5.6% during the 2018-2019 school year). While we are still seeing racial/ethnic disproportionality, the overall number of students is quite small (12 students). We are also seeing an overall decrease in referrals from teachers and much less time out of the classroom for students. This is due to our continued conversations as a staff about trauma-informed practices and equity, as well as the strength of our Restorative Justice team. We plan to maintain our goals, metrics and outcomes. Based on our data, we have added an Action 2.3 and created a plan to increase support for attendance and student/family engagement (see details in 2.3). As stated above, we are adding additional mental health resources to provide more counseling support to students. We are also planning to strengthen school culture events by planning ahead and ensuring we have a School Culture Leadership Team in place to implement our plans. We will be shifting our Tier 3 intervention team from a COST team to an Intervention Team. We are restructuring our Counseling Team to focus on mental health and social-emotional supports for individual students.

Goal 3:

In the Middle School, we were not able to hold many events with families on campus, we still received positive feedback from families on our Panorama survey that shows that families feel connected to school and feel that the school is a good fit for their student. We hope to be able to better implement our plans for family engagement, especially in-person events on campus, in the 2022-23 school year. Our new Attendance and Family Engagement Coordinator will be helping to implement our action steps in this area.

In addition to these three goals, we are also focusing on supporting our students with IEPs by providing additional professional development and coaching to our Education Specialists and Instructional Aides in the areas of goal-writing, targeted instruction, and supporting general education teachers with modification and accommodation strategies. We are increasing the amount of professional development and staff meeting time dedicated to collaboration between general education teachers and Education Specialists to make sure we are focusing on meeting the unique needs of our diverse learners.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A: The Academy of Alameda Middle School has not been identified as needing or being eligible for comprehensive support.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A: The Academy of Alameda Middle School has not been identified as needing or being eligible for comprehensive support.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A: The Academy of Alameda Middle School has not been identified as needing or being eligible for comprehensive support.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

- Families The biggest concerns that our families expressed this year was their children's safety as all returned to full-time in-person learning in the Fall, and how our staff could successfully address students' learning loss and provide increased social-emotional/mental health, as a result of the ongoing negative impact of the pandemic. This feedback was provided at Board meetings, through survey's, and individual, and small group meetings. In the early Spring, we send families a school/family relationship survey because we know all students benefit when there is a close connection in and between families and our staff, and because we want to engage all of our families more deeply especially as that close connection was diminished by not being able to be together for in-person events, meetings, etc. and because we were so impacted by COVID-19 for periods throughout the year.

The good news is that overall, our family survey data was overwhelmingly positive. Families told us that we have an effective school culture and that The Academy of Alameda Middle School was a strong fit for their child's needs. With few exceptions, the feedback was the same for all families - regardless of family demographics including socioeconomic status, race/ethnicity and language. Families also told us that we were really successful in providing a safe environment specific to COVID-19 and that our communication to them about COVID-19 testing opportunities, positive case rates, as well as letting them know of our ongoing mitigation strategies was really helpful to them. We received high marks in each of these areas. Two areas that reflected their concerns were their inability to be engaged with our school on a regular basis (mostly because of busy schedules) and concerns around online bullying.

- Students

Almost all (if not all) of our students reported that they were happy to be back on campus when they came back to in-person instruction in the fall and that they missed the physical interactions with their peers and with staff. Students expressed frustrations with online learning (Even though it got better and better with practice and experience) and that they felt that they were behind as a result of learning either in a distance only or hybrid learning environment. We also learned early from teacher, student and parent referrals that many students were impacted negatively from the prior 1 1/2 years and that many were experiencing high levels of anxiety. Fortunately, we delegated significant resources to increase our support services to support students' social emotional well-being. In the Spring, we implemented a survey that focused on school climate/safety, academic engagement and students' social emotional health. The data from our survey overall was very positive. Students responded very favorably to the positive relationships that they have with teachers - 95% reported that their teachers showed respect towards them, and 94% reported that they were treated fairly by adults adults. They also reported that overall the middle school had a strong school culture. 74% reported that they feel a sense of belonging and 75% felt that the school has a positive energy. An areas of improvement is student engagement (this is a focus of ours) as score specific to interest and engagement ranged from 50 to 70%.

- Staff

Because we have frequent professional development meetings and two strong schoolwide leadership teams where input and feedback are continually sought, our annual short and long-term plans are continually shaped by The Academy of Alameda's staff. Our culture of collaboration and value of shared leadership engender staff input into all elements of our program that specifically shaped our LCAP goals - especially goals 1 and 2 related to student academic and social-emotional outcomes.

A summary of the feedback provided by specific educational partners.

Please see above, as I included both the means used to obtain feedback and input to shape our 2022/23 LCAP as well as specific assessment results from our educational partners.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All three of our LCAP Goals and most or almost all of our actions under each have been influenced by input and feedback that we have received from our students, staff, and families. The family surveys that we sent throughout the year impacted the actions in all three goals, but especially those related to the second and third goals - student culture and two-way communication and family engagement. As mentioned above, families were very clear regarding the type of relationship that they want with the school's staff, and fortunately, they also rated very highly - the elementary school's efforts to create a welcoming and inclusive culture. They are corroborated the administration's belief that we need to develop more formal parent advisory groups so that families have the opportunity to provide even more specific, direct feedback.

Goals and Actions

Goal

Goal #	Description
1	Effective Instruction, Challenging Curriculum, and Enrichment Opportunities: Increase the academic outcomes of all students by providing them with multiple pathways to be successful through a culturally responsive and deeply engaging education.

An explanation of why the LEA has developed this goal.

