



The Academy of Alameda Charter School Board

Board Meeting

Date and Time

Thursday June 15, 2023 at 6:30 PM PDT

Location

Room 106

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
A. Call the Meeting to Order	Discuss	David Forbes	1 m
B. Record Attendance		Damaris Espinosa	2 m
C. Public Comment on Closed Session topics	Discuss	David Forbes	5 m
D. Closed Session:	Discuss	Christine Chilcott	27 m
1. Confidential Student Discipline Matter – Consideration of Potential Expulsion Case No.: 89175			
2. Executive Director's Goals and Evaluation			
II. Open Public Session			7:05 PM

	Purpose	Presenter	Time
A. Report Out on Any Actions From the Closed Session	Discuss	David Forbes	2 m
B. The Board Reviews The Academy of Alameda's Mission and Envisioned Future Statements	Discuss	David Forbes	1 m
<p>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.</p> <p>Envisioned Future: We envision a future where all of our students are successful, and their destinies are not determined by their demographics.</p>			
C. General Public Comments	Discuss	David Forbes	5 m
III. Consent Agenda			7:13 PM
A. Approve Draft Meeting Minutes	Approve Minutes	David Forbes	2 m
<p>Approve minutes for Board Meeting on May 25, 2023</p>			
B. Check Registers & Credit Card Statement	Discuss	David Forbes	2 m
C. AUSD 23-24 Food Services Contract	Vote	David Forbes	1 m
<p>AUSD Food Services Contract with AoA for the 23-24 School Year</p>			
D. EdTec Three Year Contract	Vote		
E. Vote on Consent Agenda	Vote	David Forbes	1 m
IV. Action Items			7:19 PM
A. Vote for A Three-year Board of Director Terms	Vote	David Forbes	10 m
<p>The following individuals were nominated to receive a 3-year terms beginning July 1, 2023:</p> <ul style="list-style-type: none"> • Keith McCoy • Carole Robie • Jezra Thompson • Kristin Welch 			

	Purpose	Presenter	Time	
Draft Resolution: The Academy of Alameda Board of Directors votes to accept this board slate for a three year term as presented.				
B.	Vote for A One-year Board of Director Term	Vote	David Forbes	5 m
The following individual were nominated to receive a 1-year terms beginning July 1, 2023:				
<ul style="list-style-type: none"> • Teresa Ruiz 				
Draft Resolution: The Academy of Alameda Board of Directors votes to accept this board slate for a one year term beginning July 1 for the 23-24 school year.				
V.	Board Communication			7:34 PM
A.	Board Committee Reports	Discuss	David Forbes	15 m
Reports from the following committees:				
<ul style="list-style-type: none"> • Finance Committee • Student Success Committee • Governance Committee 				
B.	Facility Safety Plans Update	Discuss	Christine Chilcott	25 m
An Update on AoA Facility Safety Plans Including 23-24 Williams Walkthrough				
VI.	Action Items			8:14 PM
A.	Pay Increase Proposal	Vote	David Forbes	10 m
The board has reviewed multiple options for pay increases for our staff.				
Draft Motion: To increase the following hourly pay/salary schedules by one step and a 2% for all staff for the 2023-24 School Year (Beginning with their first pay check as designated in the 2023-24 Employee Work Schedule) except for the new middle school principal and the executive director.				
B.	2023-24 K-8 School Budget	Vote	Christine Chilcott	25 m
A discussion and vote on the 23-24 K-8 school-wide budget				

	Purpose	Presenter	Time	
Draft Resolution: The Academy of Alameda Board of Directors votes to approve the 23-24 budget as presented.				
C.	Local Control and Accountability Plan (LCAP)	Vote	Christine Chilcott	15 m
EC 52060 states that the adoption of the Local Control and Accountability Plan by the governing board of the school district will be effective for three years and be updated on or before July 1 of each year.				
Draft Resolution: The Academy of Alameda Board votes to approve the Local Control and Accountability Plan as presented.				
D.	Student Accountability Report Card (SARC)	Vote	Christine Chilcott	5 m
EC Section 35256 requires the governing school board of each school district to "develop and cause to be implemented" a SARC for each school within their district in which to report school conditions provided in EC Section 33126. To "develop and cause to be implemented" is to "approve."				
Draft Resolution: The Academy of Alameda Board votes to accept that the Student Accountability Report Card for The Academy of Alameda was posted on the State of California's SARC website by the February 1, 2023 deadline as required.				
E.	23-24 Board Meeting Calendar	Vote	David Forbes	5 m
Review and Vote on the 23-24 Board Meeting Calendar				
Draft Resolution: The Academy of Alameda Board of Directors votes on the 23-24 board meeting calendar as presented.				
F.	Vote For New Board Officer: President	Vote	David Forbes	5 m
Voting for a new board president: Bill Schaff				
Draft Resolution: The Academy of Alameda Board of Directors votes to appoint Bill Schaff for a one year term as board president beginning July 1 for the 23-24 school year.				
G.	Voting For A New Board Vice President	Vote	David Forbes	5 m
Voting for a new board vice-president: Kristin Welch				

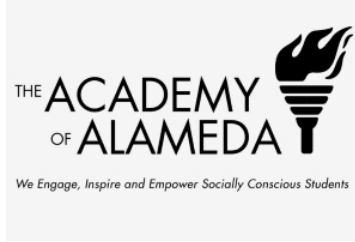
	Purpose	Presenter	Time	
Draft Resolution: The Academy of Alameda Board of Directors votes to appoint Kristin Welch for a one year term as board vice-president beginning July 1 for the 23-24 school year.				
H.	Voting For A New Board Secretary	Vote	David Forbes	5 m
Voting for a new board secretary: Carole Robie				
Draft Resolution: The Academy of Alameda Board of Directors votes to appoint Carole Robie for a one year term as board secretary beginning July 1 for the 23-24 school year.				
I.	Voting For A New Board Treasurer	Vote	Carole Robie	5 m
Voting for a new board treasurer: David Forbes				
Draft Resolution: The Academy of Alameda Board of Directors votes to appoint David Forbes for a one year term as board treasurer beginning July 1 for the 23-24 school year.				
J.	Compensation Study	Vote	David Forbes	10 m
A review and vote of the compensation study of Executive Director salaries.				
Draft Resolution: The Academy of Alameda Board of Directors votes on the compensation study as presented.				
K.	Executive Director Contract	Vote	David Forbes	10 m
A review and vote on the Executive Director's three-year contract				
Draft Resolution: The Academy of Alameda Board of Directors votes on the Executive Director's contract as presented.				
VII.	Closing Items			9:54 PM
A.	Board Member Reports	Discuss	David Forbes	5 m
B.	Executive Director Report	FYI	Christine Chilcott	5 m
C.	Upcoming Board Meetings	Discuss	David Forbes	2 m
October 27 Meeting Board Meeting Key Topics Include:				
D.	Adjourn Meeting	Vote		

Coversheet

Approve Draft Meeting Minutes

Section: III. Consent Agenda
Item: A. Approve Draft Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on May 25, 2023

APPROVED



The Academy of Alameda Charter School Board

Minutes

Board Meeting

Date and Time

Thursday May 25, 2023 at 6:30 PM

Directors Present

C. Robie, D. Forbes, K. Welch, K. Zimmerman, T. Ruiz

Directors Absent

A. Price, R. Rentschler, W. Schaff

Guests Present

C. Chilcott, D. Espinosa, L. Rubin, Tyler Levine-Hall

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

D. Forbes called a meeting of the board of directors of The Academy of Alameda Charter School Board to order on Thursday May 25, 2023 at 6:34 PM.

C. Closed Session:

II. Open Public Session

A.

Open Public Session and Report Out on Any Actions From the Closed Session

In closed session, the board voted 4-1 to disenroll student 90238 from the school. Motion carries.

No further action taken in closed session.

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

C. General Public Comments

III. Consent Agenda

A. Approve Draft Meeting Minutes

C. Robie made a motion to approve the minutes from Board Meeting on 03-09-23.

K. Welch seconded the motion.

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

Roll Call

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

B. Approve Draft Meeting Minutes

C. Robie made a motion to approve the minutes from Board Meeting on 04-26-23.

K. Welch seconded the motion.

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

Roll Call

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

C. Check Registers & Credit Card Statement

D. Vote on Consent Agenda

C. Robie made a motion to approve the consent agenda.

K. Welch seconded the motion.

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

Roll Call

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

E. AUSD 23-24 Contracts

1. AUSD Fiscal and Operational MOU 23-24

2. AUSD ASES MOU 23-24

IV. Board Communication

A. Board Committee Reports

Student Success Committee had their last meeting today, C. Robie explained that if the Board would like to have more in depth information about programs and progress of students, the Board needs to allocate more time at the Board meeting.

B. Financial Update and 23-24 Preliminary Budget

Per D. Forbes, we pulled this item to next month's agenda for an update but did want the board to review the notes.

C. Mid-Year Elementary School Update

L. Rubin advised that there has been an increase in learning from our students including our students of color. Also there is a program called the summer intervention program for summer school and right now with the "slide" we have a total of 61 students (including students with IEP's) that will be recommended to enroll in this program as currently they are 1 year or more below their grade level. Class sizes for 23-24 school year are targeted for 26 students in all grades which increases the size of the student body by 10. We have strong curriculum and strong interventions and narrowing the racial gap. L. Rubin explained the inverted triangle instructional tier, all of the teachers are involved in tier 1 with attention given to all students, tier 2 are students who need a little more attention and more support with help from the IA's and more help, tier 3 is intense remediation and that does not necessarily mean students with IEP's or SPED but rather those that need intense attention. C. Robie asked if the IA's provide more support in tier 2. L. Rubin

advised yes. D. Forbes asked if there is anyway to compare our students to other schools that have less IA's since we spend so much more money on IA's. D. Forbes wanted to know if there is any way to calculate if we can do with one less IA or 6 more and how we can see how this is affecting the class/school directly. L. Rubin advised that our goal is to have the majority stays in tier 1. J. Whatley asked if all of the aids are SPED IA's or non SPED IA's. L. Rubin advised 3 non SPED IA's and 4 SPED IA's. J. Whatley also advised that the SPED IA's are not any different from other schools but rather just the 3 non SPED IA's and we should take that into account as that is what makes us stand out from other schools. The next steps is focusing on student culture. Focus for next year, starting now, is in developing clear student culture and behavior systems. In March, PD began implementing the training and in August someone from the book will be coming to implement it and teach it to all the teachers and not just those who have gone to training thus far. K. Welch asked what the classroom management framework is. C. Robie asked that the response be put in writing so that it could be explained more in depth. T. Ruiz wanted to thank L. Rubin for aiming to even the playing field for all students.

D. Special Education Update

T. Levine-Hall presented the data showing the differences between what he presented last November to today. He showed the number of IEP's in Elementary school grew from 8% to 10% and in Middle school it went from 15% down to 14%. The amount of time students spend above 90% of the school day in general education has increased in both elementary and middle school. We have one student who will need high behavioral needs and hired a behavioral tech.

In November only 3 Triennial assessments were done and only 2 qualified and up until today 19 assessments have been made and 17 qualified. D. Forbes asked compared to an AUSD school do we have the same amount of FTE's or do we have more? T. Levine Hall advised many other schools he has worked with share the workers and they were not on site 24/7 as we have them. All of the goals from November were met. Students are asked to have 5 academic goals in order to motivate them and help them achieve them. C. Robie asked about the workload for the speech pathologist. T. Levine Hall advised currently it is 32 students she would work with. K. Zimmerman asked for a quick example of what an ERMHS would be. T. Levine Hall advised can be 30 mins of counseling. J. Whatley said she really likes having 3 Ed Specialists as because they have a smaller workload there is much more support and updates on what is going on.

E. 23-24 Board Slate

K. Zimmerman wanted to propose President Bill Schaff, VP Kristin Welch, Treasurer Bill Schaff, and Secretary Carol Robie. D. Forbes asked if the president and the treasurer can be the same person. C. Robie, K. Zimmerman and C. Chilcott interviewed and would like to nominate Jezra Thompson and Keith McCoy. Nominations for 23-26 board terms will be C. Robie, T. Ruiz, K. Welch.

V. Action Items

A. Student Accountability Report Card (SARC) Update

Pulling this to next month's agenda but encouraged the board to please read it.

VI. Closing Items

A. Board Member Reports

No board member reports.

B. Executive Director Report

C. Upcoming Board Meetings

D. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:59 PM.

Respectfully Submitted,
D. Forbes

Coversheet

Check Registers & Credit Card Statement

Section: III. Consent Agenda
Item: B. Check Registers & Credit Card Statement
Purpose: Discuss
Submitted by:
Related Material: AoA May 2, 23 Combined CC Statement.pdf



May 2023 Statement

Open Date: 04/04/2023 Closing Date: 05/02/2023

Account: 4798 5100 5505 5830



Visa® Community Card

Elan Financial Services
BUS 30 ELN

1-866-552-8855
1

ACADEMY OF ALAMEDA (CPN 001559617)

New Balance	\$8,035.20
Minimum Payment Due	\$81.00
Payment Due Date	05/28/2023

Activity Summary		
Previous Balance	+	\$16,098.03
Payments	-	\$16,098.03 ^{CR}
Other Credits		\$0.00
Purchases	+	\$8,035.20
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged		\$0.00
Interest Charged		\$0.00
New Balance	=	\$8,035.20
Past Due		\$0.00
Minimum Payment Due		\$81.00
Credit Line		\$50,000.00
Available Credit		\$41,964.80
Days in Billing Period		29

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

0047985100550558300000081000008035204



Automatic Payment

24-Hour Elan Financial Services: 1-866-552-8855

- to pay by phone
- to change your address

Account Number:	4798 5100 5505 5830
Your new full balance of \$8,035.20 will be automatically deducted from your account on 05/22/23.	

000014449 01 SP 000638471251313 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: We will accept payment via check, money order, the internet (including mobile and online) or phone or previously established automatic payment transaction. You must pay us in U.S. Dollars. If you make a payment from a foreign financial institution, you will be charged and agree to pay any collection fees added in connection with that transaction. The date you mail a payment is different than the date we receive the 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 internet 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. Payments sent without the payment coupon or to an incorrect address will be processed and credited to your Account within 5 banking days of receipt. Payments sent without a payment coupon or to an incorrect address may result in a delayed credit to your Account, additional **INTEREST CHARGES**, fees, and/or Account suspension. The deadline for on-time internet and phone payments varies, 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. Please contact Cardmember Service for internet, phone, and mobile crediting 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.