The Academy of Alameda is committed to continually developing the capacity and effectiveness of its teachers, school leaders, and support staff, delivering rigorous, culturally responsive instruction, and offering students enrichment learning opportunities to impact high learning outcomes for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR ELA and Math Scores	MS: ELA 66% of students met growth goal MS: Math 53% of students met growth goal	MS: 66.4% of students met their growth goal in ELA and 66.8% of students met their Math growth goal.			Baseline +5% growth for each area
SBAC ELA and Math Scores	MS: Baseline to be established 21-22	MS: Students took the SBAC in May 2022. Scores will be released this summer.			Baseline +5% growth for each area
Student Engagement Survey (Minimum student response rate of 90%)	MS: Establish baseline specific to students' level of engagement, intellectual rigor of curriculum and instruction, level of academic support,	MS: Student Survey conducted 2022 Rigorous Expectations: 91% favorable Teacher-Student Relationships: 77% favorable			Baseline +5% growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	degree of culturally responsive curriculum etc.	Engagement: 59% Favorable			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly qualified staff and high adult-student ratios	<p>We will continue to offer strong Tier 1 instruction across the curriculum in math, science, ELA, social studies, physical education, and electives. In addition, we will provide adequate supervision staffing, instructional support staffing, as well as staffing to maintain operations.</p> <p>In the Elementary School, we will have a ration of 24:1 in grades K-3 and 26:1 in grades 4-5. In Kindergarten, dedicated Kindergarten Aides will make the ratio 12:1 in Kindergarten classes. All lead teachers hold a credential from the State of California.</p> <p>In Middle School, we will have a ratio of 28:1 in all core classes and electives. All lead teachers hold a credential or are in the process of clearing their credentials from the State of California.</p>	\$5,246,679.00	No
1.2	Staffing to support unduplicated students	In both the Middle and Elementary Schools, we know that differentiation will be essential following the loss of learning opportunities during the COVID pandemic, especially in math classes, as students will be coming in at different levels. We will continue to	\$727,708.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>utilize Math Aides to be assigned to specific math classes with higher academic support needs. These math aides will work with math teachers to look at student data from STAR testing and teacher-created formative and summative assessments to pull small groups for targeted intervention connected to specific skills and learning targets. This will allow us to increase access to grade-level material for all students, while also targeting any gaps in math skills that will lead to learning acceleration. Math aides will also provide 1:1 support to students who need additional support at lunch and after school. We will continue to use Zearn as additional support to students who are below grade level in math.</p> <p>In the Elementary School, we will continue to utilize two Literacy Aides who will support students with researched based phonics instruction in a differentiated setting.</p> <p>We created a new position of Emerging Bilingual Coordinator to help us strengthen our English Language Development program. The Emerging Bilingual Coordinator will continue our implementation of the Project GLAD model and other high-leverage strategies and teaching strategies through Professional Development and teacher coaching.</p> <p>The EB Coordinator will also teach a section of literacy support specifically designed for Emerging Bilingual students who need extra time to develop their literacy skills and to accelerate academic vocabulary acquisition. The Coordinator will also work 1:1 or in small groups with students during the Middle School flex Tutorial period.</p> <p>This year, our EB Coordinator created a student group of emerging bilingual students that met monthly to help them create a positive identity as a bi- or multilingual person through activities that celebrate multilingualism. We will continue this program next year. He will also work with parents/guardians of our emerging bilingual students through the ELAC structure to provide additional support and to get feedback on our EL program.</p> <p>In the Middle School, we are adding a Multi-Tiered Support System Interventionist. This is a Teacher on Special Assignment position that will focus on providing direct academic, executive functioning, and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>other supports to students who do not receive Special Education services, who need additional support to be successful.</p> <p>We saw an increase in truancy and chronic absenteeism in the 21-22 school year and we lack staff capacity to support attendance and family engagement. For the 22-23 school year, we are creating a new position for an Attendance/Engagement Coordinator who will work with our Middle and Elementary schools. This person will pull and review attendance data and follow up with students and families to provide support to get to increase attendance. This person will also schedule and facilitate SART meetings. In addition, we are updating our attendance policy so that we can be more proactive in our communication with families regarding attendance.</p>		
1.3	Instructional Materials, Supplies, and Technology	<p>We provide high-quality instructional materials and supplies to students to ensure quality instructional experiences. In addition, we provide additional materials requested by teachers to support their work with students. We provide technology to support learning, including classroom Chromebook carts, document cameras, and projectors for all teachers. We work with Techabee to provide additional support for software and hardware.</p> <p>Elementary School: SIPPS, Wit and Wisdom, Eureka Squared</p> <p>In Middle School, we utilize a variety of curricular and instructional materials. This includes Open-Up Resources Math curriculum, novels for literature circles and units of study in ELA and Social Studies, materials for science labs for our NGSS-aligned science courses, and curriculum for our Reading Lab intervention course. We also provide access to educational technology to enhance learning experiences and increase learning personalization in the classroom. We also provide our Music, Art, and Technology elective teachers with a budget to provide high-quality and engaging materials for students.</p>	\$588,980.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Professional Education	<p>In both Middle School and Elementary School, we provide opportunities for professional development throughout the school year. We believe that strong, ongoing professional development and planning is key to student success. This includes curriculum training and consulting, and education conferences. Additionally, Principals receive coaching through UC Berkeley.</p> <p>Specifically in the Middle School, we are pursuing several strands of professional development for teachers and staff in order to make sure we are increasing intellectual achievement and providing multiple pathways to success. One important strand of professional development relates to the implementation of deeper learning, student-centered instructional models, and competency-based grading. We are partnering with Building 21, an organization supporting our implementation of these initiatives.</p>	\$135,380.00	No
1.5	Facilities	We commit to maintaining a safe, up-to-date facility that is adequate for student learning and creates a space that enhances school culture and student learning. This includes rent, custodial staff, utilities, repairs, maintenance, and beautification projects.	\$586,351.00	No
1.6	SPED Program	The Academy continues to enroll and support students with disabilities with focused services. The Academy ensures that a free and appropriate education is provided to all students with exceptional needs. The Academy provides related services, such as Speech, OT/AT, DHH, and APE, by hiring credentialed or licensed providers through private agencies or independent contractors. Specialized Academic Instruction is provided by our three Education Specialist. Special Education Instructional Aides support general education teachers with the implementation of students' accommodations, and also provide some targeted specialized academic instruction under the direct supervision of the Education Specialists. One-to-one	\$1,005,504.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Instructional Aides will be hired as needed, as documented in students' IEPs.</p> <p>To continue to strengthen our full inclusion program during the 22-23 school year, Education Specialists will continue to receive training through the SELPA regarding IEP goal writing and Universal Design for Learning (UDL) techniques to support the collaboration with general education teachers. Instructional Aides will take part in weekly professional development meetings to increase their positive impact in supporting students with disabilities in general education classes. As a part of our Special Education plan, the SPED department will continue to engage in co-teaching training and exploration in order to better support students with disabilities in general education classrooms, as well as all students through increased support for differentiation. Education specialists and general education teachers will engage in increased collaborative planning time.</p> <p>To better understand and mitigate the impact of distance learning on students with disabilities' learning, the SPED department will engage in a thorough review of student IEP goal progress and performance on standardized measures, such as STAR Reading and STAR Math, in the Fall of 2022, and will adjust IEP services as needed.</p> <p>Our Extended Year Programs are offered for students with IEPs through our SPED department as needed.</p>		
1.7	After School, Summer, & Extended Year Programs	<p>Our afterschool program runs from 3:30-6 five days a week. Students in the afterschool program receive homework support and have the opportunity to take enrichment classes offered by our afterschool staff, such as art, basketball, and entrepreneurship. Some of our afterschool staff work as campus supervisors during the school day to increase the connection between the regular school day and the after-school program.</p> <p>In addition to our afterschool program, we are hoping to offer after-school enrichment programs to our students to enhance what we offer</p>	\$612,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>during the school day. This will include partnering with local organizations to offer programs focused on theater, language, and robotics.</p> <p>Our after-school staff also runs our summer program for approximately 6 weeks during the summer. This program focuses on academic and enrichment opportunities for students.</p> <p>For the Middle School, we utilize the ASES grant to offer the program at a low cost to our families.</p>		
1.8	Operational Continuity	In order to ensure that our school operates smoothly to support staff, students, and families, we will maintain the following services: Insurance, equipment leases, audit and banking fees, fingerprinting and legal fees, marketing, printing, student information systems, communication systems.	\$699,230.00	No
1.10				