May 2023 Statement 04/04/2023 - 05/02/2023
 ACADEMY OF ALAMEDA (CPN 001559617)

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Elan Financial Services 1-866-552-8855



Important Messages

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

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

Your payment of \$8035.20 will be automatically deducted from your bank account on 05/22/2023. 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
Purchases and Other Debits					
04/20	04/16	3011	JW MARRIOTT ANAHEIM FD ANAHEIM CA	\$625.39	_____
04/20	04/16	3276	JW MARRIOTT ANAHEIM FD ANAHEIM CA	\$625.39	_____
04/20	04/17	3086	JW MARRIOTT ANAHEIM FD ANAHEIM CA	\$615.44	_____
04/26	04/24	5924	OFFICEMAX/DEPOT 6602 800-463-3768 CA	\$125.09	_____
04/27	04/25	4617	ROUND TABLE PIZZA 1250 510-8903456 CA	\$34.99	_____
Total for Account 4798 5100 6476 2293				\$2,026.30	

Transactions DEARMEY,LEAH R **Credit Limit \$7500**

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
Purchases and Other Debits					
04/05	04/03	7555	JETRO CASH & CARRY OAKLAND CA	\$52.31	_____
04/10	04/09	6237	CURACUBBY WWW.CURACUBBY CA	\$667.98	_____
04/10	04/07	0011	SPRITZERS ALAMEDA CA	\$80.00	_____
04/20	04/20	7449	PEETSCOFFEE/MIGHTYLEAF 510-594-2100 CA	\$30.26	_____
04/20	04/20	8263	PEETSCOFFEE/MIGHTYLEAF 510-594-2100 CA	\$35.64	_____
04/21	04/21	6267	PEETSCOFFEE/MIGHTYLEAF 510-594-2100 CA	\$3.85	_____
04/24	04/22	3082	DD DOORDASH CHOLITALI 855-973-1040 CA	\$53.95	_____
04/24	04/22	0178	DD DOORDASH CHOLITALI 855-973-1040 CA	\$37.22	_____
04/28	04/27	4244	THRIVINGSCHOOLPSYCH WWW.THRIVINGS CA	\$499.00	_____
05/02	05/01	7258	SOLUTION TREE INC 812-3367700 IN	\$159.04	_____
Total for Account 4798 5100 6725 3647				\$1,619.25	

Transactions CHILCOTT,CHRISTINE **Credit Limit \$50000**

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
Purchases and Other Debits					
04/06	04/04	7172	SAFEWAY #3281 ALAMEDA CA	\$120.55	_____

Continued on Next Page



May 2023 Statement 04/04/2023 - 05/02/2023
 ACADEMY OF ALAMEDA (CPN 001559617)

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Elan Financial Services 1-866-552-8855

Transactions		CHILCOTT,CHRISTINE			Credit Limit	\$50000
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation	
04/10	04/07	1304	AUNT FLOW 419-3440949 OH	\$280.00	_____	
04/11	04/10	6128	IN *REPUTATION SIMPLE 843-3100340 SC	\$1,848.00	_____	
04/12	04/11	7352	FACEBK JAEXAP7GJ2 650-5434800 CA	\$400.00	_____	
04/17	04/14	3679	ZOOM.US 888-799-9666 WWW.ZOOM.US CA	\$258.00	_____	
04/18	04/17	7247	FACEBK K5NSFP3GJ2 650-5434800 CA	\$63.46	_____	
04/20	04/19	8087	GOOGLE*ADS3095003972 CC GOOGLE.COM CA	\$500.00	_____	
04/27	04/25	4212	LUCKY #700 ALAMEDA ALAMEDA CA	\$37.47	_____	
05/01	04/29	2771	BambooHR HRIS 866-3879595 UT	\$232.75	_____	
05/02	05/01	1547	GOOGLE*SVCSAOASCHOOLS. CC GOOGLE.COM DE	\$43.79	_____	
05/02	05/01	9216	IHIRE, LLC 866-330-0196 MD	\$299.00	_____	
05/02	05/01	5857	Google ADS3095003972 650-2530000 CA	\$306.63	_____	
Total for Account 4798 5101 5421 5764				\$4,389.65		

Transactions		BILLING ACCOUNT ACTIVITY			Amount	Notation
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation	
Payments and Other Credits						
04/21	04/21	MTC	PAYMENT THANK YOU	\$16,098.03	CR _____	
Total for Account 4798 5100 5505 5830				\$16,098.03	CR	

2023 Totals Year-to-Date	
Total Fees Charged in 2023	\$152.99
Total Interest Charged in 2023	\$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	18.74%	
**PURCHASES	\$8,035.20	\$0.00	YES	\$0.00	18.74%	
**ADVANCES	\$0.00	\$0.00	YES	\$0.00	28.74%	

End of Statement

Coversheet

AUSD 23-24 Food Services Contract

Section: III. Consent Agenda
Item: C. AUSD 23-24 Food Services Contract
Purpose: Vote
Submitted by:
Related Material: AoA Food Service Agreement 2023-2024_encrypted_.pdf

Alameda Unified School District
Food Service Agreement
2023-2024

This agreement is entered into between Alameda Unified School District hereinafter referred to as SFA (School Food Authority), and Academy of Alameda hereinafter referred to as AoA is made this 2nd day of June, 2023 for the purpose of providing student lunches and/or breakfast which meet the National School Lunch/School Breakfast Program meal requirements.

1. Services

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

2. Terms

The term of this agreement will be from July 1, 2023 through June 30, 2024, unless terminated by either party on 30 days' written notice with cause.

SFA will not provide any breakfasts or lunches on days when SFA schools are not in session or logistically unable due to Federal, State, County or City COVID-19 restrictions or orders.

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

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

The SFA will provide AoA with sack lunches for field trips, which meet the National School Lunch/School Breakfast Program meal requirements when requested by AoA. Meals for field trips must be requested at least seven (7) working days in advance.

3. Compensation

Students served breakfasts that include an entrée, fruit and beverage and lunches that include an entrée, side dish, and milk, in portion sized by age group. Breakfasts and lunches made per Healthy, Hunger-Free Kids Act.

Beginning in School Year (SY) 2022–23, California became the first state to implement a statewide Universal Meals Program for school children. California's Universal Meals Program (Universal Meals) is designed to build on the foundations of the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP). Universal Meals, at this point, is here to stay. It will continue in the 2023/24 school year.

Commencing in school year 2022–23, Education Code (EC) 49501.5 requires public school districts, county offices of education, and charter schools serving students in grades TK–12 to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility. A second meal for breakfast or lunch must be charged at a full rate (listed below).

Although not expected, should the planned Universal Meals program cease, meal prices will be as following:

Breakfast - \$2.50 – All Grade Levels

Lunch - \$3.75 – Elementary School; \$4.25 – Middle School; \$4.50 – High School

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

4. Audit and Compliance

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

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

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

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

SFA and AoA will comply with all applicable Federal, State and Local statutes and regulations with regard to the preparation and consumption of lunches and/or breakfasts which meet the National School Lunch/Breakfast Program meal requirements, including but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional contents of lunches and/or breakfasts, and nondiscrimination. All records maintained by SFA and AoA will be open to inspection by proper Federal, State and Local authorities in accordance with applicable statutes and regulations.

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

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

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

5. Indemnification

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

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

6. Insurance

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

7. Notices

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

SFA REP

AoA REP

Name: James Assia
Title: Director of Food & Nutrition Services
Phone: 510-337-7044
Email: jassia@alamedaunified.org

Name: Christine Chilcott
Title: Executive Director
Phone: 510-748-4017
Email: cchilcott@aoaschools.org

Address: 2060 Challenger Drive, Alameda, CA 94501 Address: 401 Pacific Ave, Alameda, CA 94501

REPRESENTATION OF AUTHORITY:

The undersigned hereby represent and warrant that the respective parties authorize them to execute this agreement.

For Alameda Unified School District (SFA)

For Academy of Alameda (AoA)

Shariq Khan, Assistant Superintendent

Date: _____

Christine Chilcott
Christine Chilcott (Jun 7, 2023 12:59 PDT)

Christine Chilcott, Executive Director

Date: 06/07/2023

Coversheet

EdTec Three Year Contract

Section: III. Consent Agenda
Item: D. EdTec Three Year Contract
Purpose: Vote
Submitted by:
Related Material: Academy of Alameda-SOW#3-Back Office Services-eff. 07.01.2023.pdf

STATEMENT OF WORK #3

by and between
EdTec Inc. and The Academy of Alameda

Reference:	Master Services Agreement dated May 25, 2021, by and between EdTec Inc. ("EdTec") and The Academy of Alameda ("Client").
Term:	July 1, 2023 through June 30, 2026 (the "Term"). This Statement of Work shall automatically renew for consecutive additional one (1) year terms unless either party provides written notice of non-renewal to the other at least one hundred twenty (120) days prior to the expiration of the then-current term (each, a "Renewal Term"). The Term and any Renewal Term(s) are referred to as the Term.
Scope of Services:	<p>The philosophy of our Back-Office Services is that we provide outsourced solutions so your school can focus on its educational mission. Moreover, you receive the benefit of our extensive experience with California Charter Schools.</p> <p>1. FINANCE and ACCOUNTING</p> <p>Budgeting:</p> <ul style="list-style-type: none"> ▪ Annual and multi-year budgets including cash flows – For existing clients, EdTec works with the school leader to create annual and multi-year budgets in time for submission to the State by July 1, and for new clients entering their first year of operations, in the spring or when services begin, EdTec will review the school's budget in time for submission to the State by July 1. EdTec strives to ensure that the annual budgets are strategic documents that capture the operations and direction of the school. ▪ Budget revisions (as needed, on demand) – EdTec revises budgets as needed to reflect changing circumstances at the school or in State funding. ▪ Updated monthly budget forecasts – EdTec tracks budget to actuals and updates the budget forecast on a monthly basis (if forecasts move materially off budget, we recommend a budget revision). <p>Financial Statements:</p> <ul style="list-style-type: none"> ▪ Monthly year-to-date financial statements – EdTec prepares YTD financials compared to budget in time for the regularly scheduled board or committee meeting. EdTec makes the financials and presentation electronically available ahead of the meeting. For schools with board or committee meetings on or before the 15th of the month, EdTec will furnish the financials and presentation in time for (but not in advance of) the meeting. For schools with board or committee meetings on or before the 10th of the month, EdTec will furnish the financials and presentation (for the month prior to the previous month) ahead of the meeting. ▪ Monthly cash flow projections – EdTec monitors the school's cash position and tries to anticipate any cash shortfalls in future months so the school can adjust spending accordingly or attempt to secure cash flow loans. ▪ Financial statement analysis (monthly) – In addition to financial statements, EdTec provides a succinct PowerPoint summary and analysis of the financial statements so Board and staff can quickly focus on the salient financial issues facing the school.

	<ul style="list-style-type: none"> ▪ Customized financial analysis – EdTec performs reasonable financial analysis that the staff or board requests, e.g., providing a comparative analysis of the school’s budget relative to industry norms, scenario modeling (within reason), or fulfilling a request from the authorizing entity. EdTec will also provide customized reports (within reason) for grant proposals. ▪ Support in resolving financial issues – EdTec helps the school leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding. <p>Accounting:</p> <ul style="list-style-type: none"> ▪ Setup of school’s chart of accounts and general ledger – EdTec sets up and maintains the school’s chart of accounts, based on EdTec’s standard structure which is designed to be compliant with SACS. ▪ Customized account codes – EdTec maintains limited customized account codes for unique features of the school program. These must be established at the beginning of the fiscal year to avoid re-coding of historic transactions. ▪ Fund accounting – EdTec can track revenue and expenditures by fund, e.g., implementation grant funds and expenses or Title I expenditures. ▪ Training – EdTec trains appropriate personnel on accounting procedures and practices designed to ensure accurate record keeping. ▪ Transaction recording – EdTec records in detail all transactions in a computerized accounting system. ▪ Journal entries and account maintenance – EdTec prepares and records journal entries and maintains the general ledger according to accepted accounting standards. ▪ Bank reconciliation – EdTec reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required. ▪ Account for capital outlay expenses – EdTec records capitalized assets as provided by the school. On an annual basis, EdTec records related depreciation and amortization in the general ledger and reconciles expenditures to fixed asset listing. ▪ Generate financial reports as requested – EdTec can generate the following reports upon request: detailed account activity; bank register activity; summary of budget; expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdTec); revenues; general ledger account balances. <p>Accounts Payable & Receivable:</p> <ul style="list-style-type: none"> ▪ Revenue verification – EdTec verifies that the school is receiving the correct amount of funds from State and Federal sources. ▪ Revenue collection – If the funds from the State or the county/district are not correct, EdTec tracks down the appropriate officials and alerts them of the problem. EdTec will use reasonable efforts to negotiate on behalf of the school in disputes with funding agencies over improperly calculated payments. ▪ Accounts payable – EdTec processes all invoices and, pending approval from the school leader or surrogate, pays the bills and codes them, based on school input, in the financial software, typically on a weekly schedule with limited rush payments as needed. EdTec checks to make sure there are no double payments or double billings on multiple
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	<p>invoices. EdTec troubleshoots vendor payment issues with the school. EdTec also verifies that funds are available to pay the bill.</p> <ul style="list-style-type: none"> ▪ Form 1099 processing – EdTec prepares and sends 1099 Forms to vendors and government, provided that this SOW remains in effect at the end of the applicable calendar year and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of services under this SOW. <p>Government Financial Reporting: Subject to timely receipt of information and/or materials from Client, EdTec provides the following:</p> <ul style="list-style-type: none"> ▪ Preliminary and final budget reports – EdTec prepares and files the preliminary budget report by July 1st based on the board adopted budget and a final budget as required. ▪ Interim financial reports – EdTec prepares and files the two interim financial reports to the district or county by the December 15 and March 15 deadlines. ▪ Audited financial reports – Subject to timely receipt of information and/or materials from the auditor, EdTec prepares and files the unaudited financial report by September 15. EdTec supports the Client and the auditor in the preparation (by the auditor) of the final audited report by December 15. <p>Audit:</p> <ul style="list-style-type: none"> ▪ Audit support – EdTec prepares financial documents for the auditors and works side-by-side with the auditors to help ensure a smooth and timely audit process. For clarification, the school is responsible to pay auditor fees. The school shall also provide all non-financial records required by the audit – e.g., attendance records, employee records, teacher certifications. ▪ Audit compliance training – EdTec helps the school leader and audit staff develop financial policies designed to meet requirements and help protect the school from financial mismanagement. ▪ Single Audit Act of 1984 – EdTec provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984. ▪ IRS Form 990 support (and the corresponding State form, if applicable) – EdTec supports the school and auditor in preparing Form 990 tax-exempt organization annual filing. (For clarification, fees for audit and 990 are paid by school and it is the school’s and auditor’s sole responsibility to ensure these forms are filed). ▪ Annual auditor selection form – EdTec sends auditor information to the county in the spring. ▪ The school is responsible for attendance and audit of employee work. <p>2. PAYROLL, BENEFITS, AND INSURANCE</p> <p>Payroll: EdTec uses an external payroll processor to accomplish the following tasks. EdTec interfaces between the school and payroll processor, and performs quality checking so that the school does not need to interact with the payroll processor. The school pays payroll processing fees.</p>
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	<ul style="list-style-type: none"> ▪ Payroll processing – EdTec calculates and processes payroll and payroll-related payments/deductions for salaried and hourly employees based on information submitted by authorized Client representatives (excluding benefit accrual tracking such as vacation and sick time). EdTec works with the payroll processor to generate checks for signature by authorized Client representatives (or through electronic signature) or facilitates Direct Deposit at the Client’s request. The fees set forth below include monthly or semi-monthly payroll processing. ▪ Payroll reporting – EdTec works with the payroll processor to prepare and file all required payroll reports for submission to Federal and State agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities for a single EDD/tax ID number. For multiple reporting numbers, an additional fee will apply. ▪ Payroll record maintenance – EdTec keeps track of payroll information. Client is responsible for maintaining all employee files, including forms based on EdTec-provided template files. ▪ W-2 processing – EdTec works with the payroll processor to prepare and send Form W-2 to the school and to file Forms W-2 and W-3 with the Social Security Administration, provided that this SOW remains in effect at the end of the applicable calendar year, and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of Services under this SOW. ▪ IRS, SDI, WC support – EdTec assists in resolving payroll tax issues before the IRS and other Federal and State reporting agencies. EdTec also assists school with any State Disability, Workers Comp, or Unemployment Insurance claims by providing supporting payroll reports. ▪ STRS/PERS and other retirement plan administration – EdTec will help the school set up STRS/PERS accounts, and makes appropriate deductions and payments to the county for STRS and/or PERS based on information provided by the school. Note that in some cases it can take approximately 12 months to set up such contributions because of district/county delays. Also, some counties charge separately for this mandated service. The school is ultimately responsible for STRS/PERS account setup, administration and enrollments and any fees from outside parties including late fees and interest levied by STRS/PERS. <p>Benefits and Insurance:</p> <ul style="list-style-type: none"> ▪ Health benefits administration – EdTec assists in guiding the school in the health benefits procurement process, and assists with re-quotes of insurance on an annual basis. Client is responsible for all benefit reporting under the Affordable Care Act, including without limitation the Forms 1094-C and 1095-C. ▪ Insurance procurement – EdTec provides financial information necessary for the liability insurance quote process. <p>3. BUSINESS CONSULTING</p> <p>EdTec is a strategic thought partner to its clients and provides high-value support and guidance in the following areas:</p> <ul style="list-style-type: none"> ▪ Negotiations – EdTec supports the school director and board with non-legal, business advice in negotiations related to issues such as MOUs, facilities, and SPED with districts, landlords, vendors, and others,
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	<p>including developing presentations and analyses to buttress the school's position.</p> <ul style="list-style-type: none"> ▪ Strategic budget development – EdTec can assist the school director and board with strategic financial planning and budget scenario development. ▪ Financing support – EdTec assists clients in preparing loan packages and connecting the school with non-traditional/specialized funding sources such as bonds, New Market Tax Credits, Community Development Financial Institution (CDFI) resources, and philanthropic funds. ▪ Legal services optimization – EdTec can help clients think through and frame issues in preparation for engaging legal counsel, thereby assisting in a more efficient use of legal services costs. ▪ Special projects – EdTec performs business-related special projects within reason, such as modeling growth, compensation, and facilities scenarios, and providing an understanding of and analyzing food service and transportation options. (Note: due to State regulations, EdTec cannot complete the School Food Authority (SFA) application. However, EdTec provides assistance in understanding the process.) EdTec can also assist the school leader, within reason, in the analysis and understanding of best practices regarding a structurally sound pay scale. <p>4. BOARD MEETING SUPPORT</p> <ul style="list-style-type: none"> ▪ Board meeting attendance – EdTec attends regularly scheduled board and finance committee meetings in person or by teleconference (at most a total of one meeting per month and at least two meetings per three months), and presents its financial analysis presentation. EdTec can assist the board in staying in compliance with the Brown Act. <p>5. FACILITIES</p> <ul style="list-style-type: none"> ▪ Facility needs assessment and planning – EdTec works with clients to help them refine their thinking about key facilities-related considerations and identify important facility requirements based on the school program and industry standards. EdTec helps clients think creatively about their facility needs and come up with workable solutions. ▪ Prop 39 – EdTec helps the school prepare Prop 39 requests, including analyzing student data, and helps to manage timelines related to the Prop 39 process. ▪ District negotiations – EdTec will help the school negotiate deals with the district regarding facilities. ▪ SB 740 – As State funding is available, EdTec prepares and submits SB 740 facilities reimbursements on the school's behalf. ▪ Financial reporting to lender - EdTec provides financial data to lenders for loan covenants. ▪ Facilities funding support – EdTec provides financial data for compliance-related reporting on State facility funding programs such as Prop 1D. ▪ Facility acquisition/lease negotiation – <i>On a separate fee basis and subject to staff availability, EdTec can assist clients with business, non-legal advice in negotiating purchase and/or lease terms. The school's attorney should review these.</i>
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	<p>6. COMPLIANCE and ACCOUNTABILITY</p> <ul style="list-style-type: none"> ▪ Note that compliance and accountability are the responsibility of the school. EdTec will provide advice on some matters, but this information is not comprehensive. In addition, since rules, regulations and interpretations regularly change, schools should seek independent verification from their attorneys or other sources. ▪ Mid-year internal review – From time to time, EdTec may perform an internal review with Client designed to help the school comply with many school regulations, or in preparation for a potential authorizer site visit. Using an EdTec-developed checklist, we assist the school staff in testing compliance in key areas, such as: Board resolutions and policies; risk management; food service; restricted funding; student and personnel files; and attendance reporting and student data. ▪ Employee files – EdTec can provide schools with templates for employee files, forms, and procedures to help ensure compliance with employment laws. (Note: the school should have an attorney review all legal issues.) ▪ ESSA compliance support – EdTec will track the financial reporting and can help provide related backup necessary for the Every Student Succeeds Act (ESSA) compliance. On an hourly billable basis, EdTec can provide assistance on Local Control Accountability Plan (LCAP) development and related school and student performance analysis. ▪ SPED compliance – EdTec provides partial checklists and general information to help schools understand their responsibilities related to Special Education. EdTec assistance does not include educational program compliance and we recommend getting specialized assistance in this area to ensure complete compliance. EdTec assists the school in completing the following reports: Maintenance of Effort (MOE), Mental Health expenditure reporting, Excess Cost Report, and year-end reporting. ▪ Funding compliance – EdTec makes compliance recommendations regarding funding requirements, such as Federal PCSGP implementation grant funding and other restricted funds. Note that, as more information becomes available, ESSA compliance may be especially complex with many school obligations. ▪ District and State regulation compliance – EdTec can help the school identify areas where it may not be in compliance with district or State regulations. <p>7. ATTENDANCE and DATA REPORTING</p> <ul style="list-style-type: none"> ▪ Local attendance reporting – EdTec will provide support with monthly attendance reports based on school-provided data as outlined in the addendum to this Statement of Work. ▪ State attendance reporting – Using school-provided data, and at the school’s request, EdTec will provide support on government attendance reports, including the 20-day report, P-1, P-2, and Annual Attendance Report. For specific support level, please refer to the Roles and Responsibilities in Attachment 1. ▪ Attendance procedures assistance – EdTec will provide assistance reviewing schools’ attendance accounting procedures and advising on areas for improvement, although the school is ultimately responsible for keeping accurate attendance and ADA compliance.
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	<ul style="list-style-type: none"> ▪ Quarterly ADA analysis – EdTec reviews ADA data to ensure the school is on track with projections, if EdTec is provided access by the school to their Student Information System. ▪ School requests for EdTec assistance on items not listed in this section shall be billed hourly. <p>8. CHARTER DEVELOPMENT and GRANTS ADMINISTRATION</p> <ul style="list-style-type: none"> ▪ Financial reports – EdTec prepares customized financial reports for grant purposes, within reason. ▪ Fund accounting – EdTec sets up fund accounting to track direct and allocated costs to grants. ▪ Consolidated Application (ConApp) – EdTec prepares the Consolidated Application parts 1 and 2 for eligible schools and files in the Consolidated Application Reporting System (CARS). ▪ After School Education and Safety Program (ASES) – EdTec submits annual budget and quarterly expenditure reports. ▪ School-Based Medi-Cal Administrative Activities (SMAA) – EdTec completes quarterly reports. ▪ Charter School Facilities Incentive Grant (CSFIG) – EdTec completes semi-annual disbursement requests. ▪ Deferral Exemption Application – EdTec completes the application for the school. ▪ Charter renewal – <i>On a separate fee basis, EdTec can assist in preparing and advocating a charter petition for school renewal.</i>
<p>Excluded Services:</p>	<p>Other than the services outlined above, EdTec is not responsible for any other activities, unless mutually agreed to in writing. Examples of Excluded Services include, but are not limited to, outside legal costs, computer installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant writing or fundraising, hiring and associated legal requirements (e.g., background checks, credential reviews) and recordkeeping, meetings with outside parties (e.g., the Board or District) beyond those meetings required to accomplish the included services, Special Ed administration, testing, assessment, compliance with ESSA, compliance with government grant requirements, audits, attendance accounting, and other outside professional services costs.</p>
<p>Compensation:</p>	<ul style="list-style-type: none"> ▪ Back Office Services: EdTec will provide these services at a fixed fee per school fiscal year as follows: <ul style="list-style-type: none"> ○ \$200,000 for the 2023-24 school fiscal year ○ \$200,000 for the 2024-25 school fiscal year ○ \$200,000 for the 2025-26 school fiscal year <p>These fixed fees <u>include</u> all normal postage, telephone, copying, faxing, etc., <u>except</u> for bank and payroll fees that will be passed through. The annual fees are payable monthly commencing on July 1, 2023.</p> <ul style="list-style-type: none"> ○ The fees above are for the scope of services contained herein solely for those school(s) for which Client holds a granted charter or that have been in operation prior to the date of this SOW. ○ In addition to the fees as provided above, there will be an incremental fee for the following, if applicable: <ul style="list-style-type: none"> • Benefit accrual tracking such as vacation and sick time for a one-time setup fee of \$250.

	<ul style="list-style-type: none"> • Use by school personnel of debit cards. ▪ Consulting: Should you desire additional services not in the above scope, we would be pleased to provide these, subject to staff availability, at the then-current discounted hourly fee schedule for back-office clients (travel time is billed at ½ of the applicable hourly rate). Typical additional services that are not in the above scope are charter petition writing and the implementation of computer systems or computerized Student Information Systems. Again, this rate includes normal phone, copying and incidental costs. Additional costs would include mileage reimbursement for travel, overnight delivery charges, and pre-approved out-of-pocket expenses. ▪ Fee Increases: EdTec reserves the right to increase the fees payable under this Statement of Work by up to 5% upon the conclusion of the Term and each Renewal Term. EdTec will provide written notice of a fee increase at least thirty (30) days prior to the expiration of the Term or then-current Renewal Term, as applicable. ▪ Payment Terms: All fees payable to EdTec must be received by EdTec within thirty (30) days of the date of invoice. EdTec reserves the right to suspend the provision of Services in the event an invoice is thirty days past due.
<p>School Obligations</p>	<p>EdTec’s services will assist with the operations of Client’s back-office operations, but do not include auditing Client’s provided information and operations for completeness and compliance. It is Client’s responsibility to adopt and adhere to reasonable policies and procedures, and to ensure the school remains in compliance with all applicable rules and regulations and maintains sound fiscal operations. In order to fulfill the scope of services described herein, EdTec relies on Client to provide timely, accurate and complete information, and to cooperate reasonably with EdTec. Furthermore, Client must immediately inform EdTec of any material change that could affect EdTec’s ability to complete its responsibilities and to assist Client in complying with all applicable laws and regulations.</p> <p>Client will comply with the attached Roles and Responsibilities document (Attachment 1).</p>
<p>Termination</p>	<p>Either party may, upon giving thirty (30) days’ written notice identifying specifically the basis for such notice, terminate this Statement of Work for breach of a material term or condition of this Statement of Work, unless the party receiving the notice cures such breach within the thirty (30) day period. In addition, EdTec may terminate this Statement of Work immediately upon written notification and without liability, (a) if Client, in EdTec’s reasonable judgment, violates any of the “School Obligations” above, (b) if Client does not open by September 30, 2023, or (c) upon any revocation of Client’s charter. Upon any early termination under this section, Client shall pay EdTec for all services rendered by EdTec prior to the effective date of termination. In addition, if EdTec terminates this Statement of Work under this section, Client shall also pay EdTec for any demobilization or other costs resulting from such early termination.</p>

Statement of Work #3 by and between EdTec Inc. and
 The Academy of Alameda
 Page 9 of 12, effective July 1, 2023

<p>EDTEC INC.</p> <p>By: _____</p> <p>Name: Steve Campo</p> <p>Title: President & CEO</p> <p>Date: _____</p> <p>1266 66th Street Suite 4 Emeryville, CA 94608</p> <p>Fax: 510.663.3503</p>	<p>THE ACADEMY OF ALAMEDA</p> <p>Signature: _____</p> <p>Name: _____</p> <p>Title: _____</p> <p>Date: _____</p> <p>Address: _____</p> <p>_____</p> <p>Email: _____</p> <p>Phone: _____</p> <p>Fax: _____</p>
<p>The undersigned hereby certifies that the renewal of services provided under this Agreement has been duly approved by the governing body of THE ACADEMY OF ALAMEDA, a California public charter school (the "School"), at a publicly noticed meeting held on _____.</p> <p>THE ACADEMY OF ALAMEDA</p> <p>Signature: _____</p> <p>Name: _____</p> <p>Title: _____</p>	

ATTACHMENT 1

Roles and Responsibilities

Clarity on roles and responsibilities between EdTec and The Academy of Alameda (“Client”) will help ensure high quality, timely business services. Table 1 below outlines the roles and responsibilities of both parties:

Table 1: Roles & Responsibilities

	EdTec	Client
Payroll	<ul style="list-style-type: none"> ▪ Accurate, complete payroll on a monthly or semi-monthly basis ▪ Published calendar of payroll deadlines ▪ Reminders for payroll deadlines ▪ Final payroll information sent to client for approval prior to client’s payroll approval deadline ▪ Advice on setting up STRS/PERS ▪ Primer on health insurance terminations, COBRA, and employee vs. contractor classifications 	<ul style="list-style-type: none"> ▪ Timecards and changes: Submission to EdTec of the timesheet summary, payroll client change summary, and other payroll changes and backup forms by the payroll calendar deadlines and using EdTec forms/processes ▪ Payroll approval: Approval according to EdTec process by payroll calendar deadlines ▪ New hires: Timely submission of new hires according to EdTec process by payroll calendar deadline ▪ Enrolling (or working with a broker to enroll) staff in any STRS, PERS, 403b, health plans, and other insurance/retirement/contribution/deduction programs ▪ Terminating staff from health plans, other insurance, and other applicable contribution/deduction programs.
Accounts Payable	<ul style="list-style-type: none"> ▪ Timely and accurate check payments ▪ Payment of invoices according to client’s approval policies ▪ Recordkeeping/processes adhering to generally accepted accounting standards for accuracy and security and approved by independent auditors ▪ Payment systems linked to financial statements and analyses for informed managerial decision-making ▪ Bank account reconciliations ▪ Invoice/payment research ▪ Advising clients on outstanding checks to ensure adequate cash availability 	<ul style="list-style-type: none"> ▪ Submission of payment and deposit information; provision to EdTec of view-only access to bank account <ul style="list-style-type: none"> ○ Weekly submission to EdTec of invoices, reimbursement requests, deposits, and other expenditures using EdTec forms and processes ○ Coding all expenses and non-State funding deposits using EdTec forms and processes and codes from the most recent budget. ▪ Banking: Monitoring and maintaining adequate bank account balances to meet expense obligations; securing view-only access to school bank account(s) for use by EdTec.
Attendance and Data Reporting	<ul style="list-style-type: none"> ▪ Monthly attendance reports: Generation of complete, accurate attendance reports (based on school provided data) by the 	<ul style="list-style-type: none"> ▪ Accurate and complete collection of attendance data in compliance with State rules.

Statement of Work #3 by and between EdTec Inc. and
 The Academy of Alameda
 Page 11 of 12, effective July 1, 2023

	<p>deadline (up to 1.5 hours per report). Resolution of data discrepancies and attendance revisions will be charged at the hourly rate.</p> <ul style="list-style-type: none"> ▪ 20-Day and P-Reports: Generation of complete, accurate attendance reports (based on school provided data) by the deadline (up to 1.5 hours per report). Resolution of data discrepancies and attendance revisions will be charged at the hourly rate. 	<ul style="list-style-type: none"> ▪ Monthly reports: Preparation and submission of data to EdTec at least 3 business days before the deadline ▪ 20-Day and P-Reports: Submission of data to EdTec at least 5 business days before the deadline ▪ Clients without student information system software will submit student and attendance data to EdTec using EdTec forms ▪ Clients using a non-EdTec-supported SIS will provide student and attendance data to EdTec in an EdTec-approved format
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The payroll, accounts payable, and attendance deadlines / calendars referenced above shall be provided separately.