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We were not able to hire a Literacy Coordinator, as originally planned, and therefore we were not able to conduct the professional development and coaching support for Tier 1 and 2 literacy strategies. Our ELA and History teachers did work collaboratively to redesign curriculum to focus more on writing strategies and to offer more differentiated reading opportunities. We were able to implement the ELD lab class, but not able to create time for other teachers to observe that class.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We were not able to hire a Literacy Coordinator for 2021/22 (we did use a consultant at the beginning of the year) so our actual expenditures for our ELA Tier 1 and Tier 2 services were less than the amount that we forecasted. In other actions including math intervention, our expenses were greater than forecasted - in part because of need and because we received additional one-time state and federal funding.

An explanation of how effective the specific actions were in making progress toward the goal.

We were able to implement most of our academic action steps during the 21-22 school year and met our growth goal for ELA and exceeded our Math growth goal based on our STAR scores. This demonstrates that the addition of Math Aides and focus on utilizing our flex Tutorial time for additional skill support, particularly for Math, is helping to boost student achievement. The focus on deep learning and student-centered instructional strategies is leading to fewer students receiving failing grades and a shift towards a growth-oriented mindset for students who are seeking opportunities to revise their work. 91% of students reported favorable responses to questions about academic rigor on the Panorama Survey we implemented this school year. This demonstrates our success in offering challenging curriculum.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We plan to maintain this goal, as well as the metrics and outcomes. We decided to change our action around literacy support and our ELD program for the 22-23 school year. Rather than hiring a general Literacy Coach, we decided to create a new position for an Emerging Bilingual Program Coordinator. This person will focus specifically on literacy and language-acquisition strategies for our Emerging Bilingual students by providing direct support to individual students, as well as providing professional development and coaching for all teachers. We made this change because we do not have enough targeted strategies for our Emerging Bilingual students and we know that those strategies will support all students.

We are increasing our Tier 2 support through the hiring of an interventionist and continuing to utilize Math Aides.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Empower Students and Eliminate Barriers: Implement comprehensive social-emotional programs that foster a sense of belonging and cultivates successful student outcomes and school engagement.

An explanation of why the LEA has developed this goal.

A school's culture has a significant impact on both the learning environment and the way students experience school including their social emotional and behaviors development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	MS: 96% (SY 19-20)	MS: 93% (SY 21-22)			Maintain baseline
Chronic Absenteeism Rates	MS: 9.5% (SY 19-20)	MS: 8.6% (SY 21-22)			Decrease by 1% per year - 6.5%. in SY 23-24
School Culture Survey: Use a school culture survey to measure students' perception of their physical and emotional safety, sense of belonging, academic and social engagement, connectivity to the school (Participation in clubs, sports, after-school program etc.), perception of the degree of support they receive from staff, etc	MS: Baseline to be established (21-22)	MS: Survey conducted 2022 School Safety: 82% favorable School Climate: 76% favorable Sense of Belonging: 71% favorable			Baseline +5% growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Suspension Rate: Reduce the number of suspensions and disproportionality rate of suspensions based on race/ethnicity, socioeconomic status, and other key demographic categories.	MS: Baseline to be established (21-22)	MS: 21-22 Suspension Rate - 2.5% African American: 60% Chinese: 10% Pacific Islander: 10% White: 10% Hawaiian: 10% Male: 50% Female: 50% FRL: 30%			Reduce the number of suspensions and disproportionality by 5%
Elementary Program Attendance					
Elementary Program Chronic Absenteeism					
Elementary Program School Culture Program					