1. LATE FEES and PROCESSING CHARGES

Payroll:

- **Timecards and payroll changes:** A late fee of \$100 will be imposed for each business day timesheet information for hourly staff and payroll changes are submitted late to EdTec based on the published Payroll Calendar. The latest timesheet information changes can be accepted is one business day prior to Payroll Approval deadlines.
- **Manual checks:** EdTec will generate and distribute manual checks, as needed and without charge, for employee terminations and payroll corrections due to EdTec error. For manual checks for employee terminations, EdTec will bill the overnight delivery charges to the school if overnight delivery is requested. For all other manual check requests processed by EdTec, EdTec will charge a fee of \$50 plus overnight delivery charges (if overnight delivery is requested), and for all manual check requests processed by the payroll processor, school will pay the additional fee charged by the payroll processor plus overnight delivery charges (if overnight delivery is requested). An additional payroll cycle outside of the normal payroll processing schedule is possible with adequate advance notice and subject to EdTec staff availability at the time the request is made; an additional payroll cycle will incur an added EdTec processing fee that will be quoted at that time for Client pre-approval.

Accounts Payable:

- **Weekly submittal:** Client must submit a weekly package conforming to EdTec forms and processes. The submittal shall contain invoices with appropriate coding, reimbursement requests, deposits, and/or other payment documents to EdTec using EdTec forms. If Client fails to submit this weekly package or fails to submit all necessary invoices and receipts to process payment, Client will be charged an additional processing fee of \$50.
- As a courtesy, EdTec may waive the first two occurrences (i.e., up to \$100) of the Weekly Submittal processing fee.

Attendance and Data Reporting:

- **Monthly, 20-Day and P-Reports:** EdTec fees include 1.5 hours of quality assurance and troubleshooting when processing and generating each report. Any EdTec work beyond

Statement of Work #3 by and between EdTec Inc. and
The Academy of Alameda
Page 12 of 12, effective July 1, 2023

this hour (including data correction and reconciliation with other periods) will be charged at the then-current discounted data service rate.

- **Expedite fee:** If Client misses an EdTec deadline for providing data and subsequently requests assistance in generating reports on an expedited basis, a \$100 expedite fee per occurrence may apply.
- EdTec can provide additional assistance for reports at the then-current discounted data service rate.
- If Client requires EdTec assistance for work with external deadlines (e.g., P-Reports), EdTec may set a deadline for receiving the request, data, and/or other materials from the Client to ensure timely and accurate processing. EdTec may charge an expedite fee for requests, data, and/or other materials not received from the client by the EdTec deadline.
- If Client does not have a student information software system, Client will use EdTec forms when submitting information to EdTec. Failure to use EdTec forms will result in a processing fee of \$100.
- As a courtesy, EdTec may waive the first occurrence of the forms processing fee.

Coversheet

Facility Safety Plans Update

Section: V. Board Communication
Item: B. Facility Safety Plans Update
Purpose: Discuss
Submitted by:
Related Material: Facilities Updates June 2023.pdf

Facilities Updates

June 2023



Project Status - Fence and Gates

Project	Status	Timeline
<p>Perimeter Fence and retaining wall repair</p>	<p>Received notification from the district in March 2023 that district is moving the project to Summer 2024 (from summer 2023) due to staffing and complexity.</p>	<p>Summer 2024</p>
<p>Perimeter Gates</p>	<p>Due to the delay of the fencing projects, we will be moving forward with push bar gates on the perimeter fences for security reasons.</p> <p>District walked site with the gate company and we have an estimate and design drawings done. Locations of gates are Side Alley, 2 exits to woodstock park, and the blacktop exit by the portable.</p> <p>Estimate 17k in cost.</p>	<p>Scheduling for Summer 2023.</p>



Project Status - TK

Project	Status	Timeline
<p>TK Bathroom Options</p>	<p>Met with Shah Kawasaki Architects and the District to discuss design options. Possibilities include:</p> <ol style="list-style-type: none"> 1. 106 bathroom build 2. 110 (kinder) bathroom inclusion 3. Permanent modular bathroom structure (still needs DSA approval) <p>Next Steps:</p> <ol style="list-style-type: none"> 1. District to pull current plumbing specs for the site to share with SKA. 2. SKA to walk site with civil engineer and project managers in June. <p>Rough Estimate - 500k - 1 Mil</p>	<p>2 year implementation of project with all DSA approvals.</p> <p>Likely looking at 25-26</p>

Project Status - Security Locks

Project	Status	Timeline
Facility wide security locks / rekeying (AKA Columbine lock project)	<p>Walked site with district project manager for the lock project in May. Determined all common locks (i.e staff lounge, copy room) and all individual locks.</p> <p>Project was delayed at the district level due to staff and supplies. They are now 2/3rds through all district schools.</p> <p>Paid by District.</p>	<p>Estimate Late summer/or fall</p> <p>Three schools ahead of us</p> <p>(Likely late fall Nov 2023.</p>



Project Status - Front Entry System

Project	Status	Timeline
Front entry security system	Walked site and entry options with Verkada in Dec and received estimates. Can not begin implementation until Security Lock project is complete. Estimate 40K	2-3 months post security lock project December 2023-March 2024



Project Status - Locker Painting

Project	Status	Timeline
Locker Painting	<p>Walked site with district painting contractors late May 2023 to get estimates.</p> <p>Internal approval of estimate needed and funds transferred in order to schedule project.</p> <p>Estimate is 84K</p>	<p>If approved can happen in summer 2023.</p>



Project Status - PG&E Fence

Project	Status	Timeline
PGE Secure Gas Fencing	<p>The door and fencing around the emergency gas equipment eroded and broke during the winter storms. District walked the site in February and fixed the door for accessibility. Complete replacement of the fencing and door scheduled.</p> <p>Maintenance - paid by district</p>	Completion Scheduled June 2023.



Project Status - Elementary Yard

Project	Status	Timeline
Elementary School Yard improvements	<p>Requesting the addition of a Wall Ball court and two k-2 height basketball hoops on the elementary side of the blacktop.</p> <p>Met with Shah Kawasaki Architects to scope project. They did our playground design. Merging walkthrough for next steps with the TK project.</p> <p>Cost TBD</p>	<p>Walkthrough of site in June.</p> <p>Designs will be submitted and on the same timeline as TK due to DSA inspection and approval (2 year projection)</p>

Coversheet

2023-24 K-8 School Budget

Section: VI. Action Items
Item: B. 2023-24 K-8 School Budget
Purpose: Vote

Submitted by:

Related Material:

AOA FY23 May Forecast & FY24 Final Budget Presentation & Exhibits 6.15.23.pdf

Academy of Alameda FY24 Budget_Final 6.15.23.pdf

Academy of Alameda FY24 Planned EPA Expenditures 6.15.23 (2).pdf

Academy of Alameda FY23 May Forecast & FY24 Budget

JEAN YANG
JUNE 2023



State & Local Updates

June 2023



May Revise Summary

Immaterially higher COLA

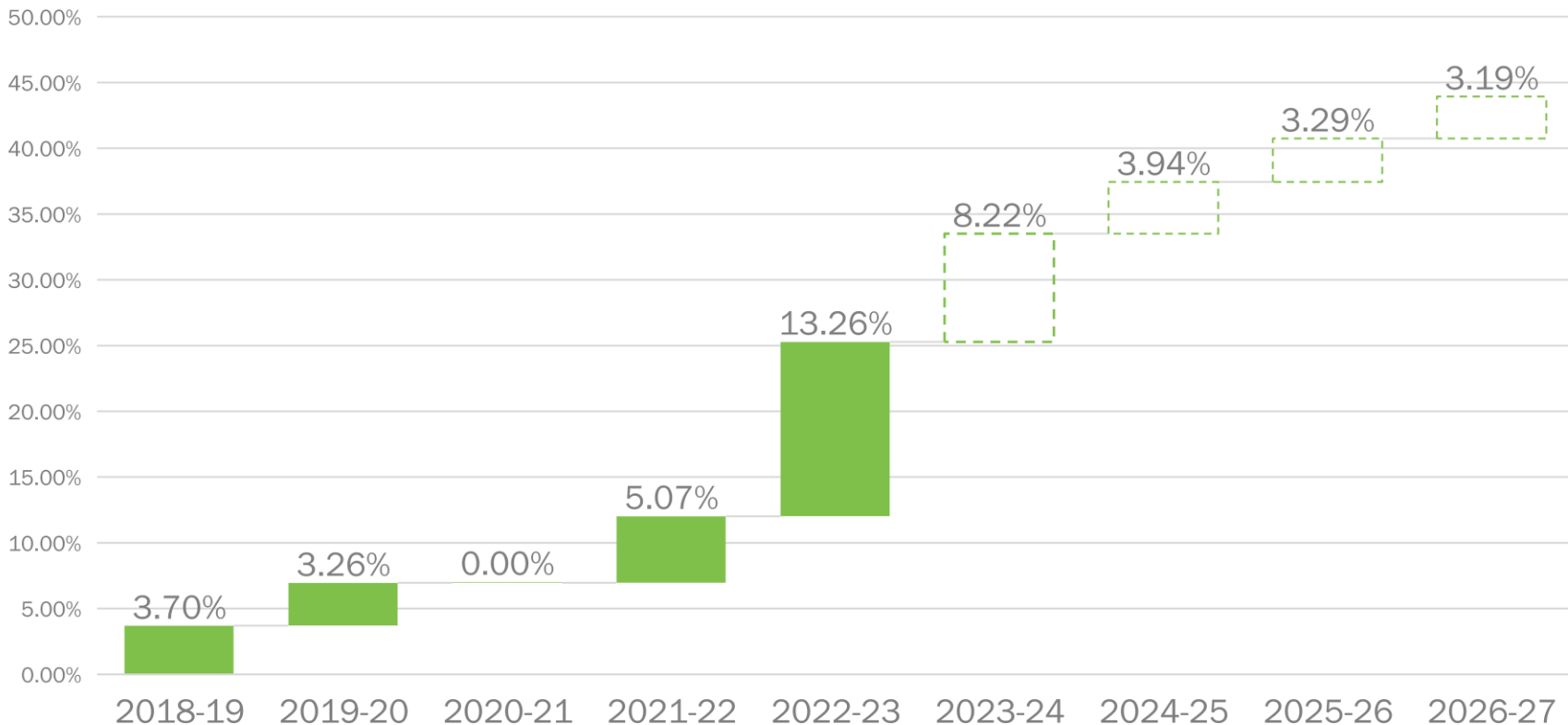
Further claw backs to FY23 one-time funding

Extends ELOP spending timeline for FY22 & FY23 funds

	May Revise	January Proposal
LCFF COLA	8.22%	8.13%
Arts, Music, Instruc Block Grant	\$1.8B	\$2.3B
Learning Recovery Block Grant	\$5.4B	\$7.9B
ELOP	\$4B	\$4B

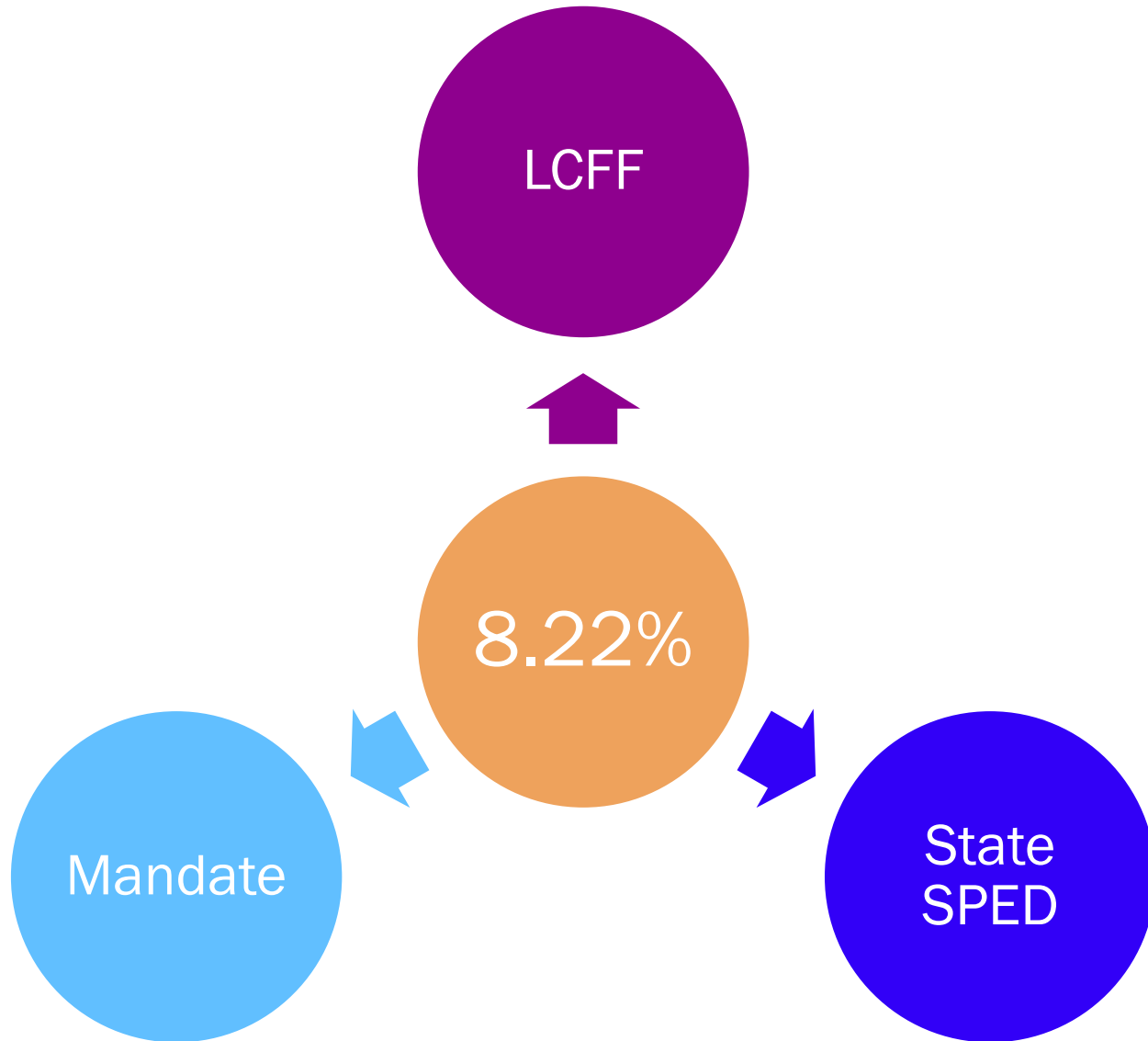
CA Historical and Projected LCFF Increase

Avg increase FY19 to FY27 is 4.88%, 43.9% growth in LCFF over 9 years



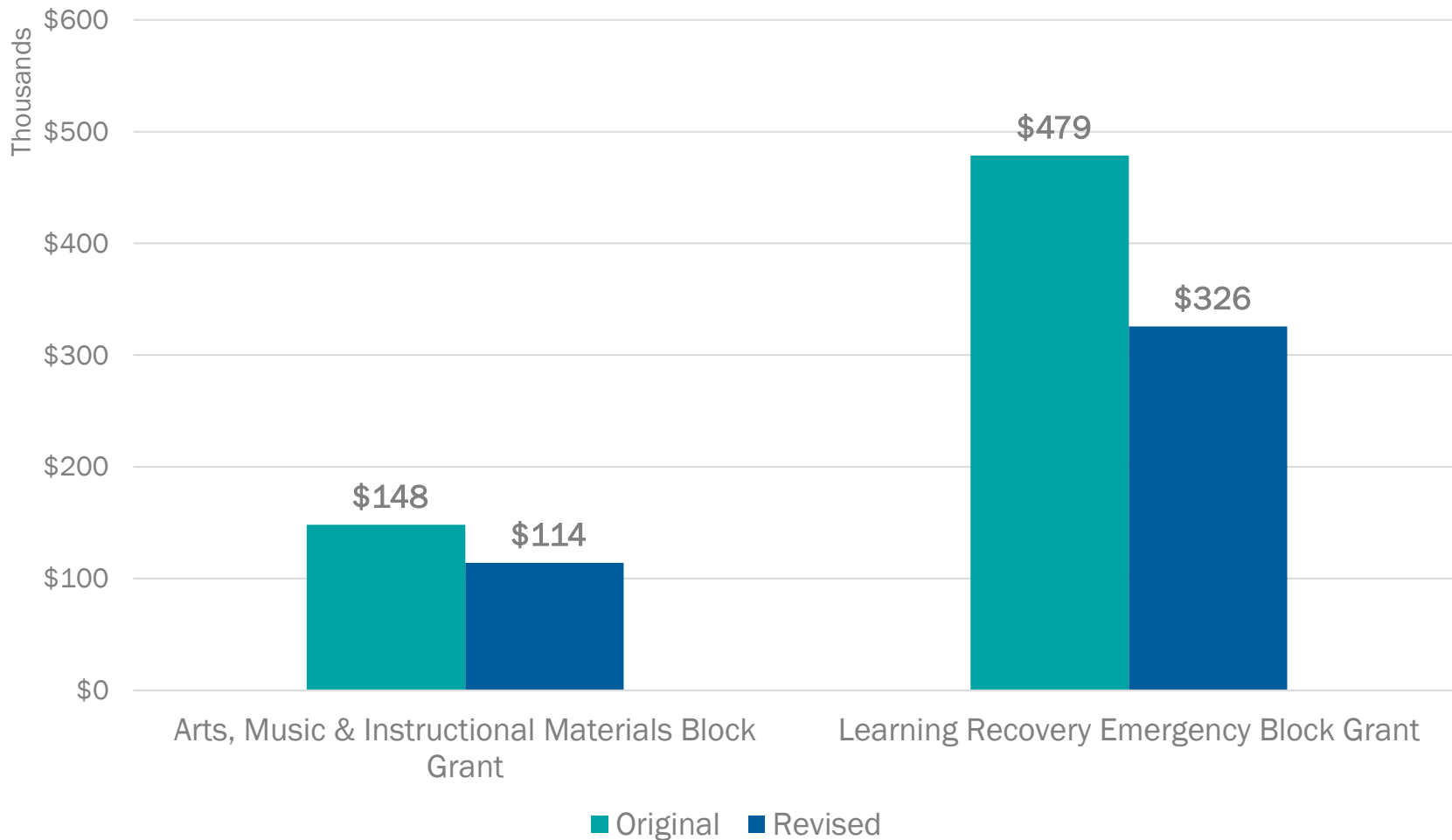
2023-24 projects second highest increase in history of LCFF

8.22% COLA – What Does It Impact?



One Time Funding Potential Reduction

Block Grants reduction to 50-65% of original allocation = 187K



FY23 May Forecast Update

June 2023



FY23 May Forecast vs. April

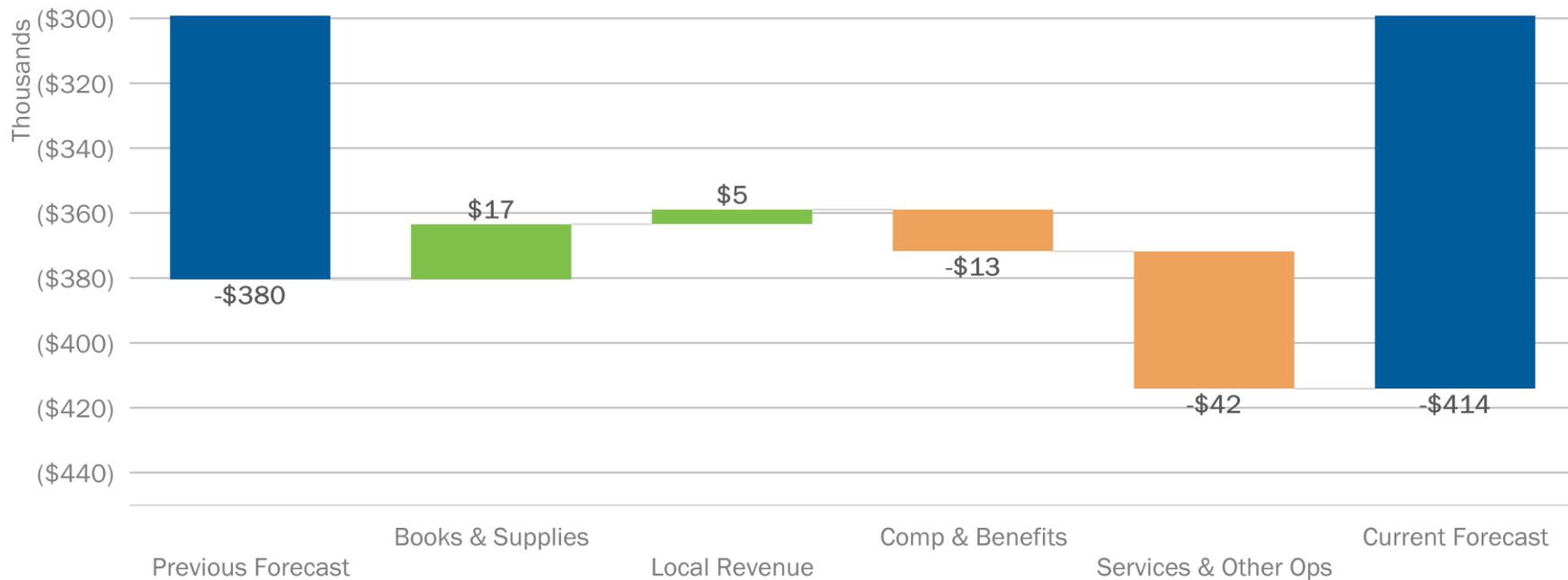
Net income -414K, decrease of 33K vs. previous forecast

		2022-23	2022-23	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	6,093,057	6,093,057	-
	Federal Revenue	563,704	563,704	-
	Other State Revenues	2,202,781	2,202,781	-
	Local Revenues	1,005,029	1,009,620	4,591
	Fundraising and Grants	6,117	6,117	-
	Total Revenue	9,870,688	9,875,279	4,591
Expenses	Compensation and Benefits	7,782,298	7,795,160	(12,862)
	Books and Supplies	390,602	373,602	17,000
	Services and Other Operating	2,070,911	2,113,275	(42,364)
	Depreciation	7,333	7,333	-
	Other Outflows	-	-	-
	Total Expenses	10,251,145	10,289,370	(38,225)
Operating Income		(380,457)	(414,092)	(33,635)
	Beginning Balance (Audited)	4,479,399	4,479,399	-
	Operating Income	(380,457)	(414,092)	(33,635)
Ending Fund Balance (incl. Depreciation)		4,098,942	4,065,308	(33,635)
Ending Fund Balance as % of Expenses		40.0%	39.5%	-0.5%



FY23 May Forecast vs. April

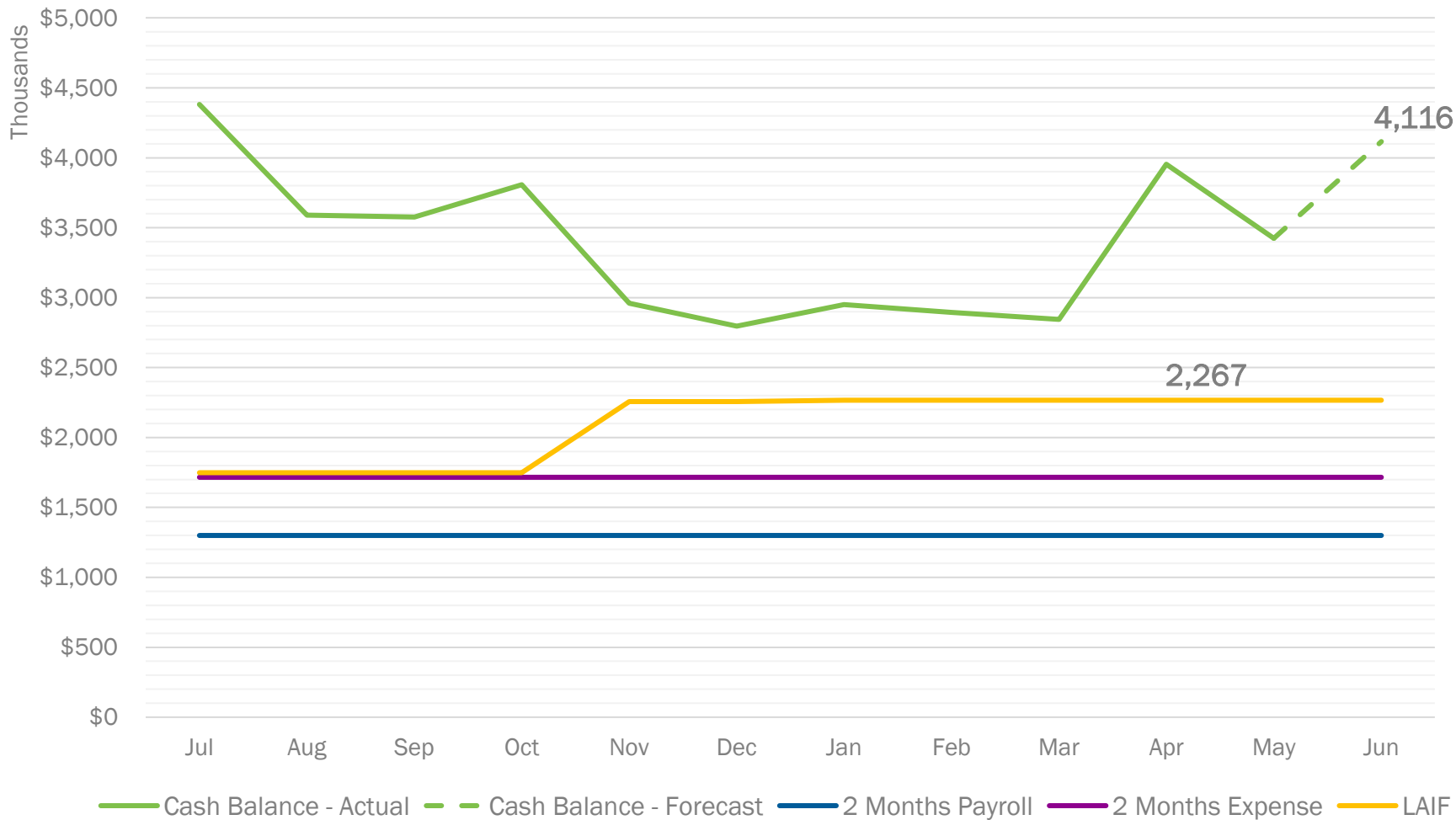
Net income -414K, decrease of 33K mostly due to services & ops



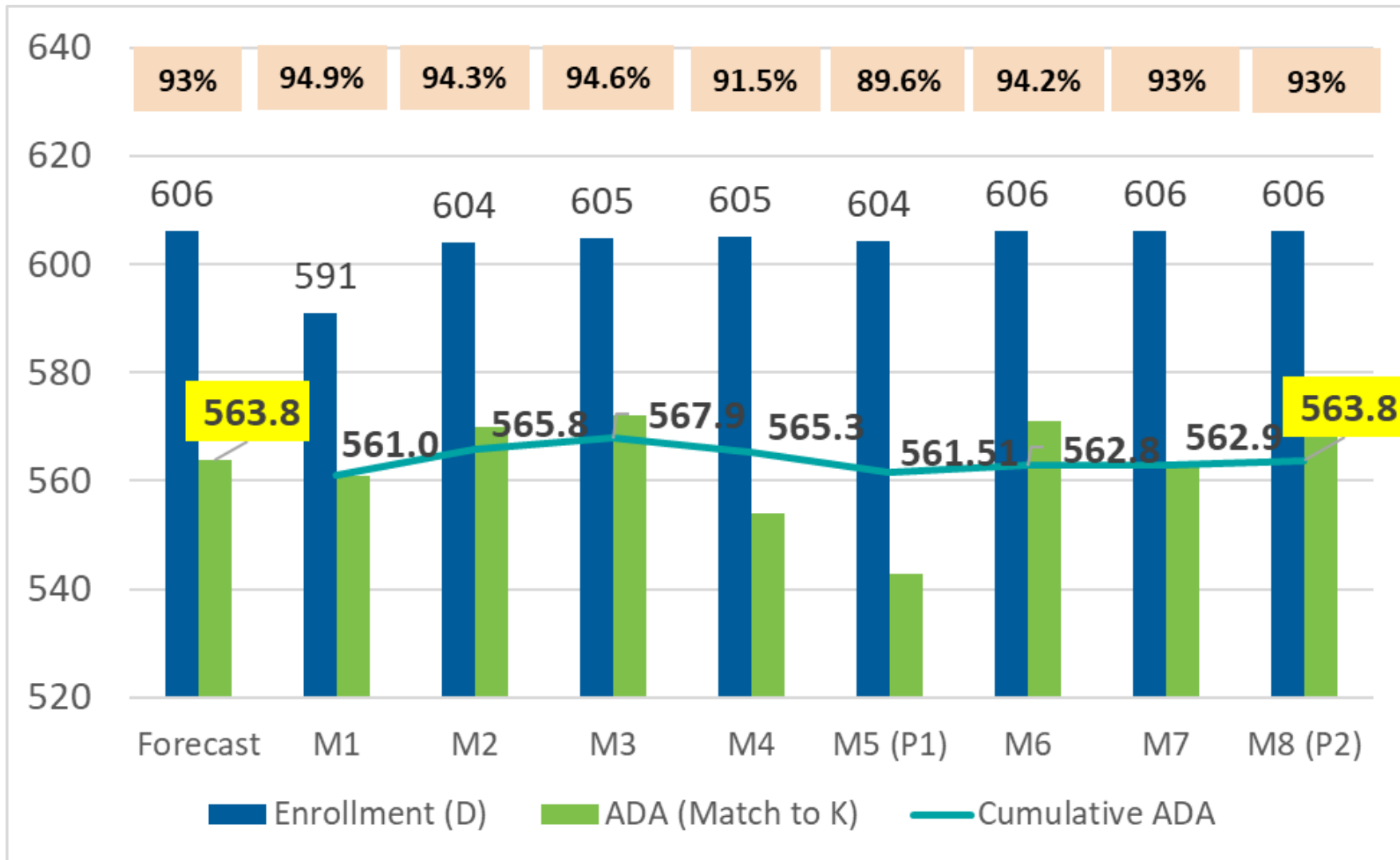
CATEGORY	BOTTOM LINE IMPACT	NOTES
Previous Forecast	(380,457)	
Books & Supplies	17,000	Classroom furniture, sped supplies, additional technology
Local Revenue	4,591	Field trip revenue
Comp & Benefits	(12,862)	Insurance and health and welfare
Services & Other Ops	(42,364)	Janitorial, coaching, marketing, substitutes
Current Forecast	(414,092)	

FY23 Projected Cash Flow

Ending Cash total 4.1M (main bank). 65 days COH, 145 with LAIF.