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staffing to support school culture and social emotional learning	Providing mental health support, social-emotional learning opportunities, and creating a strong school culture are critical components of our school plan to make sure that students are able to get the support they need to make sure they can engage in learning. We have school counselors at both the Elementary and Middle School levels, who provide counseling support to students on both a regular and drop-in basis. We also have a K-8 mental health clinician who provides counseling to students who require additional mental health	\$321,696.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>services. In addition, we partner with a non-profit, A Better Way, to provide an additional mental health clinician who supports students who qualify for MediCal. All of these support providers work together on our Counseling Team to coordinate support for new student referrals and to provide opportunities for thought-partnership and support for specific students.</p> <p>We also have a Dean of Students (move Yoshi to 1.2) at both the Elementary and Middle School levels, as well as a Restorative Justice Coordinator in the Middle School. These staff members create positive school culture opportunities for students, create and maintain behavior support plans for specific students, support teachers with behavior and classroom management, and respond to behavioral incidents.</p> <p>For the 22-23 school year, we are adding a 40-hour/week mental health intern position (to be filled by more than one part-time person). Our counseling caseloads were very high during the 21-22 school year and the intern position will allow us to offer more counseling groups and more individual counseling.</p>		
2.2	SEL Program (Curriculum & Instruction)	<p>We believe that maintaining a strong social-emotional learning program is critical for student success. We use the Panorama Student Culture survey as a universal screener to determine areas of success and growth for students. Both the Elementary and Middle Schools are implementing social-emotional learning curriculum.</p> <p>In the Elementary School, we will continue to utilize the RULER curriculum for socio-emotional learning.</p> <p>In the Middle School, we utilize our flex period on Wednesdays and Fridays for social-emotional learning. We adopted an advising curriculum from Project Wayfinder that focuses on Belonging in the 2021-2022 school year and will continue to use that curriculum in the 22-23 school year. Teachers /Advisors will be trained in the curriculum</p>	\$22,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>in at least two sessions at the beginning of the year (August and September) and will have access to ongoing training from Project Wayfinder. In addition to the Panorama screener, the Project Wayfinder curriculum includes formative assessment tools to identify SEL growth and needs amongst students.</p> <p>In the Middle School, we will continue our partnership with Ever Forward Project to provide support specifically for 7th and 8th grade male-identified students who have been identified as needing additional SEL support. This program is led by two of our staff members and includes an annual Taking Off the Mask workshop with program founder, Ashanti Branch, weekly group meetings, regular field trips, and individual support as needed.</p>		
2.3	Student Culture Activities, Athletics, and Events	<p>We will support a variety of school culture events and programs to build and maintain positive school culture and opportunities for joy.</p> <p>In the Middle School, we have created a yearlong culture calendar that includes heritage months, regular school culture activities, such as spirit weeks, assemblies, and dances, as well as other fun activities spread throughout the school year. Our School Culture Leadership Team, led by our Counselor and Dean of Students, will implement these activities.</p> <p>The Middle School will continue to provide enrichment and community-building field trips for students.</p> <p>In the Middle School, we provide a sports program, through a partnership with the Alameda Education Foundation. We have volleyball, basketball, and track teams that compete with students at other local middle schools. These teams practice and have games after school.</p>	\$66,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4			\$0.00	No
2.5			\$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

For the most part we were able to implement the planned actions for the 21-22 school year. We created a Wellness Team to provide support for staff and that team chose to disband in January 2022. Our Counseling Team will continue to offer professional development to teachers about trauma-informed practices. We were not able to have as many positive school culture activities, particularly assemblies, due to COVID. We plan to increase those activities in the 22-23 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Our program improvement focus this year was to address our students' loss of learning as well as to support their social emotional well being and mental health. Because we know that students experienced challenges in these areas to varying degrees, we developed a tiered intervention approach. When we received additional state and federal dollars (after our LCAP was written), we invested in more programs and people in each of these two main areas. For example, under Goal 2, we provided additional counseling and social emotional support services to meet our students' needs. As a result, our actual expenses were in excess of the planned ones that we included in our 2021/22 LCAP as we utilized additional resources to hire personnel to provided different levels of academic and social emotional support to students. There were some areas, however that we spent less money as a result of the pandemic. For example, we devoted fewer resources to family engagement (Goal #3) as the COVID-19 pandemic prevented us from holding very few family nights and other in-person events.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall our actions were effective in helping make progress towards our goal. Our baseline survey data shows that the implementation of a new SEL curriculum and the increase in mental health support are working well for a majority of students. We plan to continue to improve by adding more time for our SEL curriculum and school culture activities (from once a week to twice a week) and by increasing staffing for mental health through the Mental Health intern position. Our Restorative Justice program is also supporting our progress towards our goal. Our suspension rate is lower than it was prior to COVID (5.6% during the 2018-2019 school year). While we are still seeing racial/ethnic disproportionality, the overall number of students is quite small (12 students). We are also seeing an overall decrease in referrals from teachers and much less time out of the classroom for students. This is due to our continued conversations as a staff about trauma-informed practices and equity, as well as the strength of our Restorative Justice team.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We plan to maintain our goals, metrics and outcomes. Based on our data, we have added an Action 2.3 and created a plan to increase support for attendance and student/family engagement (see details in 2.3). As stated above, we are adding additional mental health resources to provide more counseling support to students. We are also planning to strengthen school culture events by planning ahead and ensuring we have a School Culture Leadership Team in place to implement our plans.

We will be shifting our Tier 3 intervention team from a COST team to an Intervention Team. We are restructuring our Counseling Team to focus on mental health and social-emotional supports for individual students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Two-Way Communication and Effective Family Engagement: Provide transparent communication to our families through effective two-way communication that allows all families the ability to provide input and feedback on the school's program, and provides them a variety of opportunities to engage in the school and their children's education.

An explanation of why the LEA has developed this goal.