FY23 Enrollment & ADA (P2)



FY24 Budget

June 2023



FY24 MYP Budget Assumptions

	FY23	FY24	FY25	FY26
	Actuals	Projected	Projected	Projected
Enrollment	603	634	654	685
Enroll Inc.		31	20	31
ADA %	93.5%	93.7%	94.1%	94.6%
Total ADA	564	594	615	648
COLA	13.26%	8.22%	3.94%	3.29%
FTE	85	89	91	89
Salary COLA	Salary Table + 2% COLA	Salary Table + 2% COLA	Salary Table + 0% COLA	Salary Table + 0% COLA
Operating Income	(414,092)	(453,266)	(369,992)	16,366

AOA FY24 Budget MYP

		2022-23	2023-24	2024-25	2025-26
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	6,093,057	6,931,522	7,515,058	8,164,115
	Federal Revenue	563,704	662,405	331,646	353,485
	Other State Revenues	2,202,781	1,552,052	1,673,907	1,570,912
	Local Revenues	1,009,620	938,803	959,347	792,685
	Fundraising and Grants	6,117	11,117	11,117	11,117
	Total Revenue	9,875,279	10,095,899	10,491,075	10,892,314
Expenses	Compensation and Benefits	7,795,160	8,383,204	8,676,312	8,670,331
	Books and Supplies	373,602	428,349	404,911	391,603
	Services and Other Operating Expenditures	2,113,275	1,726,312	1,761,044	1,795,215
	Depreciation	7,333	11,300	18,800	18,800
	Total Expenses	10,289,370	10,549,165	10,861,067	10,875,948
	Operating Income	(414,092)	(453,266)	(369,992)	16,366
	Beginning Balance (Audited)	4,479,399	4,065,308	3,612,041	3,242,050
	Operating Income	(414,092)	(453,266)	(369,992)	16,366
	Ending Fund Balance (incl. Depreciation)	4,065,308	3,612,041	3,242,050	3,258,415
	Ending Fund Balance as % of Expenses	39.5%	34.2%	29.9%	30.0%

AOA FY24 Revenue Across Years

One time Federal and State funding decreases from FY23 to FY26

	FY23	FY24	FY25	FY26
	Actuals	Projected	Projected	Projected
All Other Federal	273,060	350,000	-	-
All Other State	1,188,345	334,880	344,587	128,656
Total	1,461,405	684,880	344,587	128,656
VAR		(776,524)	(340,293)	(215,932)
Notes		Hold Harmless ends	ESSER Ends	Block Grant Ends

Payroll Benchmarks

Size	FTE	Payroll % of expense	Certificated %	Classified %
1-399	32	61%	61%	39%
400-699	58	63%	59%	41%
900-1900	140	67%	66%	34%

Size	Average	AOA	Variance	Notes
Size (400-699)	509	562		20 Northern CA schools
AVG FTE	58	85	27	Higher than average
AVG % Salary of expense	63%	76%	13%	Higher than average
Certificated % of payroll	59%	58%	-1%	On par
Classified % of payroll	41%	42%	1%	On par
Avg ADA/FTE	8.9 SD = 1.99	6.6	(2.3)	1 FTE per __ students Average: 1:9 AOA: 1:6

Exhibits



Academy of Alameda
Income Statement
As of May FY2023

	Actual			YTD	Budget							
	Mar	Apr	May		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
SUMMARY												
Revenue												
LCFF Entitlement	672,730	589,680	301,791	4,984,955	6,697,879	6,093,057	6,093,057	-	(604,822)	1,108,102	82%	
Federal Revenue	-	232,867	-	393,091	624,365	563,704	563,704	-	(60,662)	170,613	70%	
Other State Revenues	92,775	1,574,506	11,887	2,323,795	1,455,346	2,202,781	2,202,781	-	747,435	(121,014)	105%	
Local Revenues	24,382	102,296	77,569	421,989	864,136	1,005,029	1,009,620	4,591	145,484	587,631	42%	
Fundraising and Grants	-	-	-	5,617	24,000	6,117	6,117	-	(17,883)	500	92%	
Total Revenue	789,887	2,499,349	391,247	8,129,447	9,665,726	9,870,688	9,875,279	4,591	209,553	1,745,832	82%	
Expenses												
Compensation and Benefits	695,286	673,523	698,697	7,115,494	7,640,712	7,782,298	7,795,160	(12,862)	(154,448)	679,666	91%	
Books and Supplies	23,707	31,857	11,222	332,406	532,980	390,602	373,602	17,000	159,378	41,196	89%	
Services and Other Operating Expenditures	221,493	136,643	215,369	1,817,580	1,838,335	2,070,911	2,113,275	(42,364)	(274,940)	295,695	86%	
Depreciation	488	488	-	4,882	-	7,333	7,333	-	(7,333)	2,452	67%	
Other Outflows	-	-	8,010	8,010	-	-	-	-	-	(8,010)		
Total Expenses	940,974	842,511	933,298	9,278,371	10,012,028	10,251,145	10,289,370	(38,225)	(277,343)	1,010,999	90%	
Operating Income	(151,086)	1,656,838	(542,052)	(1,148,924)	(346,302)	(380,457)	(414,092)	(33,635)	(67,790)	734,833		
Fund Balance												
Beginning Balance (Audited)					4,203,154	4,479,399	4,479,399					
Operating Income					(346,302)	(380,457)	(414,092)					
Ending Fund Balance					3,856,852	4,098,942	4,065,308					
Fund Balance as a % of Expenses					39%	40%	40%					

Academy of Alameda
Income Statement
As of May FY2023

	Actual			YTD	Budget							
	Mar	Apr	May	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					194	189	189	-	(5)			
4-6					218	180	180	-	(38)			
7-8					260	234	234	-	(26)			
Total Enrolled					672	603	603	-	(69)			
ADA %												
K-3					95.5%	92.3%	92.3%	0.0%	-3.2%			
4-6					95.0%	93.9%	93.9%	0.0%	-1.1%			
7-8					95.0%	94.1%	94.1%	0.0%	-0.9%			
Average ADA %					95.1%	93.5%	93.5%	0.0%	-1.7%			
ADA												
K-3					185.27	174.47	174.47	-	(10.80)			
4-6					207.10	169.03	169.03	-	(38.07)			
7-8					247.00	220.26	220.26	-	(26.74)			
Total ADA					639.37	563.76	563.76	-	(75.61)			

Academy of Alameda
Income Statement
As of May FY2023

		Actual			YTD	Budget						
		Mar	Apr	May	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
REVENUE												
LCFF Entitlement												
8011	Charter Schools General Purpose Entitlement - State Aid	114,394	114,394	114,394	2,154,797	3,315,599	2,407,527	2,407,527	-	(908,072)	252,730	90%
8012	Education Protection Account Entitlement	-	475,286	-	937,276	1,163,449	1,222,519	1,222,519	-	59,070	285,243	77%
8019	State Aid - Prior Years	-	-	-	12	-	-	-	-	-	(12)	
8096	Charter Schools in Lieu of Property Taxes	558,336	-	187,397	1,892,870	2,218,831	2,463,011	2,463,011	-	244,180	570,141	77%
SUBTOTAL - LCFF Entitlement		672,730	589,680	301,791	4,984,955	6,697,879	6,093,057	6,093,057	-	(604,822)	1,108,102	82%
Federal Revenue												
8181	Special Education - Entitlement	-	-	-	-	73,138	85,698	85,698	-	12,561	85,698	0%
8182	Special Education Reimbursement	-	-	-	-	7,020	8,596	8,596	-	1,576	8,596	0%
8291	Title I	-	-	-	108,990	143,362	165,668	165,668	-	22,306	56,678	66%
8292	Title II	-	-	-	18,670	22,403	20,682	20,682	-	(1,721)	2,012	90%
8294	Title IV	-	-	-	10,000	20,000	10,000	10,000	-	(10,000)	-	100%
8296	Other Federal Revenue	-	-	-	-	46,915	-	-	-	(46,915)	-	
8299	All Other Federal Revenue	-	232,867	-	255,431	311,528	273,060	273,060	-	(38,468)	17,629	94%
SUBTOTAL - Federal Revenue		-	232,867	-	393,091	624,365	563,704	563,704	-	(60,662)	170,613	70%
Other State Revenue												
8319	Other State Apportionments - Prior Years	-	28,455	-	76,377	-	76,390	76,390	-	76,390	13	100%
8381	Special Education - Entitlement (State)	80,888	74,574	-	321,732	457,150	424,422	424,422	-	(32,727)	102,690	76%
8382	Special Education Reimbursement (State)	-	-	-	-	46,652	52,593	52,593	-	5,941	52,593	0%
8550	Mandated Cost Reimbursements	-	-	-	6,275	6,257	6,275	6,275	-	18	0	100%
8560	State Lottery Revenue	-	24,692	-	49,570	152,258	139,551	139,551	-	(12,706)	89,981	36%
8590	All Other State Revenue	-	1,349,591	-	1,608,367	472,976	1,188,345	1,188,345	-	715,369	(420,023)	135%
8593	ELO-Program (2600)	11,887	61,887	11,887	167,321	186,923	182,074	182,074	-	(4,849)	14,753	92%
8595	Afterschool (ASES)	-	35,307	-	94,152	133,131	133,131	133,131	-	-	38,979	71%
SUBTOTAL - Other State Revenue		92,775	1,574,506	11,887	2,323,795	1,455,346	2,202,781	2,202,781	-	747,435	(121,014)	105%
Local Revenue												
8639	All Other Sales	-	-	-	1,284	1,000	1,284	1,284	-	284	-	100%
8660	Interest	-	49	-	71	-	100	100	-	100	29	71%
8662	Net Increase (Decrease)	-	-	-	19,571	12,000	22,000	22,000	-	10,000	2,429	89%
8676	After School Program Revenue	21,735	19,235	-	172,658	190,000	190,000	190,000	-	-	17,343	91%
8690	Other Local Revenue	418	45	1,203	24,910	4,000	23,461	24,910	1,448	20,910	-	100%
8693	Field Trips	2,081	13,172	3,746	20,956	6,500	17,814	20,956	3,142	14,456	0	100%
8699	All Other Local Revenue	148	67,846	-	100,600	-	100,600	100,600	-	100,600	-	100%
8701	Art and Music Fundraising	-	1,950	970	10,290	7,000	9,320	9,320	-	2,320	(970)	110%
8702	Measure B1 Parcel Tax	-	-	-	-	191,403	190,455	190,455	-	(948)	190,455	0%
8703	Measure A (2020) Parcel Tax	-	-	-	-	452,233	449,994	449,994	-	(2,239)	449,994	0%
8999	Uncategorized Revenue	-	-	71,649	71,649	-	-	-	-	-	(71,649)	
SUBTOTAL - Local Revenue		24,382	102,296	77,569	421,989	864,136	1,005,029	1,009,620	4,591	145,484	587,631	42%
Fundraising and Grants												
8801	Donations - Parents	-	-	-	-	500	500	500	-	-	500	0%
8802	Donations - Private	-	-	-	3,685	8,000	3,685	3,685	-	(4,315)	-	100%
8803	Annual Fundraising (School-wide)	-	-	-	-	13,500	-	-	-	(13,500)	-	
8804	School Culture Fundraising	-	-	-	1,932	2,000	1,932	1,932	-	(68)	-	100%
SUBTOTAL - Fundraising and Grants		-	-	-	5,617	24,000	6,117	6,117	-	(17,883)	500	92%
TOTAL REVENUE		789,887	2,499,349	391,247	8,129,447	9,665,726	9,870,688	9,875,279	4,591	209,553	1,745,832	82%

Academy of Alameda
Income Statement
As of May FY2023

		Actual			YTD	Budget						
		Mar	Apr	May	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
EXPENSES												
Compensation & Benefits												
Certificated Salaries												
1100	Teachers Salaries	187,768	274,984	200,637	2,087,149	2,335,380	2,266,247	2,266,247	-	69,133	179,098	92%
1101	Teacher - Stipends	1,393	113	1,200	13,035	10,000	15,000	15,000	-	(5,000)	1,965	87%
1103	Teacher - Substitute Pay	20,415	(54,478)	15,958	93,770	27,540	140,346	140,346	-	(112,806)	46,576	67%
1148	Teacher - Special Ed	6,969	6,969	6,526	71,729	75,096	71,806	71,806	-	3,291	77	100%
1200	Certificated Pupil Support Salaries	4,849	3,481	5,269	35,036	40,800	41,388	41,388	-	(588)	6,352	85%
1201	Certificated Pupil Support - School Psychologist	8,340	8,340	8,340	83,403	-	91,743	91,743	-	(91,743)	8,340	91%
1202	Certificated Pupil Support - Counselor	14,586	14,586	14,586	145,861	238,632	160,448	160,448	-	78,184	14,586	91%
1203	Certificated Pupil Support Salaries - Custom 3	11,926	11,301	13,280	114,964	137,907	125,216	125,216	-	12,692	10,252	92%
1300	Certificated Supervisor & Administrator Salaries	66,693	(6,177)	57,983	646,190	895,899	695,796	695,796	-	200,103	49,606	93%
1950	Other Cert - Instructional Coaches	45,276	43,036	43,011	422,444	466,086	441,422	441,422	-	24,663	18,978	96%
1980	Other Cert - Custom 5	-	-	-	9,212	-	-	-	-	-	(9,212)	
SUBTOTAL - Certificated Salaries		368,216	302,155	366,789	3,722,794	4,227,340	4,049,411	4,049,411	-	177,929	326,617	92%
Classified Salaries												
2100	Classified Instructional Aide Salaries	61,814	58,411	68,423	627,693	658,824	679,905	679,905	-	(21,081)	52,212	92%
2201	Classified Support - Restorative Justice coordinator	19,616	18,246	19,914	176,935	97,678	180,358	180,358	-	(82,680)	3,422	98%
2202	Classified Support - School Culture Coordinator	7,090	79,000	14,840	148,877	72,430	163,236	163,236	-	(90,806)	14,360	91%
2300	Classified Supervisor & Administrator Salaries	22,763	22,146	22,146	243,878	197,177	265,750	265,750	-	(68,573)	21,872	92%
2311	Classified Admin - After School Coordinator	6,253	6,013	6,013	66,272	68,797	72,161	72,161	-	(3,364)	5,888	92%
2400	Classified Clerical & Office Salaries	16,289	13,960	16,670	147,962	94,115	151,490	151,490	-	(57,375)	3,528	98%
2905	Other Classified - After School	22,592	17,373	21,147	250,842	423,688	320,478	320,478	-	103,210	69,636	78%
2940	Other Classified - Summer	-	-	-	-	3,060	-	-	-	3,060	-	
2999	Payroll Temporary Holding Account	-	-	1,117	1,117	-	-	-	-	-	(1,117)	
SUBTOTAL - Classified Salaries		156,418	215,148	170,272	1,663,577	1,615,769	1,833,378	1,833,378	-	(217,609)	169,801	91%
Employee Benefits												
3100	STRS	66,577	68,218	67,733	688,345	790,754	769,363	769,363	-	21,391	81,018	89%
3300	OASDI-Medicare-Alternative	17,781	16,756	18,371	181,651	190,313	200,293	200,293	-	(9,979)	18,641	91%
3400	Health & Welfare Benefits	67,320	52,601	56,217	617,801	604,800	690,000	690,000	-	(85,200)	72,199	90%
3500	Unemployment Insurance	12,925	12,708	13,236	129,105	127,922	130,513	136,159	(5,646)	(8,237)	7,054	95%
3600	Workers Comp Insurance	-	-	-	56,564	67,196	58,828	58,828	-	8,368	2,264	96%
3900	Other Employee Benefits	6,049	5,937	6,079	55,657	16,618	50,512	57,728	(7,216)	(41,111)	2,071	96%
SUBTOTAL - Employee Benefits		170,653	156,220	161,636	1,729,123	1,797,602	1,899,509	1,912,371	(12,862)	(114,768)	183,248	90%
Books & Supplies												
4100	Approved Textbooks & Core Curricula Materials	8,414	-	-	8,414	-	-	-	-	-	(8,414)	
4200	Books & Other Reference Materials	4,292	1,825	620	34,475	53,000	42,000	42,000	-	11,000	7,525	82%
4315	Custodial Supplies	-	-	-	9,567	25,000	15,000	12,000	3,000	13,000	2,433	80%
4320	Educational Software	1,391	926	-	51,390	60,700	52,000	52,000	-	8,700	610	99%
4325	Instructional Materials & Supplies	1,213	1,893	1,611	26,625	77,000	32,000	32,000	-	45,000	5,375	83%
4326	Art & Music Supplies	1,755	517	399	10,502	23,240	15,000	12,000	3,000	11,240	1,498	88%
4330	Office Supplies	872	963	864	14,508	28,000	17,000	17,000	-	11,000	2,492	85%
4335	PE Supplies	406	536	123	11,625	15,000	12,000	12,000	-	3,000	375	97%
4340	Professional Development Supplies	130	-	-	1,382	6,000	4,000	3,000	1,000	3,000	1,618	46%
4345	Non Instructional Student Materials & Supplies	409	1,223	1,011	10,797	22,000	14,000	14,000	-	8,000	3,203	77%
4346	Teacher Supplies	-	-	-	-	15,000	-	-	-	15,000	-	
4350	Uniforms	-	-	-	19	102	102	102	-	-	83	18%
4351	Yearbook	-	-	3,117	3,117	7,000	10,000	8,000	2,000	(1,000)	4,883	39%