We believe that all of our students will have higher academic, social emotional, and behavioral outcomes when our families are connected to each other and to our staff, feel welcome on campus, and have the opportunity to provide input and feedback on key elements of our program. This involves effective two-way communication with our families and provides them with multiple entry points to get involved at the school level and with their own children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Experience Survey	Families feel welcome 4.4 (on 5-point scale) SY 20-21 Two-Way Communication Satisfaction 4.4 (on a 5-point scale) SY 20-21 Families feel connected to school mission, value, and values 4.2 (on 5-point scale) SY 20-21 Families feel informed on the school's current news, activities, and decisions 4.4 (on a 5-point scale) SY 20-21	In the 21-22 school year we used a different survey than the one used in the 20-21 school year. School Climate = 96% favorable School Fit = 92% favorable School Safety = 85% favorable 85% of respondents feel a sense of belonging in the school community 91% of respondents feel welcome			Maintain or increase 2% from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	I feel updated on my child’s learning and progress 3.6 (on a 5-point scale)	95% of respondents feel the school is preparing their child academically for the next school year			
Response Rate (Percentage of families who respond to Fall and Spring Family Surveys)	Create Baseline in Fall, 2021/22	31% (K-8)			Increase by 20% (From baseline)
Representation of families who respond to the Family Survey: Race/Ethnicity, Language, Socioeconomic Status	Create Baseline in Fall, 2021/22	<p>Race/Ethnicity Asian = 30% Black/African-American = 7% Latinx = 8% White 35% Two or More Races = 13% Other = 4%</p> <p>Language Chinese = 5% English = 80% Spanish = 5% Other = 7%</p> <p>Socioeconomic Status 0-\$49,999 = 19% \$50,000-\$99,999 = 27% \$100,000-\$149,999 = 20% \$150,000-\$199,999= 16%</p>			Equal representation of identified respondent groups (race/ethnicity etc) + or - 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		\$200,000 and up = 19%			
Track the annual percentage rate of parents/guardians of English Learners (by grade level) who attend at least two DELAC/ELAC meetings during the year.	Create Baseline in Fall, 2021/22	Will start in Fall 2022			Increase the participation rate (percentage) by 5% annually.
Evaluate the DELAC's perception (Using a 5 pt. rubric) of their efficacy to provide input and feedback that shapes the annual DELAC/ELAC plans for each school.	Create Baseline in Fall, 2021/22	Will start in Fall 2022			Improve the groups self-perception rating by .5%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent/Family Communication	We utilize multiple methods of communication to keep our families informed and to respond to questions. We have two front office staff members, an Office Manager and Office Assistant, who greet families and respond to questions. The Elementary and Middle School Principals send weekly newsletters through ParentSquare to update families on what is happening in the classroom and to share information about upcoming events. We also utilize ParentSquare groups to use to communicate to specific groups, such as athletic teams, or the students in the school play. Teachers also use ParentSquare to communicate information to families about their specific classes or to make requests of families, such as reminding	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>students to complete an assignment or volunteer for a field trip. ParentSquare sends emails, text messages, and robocalls.</p> <p>We also use our school website to communicate information and to share important documents, such as our LCAP, with families. Families can use our website to find the school calendar and to get contact information for specific staff members.</p> <p>As we have a wide variety of languages spoken in our community, we hire translators for meetings, such as IEPs, SSTs, and conferences to make sure communication is clear. We utilize the translation feature in ParentSquare when sending messages. When there is an important document being sent, we hire a translation service to translate the document.</p>		
3.2	Family Engagement Events and Committees	<p>We hold a number of family engagement events throughout the year to support family education and to help families to connect to the school and each other. We hold school-wide events, including Back to School Night, Fall Block Party, Spring Open House. These events include food provided to families and opportunities to connect with teachers and other staff members. We work with staff and parent volunteers to plan these events. We utilize part of our school culture budget to cover costs, including childcare, for these events.</p> <p>We hold monthly parent education events in the evenings throughout the year. Topics covered include sessions on supporting students with executive functioning and study skills led by a local organization, understanding adolescent development and mental health, drug education, and meetings for specific grade-level families. These events include opportunities for families to connect with each other and the staff. We always solicit feedback from families after these events to help with our future planning.</p> <p>We hold town halls as necessary to share information with families about any important planning or changes to our program.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>We have a Family Alliance committee that helps to plan events, gather volunteers, and contribute ideas and suggestions to help support our program.</p> <p>We will hold three ELAC Committee meetings to inform the members about our plans for growing our literacy program and serving our emerging bilingual students. We will also solicit feedback from these families to help improve our programming.</p>		
3.3			\$0.00	
3.4			\$0.00	
3.5			\$0.00	

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to COVID we were unable to hold as many family gatherings in person during the 21-22 school year. We were also unable to start our ELAC committee. We did hold parent education events online via Zoom, as well as our Back to School Night.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We did not spend as much money in meeting our 3rd Goal, as we were significantly impacted by the pandemic this year. As a result, we were unable to connect with our families in-person and had to focus attention on supporting students academic and social emotional well-being. We are focusing additional resources fro 2022/23 and beyond including creating a new position - Attendance and Family Engagement Coordinator. Funds that were designated to be spent in 2021/22 for Goal 3: Family Engagement, were reallocated to Goals 1 and 2.

An explanation of how effective the specific actions were in making progress toward the goal.

While we were not able to hold many events with families on campus, we still received positive feedback from families on our Panorama survey that show that families feel connected to school and feel that the school is a good fit for their student.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We hope to be able to better implement our plans for family engagement, especially in-person events on campus, in the 2022-23 school year. Our new Attendance and Family Engagement Coordinator will be helping to implement our action steps in this area.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Provide equal or comparable course access and enrichment opportunities to all students.

An explanation of why the LEA has developed this goal.

Historically, students who take intervention classes do not have the same opportunity to take elective classes and/or miss enrichment opportunities if they are pulled out of classes for additional support or take an intervention class instead. This leads to inequitable learning experiences.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Identify the percentage of students who were either enrolled in intervention classes and/or received pullout services who participated in alternative enrichment opportunities during or after school.	Establish baseline for 2021/22				Increase baseline by 20%

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 was a draft goal and we decided to drop it as a 2021/22 goal prior to our Board of Director's adoption. Unfortunately, it was not deleted (which was an oversight and format error) and it was maintained as part of the 2021/22 LCAP. We ultimately made a decision to eliminate it as it was not a strategic focus area and it impacted so few students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Please see above

An explanation of how effective the specific actions were in making progress toward the goal.

Please see above: We meant to drop this from the 2021/22 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
715,707	0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.69%	0.00%	\$0.00	10.69%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

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

While most of our goals and corresponding actions are meant to address the needs of all students, our data indicates that some student subgroups including English Learners and students whose families qualify for free and reduced lunch need either support services tailored to their specific needs or require the addition of increased services as they disproportionately account for a higher percentage of students receiving some of our support services. For example, students who qualify for free and reduced lunch account for a higher percentage of students who need additional math and reading support. We expect that this percentage will be greater next year as we believe (our data corroborates this) that they were more adversely impacted by the pandemic in terms of their social emotional and academic well being. Our investment in adding three instructional aids trained to provide small group literacy support is a direct reflection of that. We are also providing increased services to our emerging bilingual (English Learners) students in the form of additional professional development for teachers to implement specific strategies that address their needs based on where they are as measured by the ELPAC and classroom-based assessments. Because we have not as actively engaged families of our English Learners, foster youth (we have only 1 student in our elementary school), and students who qualify for free or reduced lunch as evidenced by lower participation rates on surveys and school

event attendance rates, we are increasing our outreach services by increasing translation services and by hiring a Family Engagement Liaison. Our goal is to significantly reduce the level of disproportionality in these two areas over the course of the next three years. In addition, we have increased our level of counseling services by adding a mental health clinician - an increase of .6 FTE. Again, while these services are open to all students, past data indicates that a higher percentage of both English Learners and lower income students will benefit from the increased level of social emotional/mental health services. We have also added another tutorial period so that we have form time to provide targeted support in reading and especially math. We have added a math coach/student support instructor as well as contracted out with a literacy coach to support the development of both our Tier I and Tier II programs.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A: We do not qualify for the concentration grant, as our authorizing district's student population does not meet that threshold.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	12.7 to 1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	17.3 to 1	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,912,347.00	\$1,409,830.00	\$10,000.00	\$679,851.00	\$10,012,028.00	\$7,625,703.00	\$2,386,325.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly qualified staff and high adult-student ratios	All	\$4,773,537.00	\$116,789.00		\$356,353.00	\$5,246,679.00
1	1.2	Staffing to support unduplicated students	English Learners Foster Youth Low Income	\$727,708.00				\$727,708.00
1	1.3	Instructional Materials, Supplies, and Technology	All	\$588,980.00				\$588,980.00
1	1.4	Professional Education	All	\$100,380.00		\$10,000.00	\$25,000.00	\$135,380.00
1	1.5	Facilities	All	\$586,351.00				\$586,351.00
1	1.6	SPED Program	Students with Disabilities	\$370,161.00	\$555,185.00		\$80,158.00	\$1,005,504.00
1	1.7	After School, Summer, & Extended Year Programs	All		\$612,000.00			\$612,000.00
1	1.8	Operational Continuity	All	\$699,230.00				\$699,230.00
2	2.1	Staffing to support school culture and social emotional learning	All		\$125,856.00		\$195,840.00	\$321,696.00
2	2.2	SEL Program (Curriculum & Instruction)	All				\$22,500.00	\$22,500.00
2	2.3	Student Culture Activities, Athletics, and Events	All	\$66,000.00				\$66,000.00
2	2.4		All					\$0.00
2	2.5		All					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Parent/Family Communication	All					\$0.00
3	3.2	Family Engagement Events and Committees	All					\$0.00
3	3.3							\$0.00
3	3.4							\$0.00
3	3.5							\$0.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,697,879	715,707	10.69%	0.00%	10.69%	\$727,708.00	0.00%	10.86 %	Total:	\$727,708.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$727,708.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Staffing to support unduplicated students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$727,708.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,988,359.00	\$3,882,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Tier I Program (Tier I: All Subjects & Electives)	No	\$1,939,715.00	2,050,000
1	1.2	Math Program (Interventions & Advanced Work)	Yes	\$125,264.00	\$150,000
1	1.3	ELA Program (Interventions & Advanced Work)	Yes	\$188,818.00	\$145,000
1	1.4	Culturally Responsive Instruction (Curriculum & Staff PD)	No	\$15,000.00	\$20,000
1	1.5	ELD Program	No Yes	\$18,453.00	\$20,000
1	1.6	SPED Program	No	\$619,351.00	\$700,000
1	1.7	After School, Summer, & Extended Year Programs	Yes	\$393,919.00	\$300,000
1	1.8	Enrichment (Field Trips, & Experiential Learning)	No	\$21,000.00	\$10,000
2	2.1	Counseling Program / COST	Yes	\$212,968.00	\$215,000
2	2.2	SEL Program (Curriculum & Instruction)	No	\$5,000.00	\$7,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			Yes		
2	2.3	Attendance Goals & Incentives	No	\$0.00	\$0
2	2.4	Restorative Justice Program (Discipline & Safe Campus)	Yes	\$175,921.00	\$185,000
2	2.5	Student Engagement (Clubs, Sports, & Assemblies)	Yes	\$18,200.00	\$20,000
3	3.1	Foster Transparent Two-way Communication	No Yes	\$231,385.00	\$50,000
3	3.2	Family Engagement Events and Committees	No Yes	\$10,000.00	\$5,000
3	3.3	School-Based Parent Advisory Committees	No Yes	\$0.00	\$0
3	3.4	District Level Family Engagement (K-8)	No Yes	\$13,365.00	\$5,000
3	3.5	Develop an Effective DELAC Committee	No Yes	\$0.00	\$0