Academy of Alameda
Income Statement
As of May FY2023

	Actual			YTD	Budget						
	Mar	Apr	May		Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining
4352 Afterschool Supplies	1,346	1,068	735	28,690	16,000	31,000	31,000	-	(15,000)	2,310	93%
4353 Summerschool Supplies	-	-	-	24,423	5,000	28,000	28,000	-	(23,000)	3,577	87%
4354 Middle school Athletics	586	-	-	2,152	-	5,000	4,000	1,000	(4,000)	1,848	54%
4355 Org Culture supplies	432	-	89	4,719	12,038	12,000	11,000	1,000	1,038	6,281	43%
4360 Books and Supplies - Sped	223	-	71	640	7,400	4,000	2,000	2,000	5,400	1,360	32%
4410 Classroom Furniture, Equipment & Supplies	183	32	466	9,780	40,000	13,000	11,000	2,000	29,000	1,220	89%
4420 Computers: individual items less than \$5k	346	20,760	463	40,597	60,000	41,000	41,000	-	19,000	403	99%
4423 Additional Technology	35	41	35	8,215	25,500	10,000	9,000	1,000	16,500	785	91%
4430 Non Classroom Related Furniture, Equipment & Supplies	1,129	46	57	7,249	20,000	10,000	8,000	2,000	12,000	751	91%
4700 Food	85	1,612	137	14,477	6,500	15,000	15,000	-	(8,500)	523	97%
4720 Other Food	457	415	1,425	9,043	8,500	8,500	9,500	(1,000)	(1,000)	457	95%
SUBTOTAL - Books and Supplies	23,707	31,857	11,222	332,406	532,980	390,602	373,602	17,000	159,378	41,196	89%
Services & Other Operating Expenses											
5210 Conference Fees	7,344	1,810	-	24,064	28,000	24,144	24,144	-	3,856	80	100%
5220 Travel and Lodging	1,760	4,526	-	20,413	3,774	21,000	21,000	-	(17,226)	587	97%
5305 Dues & Membership - Professional	-	-	-	8,912	16,000	8,913	8,913	-	7,088	1	100%
5310 Subscriptions	-	35	-	25,369	18,000	25,401	25,401	-	(7,401)	32	100%
5400 Insurance	-	-	-	101,523	83,550	101,523	101,523	-	(17,973)	-	100%
5510 Utilities - Gas and Electric	-	-	-	222	2,000	2,000	1,000	1,000	1,000	778	22%
5515 Janitorial, Gardening Services & Supplies	1,789	25,079	5,154	116,688	160,015	142,520	156,720	(14,200)	3,295	40,032	74%
5525 Utilities - Waste	3,097	4,091	3,703	32,739	26,000	34,980	35,980	(1,000)	(9,980)	3,241	91%
5605 Equipment Leases	3,449	1,180	3,508	19,552	16,000	20,000	20,000	-	(4,000)	448	98%
5611 Prop 39 Related Costs	36,562	-	50,550	136,732	148,400	148,334	168,334	(20,000)	(19,934)	31,602	81%
5615 Repairs and Maintenance - Building	-	-	-	42,743	10,000	45,000	45,000	-	(35,000)	2,257	95%
5617 Repairs and Maintenance - Other Equipment	-	8	13	19,271	8,000	19,307	19,307	-	(11,307)	36	100%
5803 Accounting Fees	-	-	-	4	3,000	3,000	3,000	-	-	2,996	0%
5804 Internal Audit & Accounting support	15,294	-	-	36,921	16,000	36,921	36,921	-	(20,921)	-	100%
5805 Administrative Fees	-	-	-	1,349	14,000	1,349	1,349	-	12,651	-	100%
5809 Banking Fees	-	-	-	188	3,500	3,500	3,500	-	-	3,312	5%
5812 Business Services	16,308	16,308	16,308	179,427	195,700	195,700	195,700	-	-	16,273	92%
5815 Consultants - Instructional	-	-	-	-	38,770	15,000	15,000	-	23,770	15,000	0%
5818 Coaching	24,100	-	24,100	62,967	28,000	48,000	62,767	(14,767)	(34,767)	(200)	100%
5819 School Culture Initiatives	94	1,797	911	10,532	25,120	10,000	11,000	(1,000)	14,120	468	96%
5820 Consultants - Non Instructional - Custom 1	4,534	-	-	8,342	8,000	10,000	10,000	-	(2,000)	1,658	83%
5824 District Oversight Fees	31,763	-	31,763	95,289	231,936	213,792	213,792	-	18,145	118,503	45%
5828 Translators	-	1,450	920	4,902	2,040	4,000	5,000	(1,000)	(2,960)	98	98%
5830 Field Trips Expenses	3,404	6,372	6,408	44,024	41,000	42,000	45,000	(3,000)	(4,000)	976	98%
5833 Fines and Penalties	-	-	-	142	1,500	1,500	1,500	-	-	1,358	9%
5834 Afterschool & Summer Services	-	-	-	1,711	12,000	4,000	4,000	-	8,000	2,289	43%
5836 Fingerprinting	32	111	32	691	1,836	1,836	1,500	336	336	809	46%
5839 Fundraising Expenses	576	452	-	1,029	7,000	3,000	2,000	1,000	5,000	971	51%
5845 Legal Fees	2,520	477	8,659	44,009	39,000	45,000	45,000	-	(6,000)	991	98%
5846 Loan and Financing Fees	-	-	-	-	250	250	250	-	-	250	0%
5848 Licenses and Other Fees	-	-	-	1,290	11,500	1,290	1,290	-	10,210	-	100%
5851 Marketing and Student Recruiting	6,824	27,337	8,348	200,969	80,000	196,875	200,000	(3,125)	(120,000)	(969)	100%
5857 Payroll Fees	(1,535)	(865)	(1,213)	(13,769)	6,000	2,500	(10,000)	12,500	16,000	3,769	138%
5860 Printing and Reproduction	84	474	282	6,441	10,000	9,000	9,000	-	1,000	2,559	72%
5861 Prior Yr Exp (not accrued)	-	-	658	38,279	1,000	37,621	38,279	(658)	(37,279)	-	100%
5863 Professional Development	13	77	-	21,268	59,110	30,000	27,000	3,000	32,110	5,732	79%
5866 Sped Tuition & Fees	8,730	15,973	10,810	116,631	118,884	118,884	118,884	-	-	2,253	98%
5869 Special Education Contract Instructors	26,918	14,843	17,247	197,347	157,000	215,000	215,000	-	(58,000)	17,653	92%
5875 Staff Recruiting	3,831	532	300	12,763	13,000	13,000	13,000	-	-	237	98%

Academy of Alameda
Income Statement
As of May FY2023

		Actual			YTD	Budget						
		Mar	Apr	May	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
5880	Student Health Services	270	3,108	631	9,045	20,000	10,000	10,000	-	10,000	955	90%
5881	Student Information System	-	-	-	7,286	25,000	12,000	11,000	1,000	14,000	3,715	66%
5884	Substitutes	11,663	11,469	14,535	100,175	60,000	99,400	104,400	(5,000)	(44,400)	4,225	96%
5885	Tutor	-	-	-	-	2,550	2,550	-	2,550	2,550	-	-
5887	Technology Services	12,069	-	11,742	49,732	55,000	54,600	54,600	-	400	4,868	91%
5898	Bad Debt Expense	-	-	-	-	300	300	300	-	-	300	0%
5899	Miscellaneous Operating Expenses	-	-	-	30,102	5,500	33,322	33,322	-	(27,822)	3,219	90%
5900	Communications	-	-	-	-	12,000	2,000	2,000	-	10,000	2,000	0%
5915	Postage and Delivery	-	-	-	266	13,000	500	500	-	12,500	234	53%
5920	Communications - Telephone & Fax	-	-	-	-	100	100	100	-	-	100	0%
SUBTOTAL - Services & Other Operating Exp.		221,493	136,643	215,369	1,817,580	1,838,335	2,070,911	2,113,275	(42,364)	(274,940)	295,695	86%
Capital Outlay & Depreciation												
6900	Depreciation	488	488	-	4,882	-	7,333	7,333	-	(7,333)	2,452	67%
SUBTOTAL - Capital Outlay & Depreciation		488	488	-	4,882	-	7,333	7,333	-	(7,333)	2,452	67%
Other Outflows												
7999	Uncategorized Expense	-	-	8,010	8,010	-	-	-	-	-	(8,010)	-
SUBTOTAL - Other Outflows		-	-	8,010	8,010	-	-	-	-	-	(8,010)	-
TOTAL EXPENSES		940,974	842,511	933,298	9,278,371	10,012,028	10,251,145	10,289,370	(38,225)	(277,343)	1,010,999	90%

Academy of Alameda
Monthly Cash Forecast
As of May FY2023

	2022-23												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast		
Beginning Cash	4,404,363	4,382,146	3,590,387	3,577,107	3,807,406	2,959,903	2,797,041	2,950,178	2,894,676	2,844,558	3,953,119	3,424,381		
REVENUE														
LCFF Entitlement														
LCFF Entitlement	-	68,804	712,768	879,962	307,388	490,930	653,502	307,400	672,730	589,680	301,791	972,339	6,093,057	135,764
Federal Revenue	-	33	-	-	-	-	122,114	38,077	-	232,867	-	120,093	563,704	50,520
Other State Revenue	11,412	15,856	6,599	140,313	251,139	70,366	77,682	71,260	92,775	1,374,506	11,887	78,986	2,202,781	-
Other Local Revenue	61,660	4,615	6,795	32,298	20,869	37,113	31,632	22,760	24,382	102,296	77,569	587,631	1,009,620	-
Fundraising & Grants	1,260	-	-	1,269	150	2,510	418	10	-	-	-	500	6,117	-
TOTAL REVENUE	74,332	89,308	726,162	1,053,842	579,546	600,920	885,348	439,506	789,887	2,299,349	391,247	1,759,548	9,875,279	186,283
EXPENSES														
Certificated Salaries	68,760	361,570	375,054	374,429	357,272	362,160	363,959	422,430	368,216	302,155	366,789	326,617	4,049,411	-
Classified Salaries	83,653	129,363	173,074	158,852	148,641	156,580	108,414	163,163	156,418	215,148	170,272	169,801	1,833,378	-
Employee Benefits	88,895	191,178	159,938	146,004	163,059	159,851	197,521	134,168	170,653	156,220	161,636	114,401	1,912,371	68,847
Books & Supplies	49,496	60,170	48,789	22,359	38,149	17,968	18,744	9,947	23,707	31,857	11,222	41,196	373,602	-
Services & Other Operating Expenses	143,925	214,731	156,773	120,491	171,169	153,102	119,971	163,912	221,493	136,643	215,369	199,143	2,113,275	96,552
Capital Outlay & Depreciation	-	-	-	-	-	2,929	488	488	488	488	-	2,452	7,333	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	8,010	(8,010)	-	-
TOTAL EXPENSES	434,729	957,011	913,629	822,135	878,291	852,589	809,096	894,108	940,974	842,511	933,298	845,600	10,289,370	165,399
Operating Cash Inflow (Outflow)	(360,398)	(867,703)	(187,467)	231,707	(298,744)	(251,670)	76,252	(454,603)	(151,086)	1,456,838	(542,052)	913,948	(414,092)	20,885
Revenues - Prior Year Accruals	283,638	93,712	165,709	29,800	-	91,991	(16,380)	334,366	71,801	131,374	7,245	(4,070)	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	3,165	-	-	-	-
Other Assets	41,022	-	-	(5,957)	(500,000)	-	(10,342)	-	(9,995)	(20,759)	(3,365)	34,183	-	-
Fixed Assets	-	-	(44,000)	-	-	2,929	488	488	488	488	-	2,452	-	-
Expenses - Prior Year Accruals	230,875	(19,978)	(11,804)	(21,247)	(21,247)	(21,247)	(21,247)	8,893	(21,247)	(40,947)	(21,247)	(72,631)	-	-
Accounts Payable - Current Year	(112,119)	(7,981)	53,297	(14,983)	(38,314)	4,343	(450)	44,177	48,830	(120,699)	23,249	6,158	-	-
Summerholdback for Teachers	(109,735)	10,192	10,984	10,979	10,802	10,792	10,865	11,178	11,090	11,032	7,432	-	-	-
Other Liabilities	4,500	-	-	-	-	-	113,949	-	-	(311,931)	-	(188,717)	-	-
Ending Cash	4,382,146	3,590,387	3,577,107	3,807,406	2,959,903	2,797,041	2,950,178	2,894,676	2,844,558	3,953,119	3,424,381	4,115,704		

Academy of Alameda
Multi-year Projection
As of May FY2023

	Year 1	Year 2	Year 3	Year 4
	2022-23	2023-24	2024-25	2025-26
SUMMARY				
Revenue				
LCFF Entitlement	6,093,057	6,931,522	7,515,058	8,164,115
Federal Revenue	563,704	662,405	331,646	353,485
Other State Revenues	2,202,781	1,552,052	1,673,907	1,570,912
Local Revenues	1,009,620	938,803	959,347	792,685
Fundraising and Grants	6,117	11,117	11,117	11,117
Total Revenue	9,875,279	10,095,899	10,491,075	10,892,314
Expenses				
Compensation and Benefits	7,795,160	8,383,204	8,676,312	8,670,331
Books and Supplies	373,602	428,349	404,911	391,603
Services and Other Operating Expenditures	2,113,275	1,726,312	1,761,044	1,795,215
Depreciation	7,333	11,300	18,800	18,800
Other Outflows	-	-	-	-
Total Expenses	10,289,370	10,549,165	10,861,067	10,875,948
Operating Income	(414,092)	(453,266)	(369,992)	16,366
Fund Balance				
Beginning Balance (Unaudited)	2,418,448	4,065,308	3,612,041	3,242,050
Audit Adjustment	2,060,951			
Beginning Balance (Audited)	4,479,399	4,065,308	3,612,041	3,242,050
Operating Income	(414,092)	(453,266)	(369,992)	16,366
Ending Fund Balance	4,065,308	3,612,041	3,242,050	3,258,415
Total Revenue Per ADA	17,517	16,994	17,047	16,809
Total Expenses Per ADA	18,251	17,757	17,649	16,784
Operating Income Per ADA	(735)	(763)	(601)	25
Fund Balance as a % of Expenses	40%	34%	30%	30%