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
333738	\$641,673.00	\$506,900.00	\$134,773.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Math Program (Interventions & Advanced Work)	Yes	\$10,000.00	\$40,000		
1	1.3	ELA Program (Interventions & Advanced Work)	Yes	\$101,286.00	\$110,000		
1	1.5	ELD Program	Yes				
1	1.7	After School, Summer, & Extended Year Programs	Yes	\$95,933.00	\$115,000		
2	2.1	Counseling Program / COST	Yes	\$92,249.00	\$101,400		
2	2.2	SEL Program (Curriculum & Instruction)	Yes	\$5,000.00	\$5,000		
2	2.4	Restorative Justice Program (Discipline & Safe Campus)	Yes	\$64,255.00	\$76,000		
2	2.5	Student Engagement (Clubs, Sports, & Assemblies)	Yes	\$18,200.00	\$15,000		
3	3.1	Foster Transparent Two-way Communication	Yes	\$231,385.00	\$30,000		
3	3.2	Family Engagement Events and Committees	Yes	\$10,000.00	\$2,500		
3	3.3	School-Based Parent Advisory Committees	Yes				
3	3.4	District Level Family Engagement (K-8)	Yes	\$13,365.00	\$12,000		
3	3.5	Develop an Effective DELAC Committee	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2858809	333738	0	11.67%	\$506,900.00	0.00%	17.73%	\$0.00	0.00%

Cover Sheet

Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

Section: IV. Action Items
Item: K. Title IX, Harassment, Intimidation, Discrimination & Bullying Policy
Purpose: Vote
Submitted by:
Related Material: Student Title IX, Harassment, Intimidation, Discrimination & Bullying Policy .pdf



**STUDENT TITLE IX, HARASSMENT, INTIMIDATION,
DISCRIMINATION, AND BULLYING POLICY**

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The Academy of Alameda (“AoA”) prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying on any person. AoA will make strong, intentional efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond to, address and report on such behaviors in a timely manner. AoA school staff who witness or hear of acts of misconduct prohibited by this Policy will take immediate steps to intervene.

Moreover, AoA will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom AoA does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender identity. AoA will investigate and respond to any complaint of misconduct prohibited by this Policy and will take appropriate corrective action, if warranted. AoA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator (“Coordinator”)

Elementary School Program Title IX Coordinator	Middle School Title IX Program Coordinator
<p><u>Ebonie Hill</u> <u>Dean of Students</u> <u>401 Pacific Avenue, Alameda, CA</u> <u>94501</u> ehill@aoaschools.org 510-748-4017</p>	<p><u>Hyoshin Briseno-Clarke</u> <u>Dean of Students</u> <u>401 Pacific Avenue, Alameda, CA</u> <u>94501</u> hbrisenoclarke@aoaschools.org 510-748-4017</p>

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes, comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of gender identity, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected characteristics listed above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of gender identity. In accordance with these existing laws, discrimination and harassment on the basis of gender identity in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of gender identity, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by AoA.

AoA is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator (or administrative designee), the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of gender identity, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of gender identity, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or for deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's gender identity.

- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objects, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student¹ or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's

physical, social, emotional, academic, and/ or mental health.

3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by AoA.

*You can read more on the effects of bullying [HERE](#).

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet website including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above,
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated,¹
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but is not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or

¹ "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

sexually explicit photograph or other visual recording of a student identifiable from the photograph, visual recording, or other electronic act.

- b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in AoA’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that AoA investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

AoA has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

AoA advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting online and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed online or on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

AoA informs its students, and parents/guardians of AoA’s policies regarding the use of technology in and out of the classroom. AoA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

AoA employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening.

The Academy of Alameda advises students that hateful and/or demeaning behavior is

inappropriate and unacceptable in our society and at AoA and encourages students to practice compassion and respect each other.

The Academy of Alameda educates students to accept all student peers regardless of protected characteristics (sexual orientation, race, gender identity, etc.) and about the negative impacts of bullying other students based on protected characteristics.

AoA's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

The Academy of Alameda informs its employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

AoA will annually make available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other AoA employees who have regular interaction with students.

The Academy of Alameda informs certificated employees about the common signs that a student is a target of bullying including:

- **Physical cuts or injuries**
- **Lost or broken personal items**
- **Fear of going to school/practice/games**
- **Loss of interest in school, activities, or friends**
- **Trouble sleeping or eating**
- **Anxious/sick/nervous behavior or distracted appearance**
- **Self-destructiveness or displays of odd behavior**
- **Decreased self-esteem**

The Academy of Alameda encourages its employees to demonstrate effective problem solving, anger management, and self-confidence skills for AoA's students.

Grievance Procedures

1. Scope of Grievance Procedures

AoA will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or

more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the AoA Coordinator (or administrative designee) not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, AoA will utilize the following grievance procedures in addition to its Uniform Complaint Policy when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene, call for assistance, and report such incidents. The AoA Board of Directors requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the appropriate Coordinator:

<u>Elementary School Program Title IX Coordinator</u>	<u>Middle School Program Title IX Coordinator</u>
<p><u>Ebonie Hill</u> <u>Dean of Students</u> 401 Pacific Avenue, Alameda, CA 94501 ehill@aoaschools.org 510-748-4017</p>	<p><u>Hyoshin Briseno-Clarke</u> <u>Dean of Students</u> 401 Pacific Avenue, Alameda, CA 94501 hbrisenoclarke@aoaschools.org 510-748-4017</p>

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator if possible. The Academy of Alameda will investigate and respond to all oral and written reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Academy of Alameda acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Academy of Alameda prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a Coordinator (or administrative designee), investigator or decision maker, will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator (or administrative designee) will contact the complainant to discuss the availability of supportive measures. The Coordinator (or administrative designee) will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of

sexual harassment has been filed. Such measures are designed to restore or preserve equal access to AoA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or AoA's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. AOA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of The Academy of Alameda to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of AoA, the Coordinator (or administrative designee) will initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator (or administrative designee) will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that AoA prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance

process.

- Emergency Removal

- The Academy of Alameda may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with AoA's policies.
- The Academy of Alameda may remove a respondent from AoA's education program or activity on an emergency basis, in accordance with AoA's policies, provided that The Academy of Alameda undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution

- If a formal complaint of sexual harassment is filed, AoA may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If AoA offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
- The Academy of Alameda will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process

- The decision-maker will not be the same person(s) as the Coordinator (or administrative designee) or the investigator. The Academy of Alameda shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- In most cases, a thorough investigation will take no more than twenty-five (25) school

days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview consistent with FERPA guidelines around privacy.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in The Academy of Alameda's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable AoA policy.
 - The Academy of Alameda may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator (or administrative designee);
 - The respondent is no longer employed or enrolled at The Academy of Alameda; or
 - The specific circumstances prevent AoA from gathering evidence sufficient enough to reach a decision on the formal complaint or the allegations therein.
 - If a formal complaint of sexual harassment or any of the claims therein are dismissed, AoA will send a written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
 - The Academy of Alameda will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;

- All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions about the application of AoA's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from The Academy of Alameda or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by The Academy of Alameda in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find AoA's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of AoA's decision or resolution, submit a written appeal to the Executive Director who will review the investigation and render a decision. An individual can appeal the Executive Director's decision by submitting a written appeal to the President of AoA's Board of Directors within five days who will then conduct a Board hearing.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and The Academy of Alameda will implement appeal procedures equally for both parties.
- The Academy of Alameda will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Record Keeping

All records related to any investigation of complaints under this Policy are maintained in a secure location. The Academy of Alameda will maintain the following records for the time period consistent with AoA's Board Policy on Student Records

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions

imposed on the respondent; and any remedies provided to the complainant.

- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.
- All materials used to train Title IX Coordinators (or administrative designee/s), investigators, decision-makers, and any person who facilitates an informal resolution process.

Adopted: 9/1/2016

Updated:

THE ACADEMY OF ALAMEDA

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize The Academy of Alameda to disclose the information that I have provided as it finds it necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by The Academy of Alameda:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Cover Sheet

Transitional Kindergarten Spending Plan

Section:	IV. Action Items
Item:	L. Transitional Kindergarten Spending Plan
Purpose:	Vote
Submitted by:	
Related Material:	Transitional Kindergarten Program Plan - 2021-22.pdf



Transitional Kindergarten Program Plan

2021/22



Presentation to AoA Board of Directors
6/23/2022



Introduction

The Academy of Alameda has been allotted \$57,000 as part AB 130 which paves the way for universal transitional kindergarten (TK) classes for all 4 year-olds by the 2025/26 school year. The goal of AoA is to begin a TK class in the 2023/24 school year. The funding that was allotted this year is required to be spent this school year - 2021/22.

Use of Grant Funds:

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

TK Plan: Promoting AoA's TK Program and Students to be Served

Promoting AoA's TK Program:

The Academy of Alameda will create a comprehensive plan to promote its TK enrollment in Alameda and other communities that it serves by utilizing social media, postcards and print materials, and by promoting its program to current families.

Students to be Served:

The Academy of Alameda will prioritize enrollment seats for students who qualify for free and reduced lunch using the criteria in its public random lottery:

1. Siblings of existing students of AoA
2. Residents of Alameda
3. All other students

Full-Day Class

AoA's TK class will be a full-day program and offer childcare before and after school. The program will focus on providing students the curriculum and learning opportunities that build their academic skills and foundational knowledge base, as well as the social interaction and social emotional skills to prepare them for a successful transition into kindergarten.

Transitional Kindergarten Program Spending Plan

Since we are still determining what type of program to run and since we do not have room to store furniture and materials long-term, we are planning and preparing the room for our Transitional Kindergarten class.

Expenses include:

TK Class Expenditure Items

Cost

Administrative Salaries for Planning Time

\$30,000

Soundproofing the Room

\$20,000

Painting the Room

\$7000

Motion From the Board

I would like to request a motion from the board to vote on the Transitional Kindergarten spending plan for \$57,000 covering staff salaries, painting, and soundproofing.

Cover Sheet

AoA's Uniform Policy

Section:	IV. Action Items
Item:	M. AoA's Uniform Policy
Purpose:	Vote
Submitted by:	
Related Material:	AoA Uniform Presentation (Final).pdf

AoA Uniform Policy



AoA Uniform History

- ▷ When AoA was started uniforms were a way to distinguish us as a new school when The Academy began
- ▷ They helped improve the behavioral issues that occurred at Chipman Middle School (which was AoA before the change)
- ▷ They acted as a unifier for our brand new school
- ▷ They supported our mission of equity
- ▷ Uniforms acted as a marketing tool for the school

AoA Uniform Present

- ▶ Although families have shared they prefer uniforms for convenience, compliance is not enforced by families at the elementary or secondary level
- ▶ For teachers to enforce uniform policies, it would take away from academic time
- ▶ It does not align with The Academy's values of building a safe environment for students
- ▶ Staff have found that the students who do not have uniforms are usually our lower income students of color

AoA Uniform Present cont.

- ▷ Although studies state that uniforms bring unification, provide equity, improve academics, improve attendance, for every study that shows these improvements there is a study that debunks these findings
- ▷ Although the AoA uniform policy was not enforced this year, there was a decrease in behavioral issues and referrals
- ▷ The initial reasons for AoAs uniforms mostly no longer exist

Request from the Board

- ▷ We would like the board to vote on revising the uniform policy to make uniforms no longer mandatory at AoA.
- ▷ We currently have a dress code that has recently been revised which serves as our guidelines for proper attire.
- ▷ We will still have our AoA shirts and sweatshirts for staff and for families to purchase to show our school spirit!

A Motion From the Board

I would like to request a motion from the board to vote on the existing AoA uniform policy and require that uniforms no longer be mandatory at The Academy.

Thank You.
Any questions?