Academy of Alameda
Multi-year Projection
As of May FY2023

	Year 1	Year 2	Year 3	Year 4
	2022-23	2023-24	2024-25	2025-26
Key Assumptions				
Enrollment Breakdown				
TK	-	-	20	20
K	46	52	52	52
1	48	52	52	52
2	46	52	52	52
3	49	52	52	52
4	53	52	52	52
5	53	54	52	52
6	74	100	110	115
7	124	89	115	115
8	110	131	97	123
Total Enrolled	603	634	654	685
ADA %				
K-3	92.3%	93.5%	94.1%	94.6%
4-6	93.9%	93.8%	94.1%	94.6%
7-8	94.1%	93.8%	94.1%	94.6%
Average ADA %	93.5%	93.7%	94.1%	94.6%
ADA				
K-3	174	194	215	216
4-6	169	193	201	207
7-8	220	206	199	225
Total ADA	564	594	615	648
Demographic Information				
CALPADS Enrollment (for unduplicated % calc)	607	634	654	685
# Unduplicated (CALPADS)	343	358	369	386
# Free & Reduced Lunch (CALPADS)	320	334	345	361
# ELL (CALPADS)	88	92	95	100
New Students	233	27	20	31
School Information				
FTE's	85.5	88.6	90.6	88.6
Teachers	33	34	35	34
Certificated Pay Increases	4%	2%	2%	2%
Classified Pay Increases	4%	2%	2%	2%
# of school days	-	-	-	-

Academy of Alameda
Multi-year Projection
As of May FY2023

Default Expense Inflation Rate

Year 1	Year 2	Year 3	Year 4
2022-23	2023-24	2024-25	2025-26
	2%	2%	2%

Academy of Alameda
Multi-year Projection
As of May FY2023

	Year 1	Year 2	Year 3	Year 4
	2022-23	2023-24	2024-25	2025-26
REVENUE				
LCFF Entitlement				
8011 Charter Schools General Purpose Entitlement - State Aid	3,160,141	2,728,602	2,989,616	3,260,328
8012 Education Protection Account Entitlement	469,905	1,607,488	1,836,777	2,072,695
8096 Charter Schools in Lieu of Property Taxes	2,463,011	2,595,432	2,688,665	2,831,091
SUBTOTAL - LCFF Entitlement	6,093,057	6,931,522	7,515,058	8,164,115
Federal Revenue				
8181 Special Education - Entitlement	85,698	87,367	99,549	111,509
8182 Special Education Reimbursement	8,596	7,090	8,078	9,049
8291 Title I	165,668	172,916	178,611	186,894
8292 Title II	20,682	23,523	23,523	23,523
8293 Title III	-	11,509	11,885	12,510
8294 Title IV	10,000	10,000	10,000	10,000
8299 All Other Federal Revenue	273,060	350,000	-	-
SUBTOTAL - Federal Revenue	563,704	662,405	331,646	353,485
Other State Revenue				
8319 Other State Apportionments - Prior Years	76,390	-	-	-
8381 Special Education - Entitlement (State)	424,422	483,602	541,702	616,771
8382 Special Education Reimbursement (State)	52,593	43,327	49,308	55,166
8550 Mandated Cost Reimbursements	6,275	11,191	12,256	13,114
8560 State Lottery Revenue	139,551	147,054	152,337	160,406
8590 All Other State Revenue	1,188,345	334,880	344,587	128,656
8593 ELO-Program (2600)	182,074	417,584	459,303	482,384
8595 Afterschool (ASES)	133,131	114,414	114,414	114,414
SUBTOTAL - Other State Revenue	2,202,781	1,552,052	1,673,907	1,570,912
Local Revenue				
8639 All Other Sales	1,284	1,284	1,284	1,284
8660 Interest	100	100	100	100
8662 Net Increase (Decrease)	22,000	22,000	22,000	22,000
8676 After School Program Revenue	190,000	199,768	206,070	215,837
8690 Other Local Revenue	24,910	5,000	5,000	5,000
8693 Field Trips	20,956	20,956	20,956	20,956
8699 All Other Local Revenue	100,600	-	-	-
8701 Art and Music Fundraising	9,320	16,320	9,320	16,320
8702 Measure B1 Parcel Tax	190,455	200,247	206,564	-
8703 Measure A (2020) Parcel Tax	449,994	473,128	488,053	511,187
SUBTOTAL - Local Revenue	1,009,620	938,803	959,347	792,685

Academy of Alameda
Multi-year Projection
As of May FY2023

	Year 1	Year 2	Year 3	Year 4
	2022-23	2023-24	2024-25	2025-26
Fundraising and Grants				
8801 Donations - Parents	500	500	500	500
8802 Donations - Private	3,685	3,685	3,685	3,685
8803 Annual Fundraising (School-wide)	-	5,000	5,000	5,000
8804 School Culture Fundraising	1,932	1,932	1,932	1,932
SUBTOTAL - Fundraising and Grants	6,117	11,117	11,117	11,117
TOTAL REVENUE	9,875,279	10,095,899	10,491,075	10,892,314

Academy of Alameda
Multi-year Projection
As of May FY2023

	Year 1	Year 2	Year 3	Year 4	
	2022-23	2023-24	2024-25	2025-26	
EXPENSES					
Compensation & Benefits					
Certificated Salaries					
1100	Teachers Salaries	2,266,247	2,444,340	2,561,144	2,517,744
1101	Teacher - Stipends	15,000	15,300	15,606	15,918
1103	Teacher - Substitute Pay	140,346	96,700	98,634	100,607
1148	Teacher - Special Ed	71,806	75,387	76,895	78,433
1200	Certificated Pupil Support Salaries	41,388	44,115	44,997	45,897
1201	Certificated Pupil Support - School Psychologist	91,743	95,450	97,359	99,306
1202	Certificated Pupil Support - Counselor	160,448	265,425	270,734	276,148
1203	Certificated Pupil Support Salaries - Custom 3	125,216	130,954	133,573	136,245
1300	Certificated Supervisor & Administrator Salaries	695,796	723,522	741,841	760,679
1950	Other Cert - Instructional Coaches	441,422	492,006	501,846	511,883
	SUBTOTAL - Certificated Salaries	4,049,411	4,383,199	4,542,629	4,542,860
Classified Salaries					
2100	Classified Instructional Aide Salaries	679,905	733,065	785,916	755,863
2201	Classified Support - Restorative Justice coordinator	180,358	209,043	213,224	217,489
2202	Classified Support - School Culture Coordinator	163,236	169,366	172,754	176,209
2300	Classified Supervisor & Administrator Salaries	265,750	276,577	282,109	287,751
2311	Classified Admin - After School Coordinator	72,161	75,176	76,680	78,213
2400	Classified Clerical & Office Salaries	151,490	172,805	176,261	179,787
2905	Other Classified - After School	320,478	371,902	379,340	386,926
	SUBTOTAL - Classified Salaries	1,833,378	2,007,935	2,086,283	2,082,237
Employee Benefits					
3100	STRS	769,363	834,493	864,890	864,879
3300	OASDI-Medicare-Alternative	200,293	218,039	226,362	226,074
3400	Health & Welfare Benefits	690,000	705,350	715,930	715,930
3500	Unemployment Insurance	136,159	125,171	127,922	125,171
3600	Workers Comp Insurance	58,828	63,911	66,289	66,251
3900	Other Employee Benefits	57,728	45,106	46,008	46,928
	SUBTOTAL - Employee Benefits	1,912,371	1,992,070	2,047,401	2,045,233
Books & Supplies					
4200	Books & Other Reference Materials	42,000	42,840	43,697	44,571
4315	Custodial Supplies	12,000	12,240	12,485	12,734
4320	Educational Software	52,000	53,040	54,101	55,183

Academy of Alameda
Multi-year Projection
As of May FY2023

	Year 1	Year 2	Year 3	Year 4
	2022-23	2023-24	2024-25	2025-26
4325 Instructional Materials & Supplies	32,000	30,000	30,600	31,212
4326 Art & Music Supplies	12,000	12,240	12,485	12,734
4330 Office Supplies	17,000	17,340	17,687	18,041
4335 PE Supplies	12,000	12,240	12,485	12,734
4340 Professional Development Supplies	3,000	3,060	3,121	3,184
4345 Non Instructional Student Materials & Supplies	14,000	14,280	14,566	14,857
4350 Uniforms	102	104	106	108
4351 Yearbook	8,000	8,160	8,323	8,490
4352 Afterschool Supplies	31,000	20,400	20,808	21,224
4353 Summerschool Supplies	28,000	10,000	10,200	10,404
4354 Middle school Athletics	4,000	4,080	4,162	4,245
4355 Org Culture supplies	11,000	9,000	9,180	9,364
4360 Books and Supplies - Sped	2,000	1,500	1,530	1,561
4410 Classroom Furniture, Equipment & Supplies	11,000	11,220	11,444	11,673
4420 Computers: individual items less than \$5k	41,000	24,000	24,480	24,970
4423 Additional Technology	9,000	109,455	79,639	59,826
4430 Non Classroom Related Furniture, Equipment & Supplies	8,000	8,160	8,323	8,490
4700 Food	15,000	15,300	15,606	15,918
4720 Other Food	9,500	9,690	9,884	10,081
SUBTOTAL - Books and Supplies	373,602	428,349	404,911	391,603
Services & Other Operating Expenses				
5210 Conference Fees	24,144	24,627	25,119	25,622
5220 Travel and Lodging	21,000	21,420	21,848	22,285
5305 Dues & Membership - Professional	8,913	9,091	9,273	9,458
5310 Subscriptions	25,401	25,962	26,592	27,310
5400 Insurance	101,523	103,553	105,625	107,737
5510 Utilities - Gas and Electric	1,000	1,020	1,040	1,061
5515 Janitorial, Gardening Services & Supplies	156,720	159,854	163,051	166,313
5525 Utilities - Waste	35,980	36,700	37,434	38,182
5605 Equipment Leases	20,000	20,400	20,808	21,224
5611 Prop 39 Related Costs	168,334	171,701	175,135	178,637
5615 Repairs and Maintenance - Building	45,000	12,000	12,240	12,485
5617 Repairs and Maintenance - Other Equipment	19,307	24,040	2,081	2,122
5803 Accounting Fees	3,000	3,060	3,121	3,184
5804 Internal Audit & Accounting support	36,921	17,810	18,780	19,810
5805 Administrative Fees	1,349	1,376	1,404	1,432
5809 Banking Fees	3,500	3,570	3,641	3,714
5812 Business Services	195,700	200,000	200,000	200,000
5815 Consultants - Instructional	15,000	11,000	11,220	11,444
5818 Coaching	62,767	25,000	25,500	26,010

Academy of Alameda
Multi-year Projection
As of May FY2023

	Year 1	Year 2	Year 3	Year 4
	2022-23	2023-24	2024-25	2025-26
5819 School Culture Initiatives	11,000	13,220	13,484	13,754
5820 Consultants - Non Instructional - Custom 1	10,000	10,200	10,404	10,612
5824 District Oversight Fees	213,792	243,105	265,560	290,915
5828 Translators	5,000	5,100	5,202	5,306
5830 Field Trips Expenses	45,000	52,900	46,818	54,754
5833 Fines and Penalties	1,500	1,530	1,561	1,592
5834 Afterschool & Summer Services	4,000	4,080	4,162	4,245
5836 Fingerprinting	1,500	1,530	1,561	1,592
5839 Fundraising Expenses	2,000	2,040	2,081	2,122
5845 Legal Fees	45,000	45,900	46,818	47,754
5846 Loan and Financing Fees	250	255	260	265
5848 Licenses and Other Fees	1,290	1,316	1,342	1,369
5851 Marketing and Student Recruiting	200,000	188,000	188,000	188,000
5857 Payroll Fees	(10,000)	5,000	5,100	5,202
5860 Printing and Reproduction	9,000	9,180	9,364	9,551
5861 Prior Yr Exp (not accrued)	38,279	10,000	10,200	10,404
5863 Professional Development	27,000	40,000	40,260	40,525
5866 Sped Tuition & Fees	118,884	-	-	-
5869 Special Education Contract Instructors	215,000	28,560	29,131	29,714
5875 Staff Recruiting	13,000	13,260	13,525	13,796
5880 Student Health Services	10,000	10,200	10,404	10,612
5881 Student Information System	11,000	11,220	11,444	11,673
5884 Substitutes	104,400	93,500	95,370	97,277
5887 Technology Services	54,600	55,464	76,342	57,234
5898 Bad Debt Expense	300	306	312	318
5899 Miscellaneous Operating Expenses	33,322	5,610	5,722	5,837
5900 Communications	2,000	2,040	2,081	2,122
5915 Postage and Delivery	500	510	520	531
5920 Communications - Telephone & Fax	100	102	104	106
SUBTOTAL - Services & Other Operating Exp.	2,113,275	1,726,312	1,761,044	1,795,215
Depreciation Expense				
6900 Depreciation	7,333	11,300	18,800	18,800
SUBTOTAL - Depreciation Expense	7,333	11,300	18,800	18,800
Other Outflows				
SUBTOTAL - Other Outflows	-	-	-	-
TOTAL EXPENSES	10,289,370	10,549,165	10,861,067	10,875,948

The Academy of Alameda

Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2023 - June 30, 2024

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

	Object Codes	Academy of Alameda
Amount Available for this Fiscal Year		
Education Protection Account	8012	\$1,607,488
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$1,607,488
Administrator Salaries	1300	\$0
Classified Salaries	2000s	\$0
Employee Benefits	3000s	\$0
Books and Supplies	4000s	\$0
Services and Other Operating Expenses	5000s	\$0
Capital Outlay	6000s	\$0
Total Expenditures		\$1,607,488

*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision to the Governor's Proposed State Budget. Actual amount and expenses may be different than stated. Per Proposition 30 and as extended by Proposition 55, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

Coversheet

Local Control and Accountability Plan (LCAP)

Section: VI. Action Items

Item: C. Local Control and Accountability Plan (LCAP)

Purpose: Vote

Submitted by:

Related Material:

LCAP Overview to AoA Board - 6_15_2023.pdf

2023_Local_Control_and_Accountability_Plan_The_Academy_of_Alameda_Middle_School_20230614.pdf



LCAP Presentation to AoA Board of Directors 2022/23

June 15, 2023

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
- The 2023-24 K-8 LCFF Budget Overview for Parents

K-5 and Middle School LCAPs

The LCAPs this 22-23 year are formatted for you to see 22-23 progress and 23-24 goals for K-5, for 6-8 and joint school-wide progress and goals

- The LCAP format asks that LEA's report their 2022-23 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 .
-

- The LCFF Budget Overview for parents uses our proposed 2023-24 K-8 budget data.
- Jean Yang, our Client Manager from EdTec, worked with principals and ED on this 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 The 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, 2023 that will be uploaded to the California Dashboard will be for our K-8 school.

LCAP budget overview for parents 22-23 and 23-24

The Academy of Alameda Charter School Board - Board Meeting - Agenda - Thursday June 15, 2023 at 6:30 PM

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	A	B	C	D	E	F	G	H	I	J	K	L	M
1	LCFF Budget Overview for Parents Data Input Sheet												
2	Local Educational Agency (LEA) name:	The Academy of Alameda											
3	CDS code:	01 61119 0122085											
4	LEA contact information:	Christine Chilcott, Executive Director cchilcott@aoaschools.org, 510-748-4017											
5	Coming School Year:	2023 - 24											
6	Current School Year:	2022 - 23											
7	*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.												
8	#NAME?	Amount											
9	Total LCFF funds	\$	6,931,522										
10	LCFF supplemental & concentration grants	\$	716,805										
11	All other state funds	\$	1,557,475										
12	All local funds	\$	937,010										
13	All federal funds	\$	662,405										
14	Total Projected Revenue	\$	10,805,217										
15	#NAME?	Amount											
16	Total Budgeted General Fund Expenditures	\$	10,461,421										
17	Total Budgeted Expenditures in the LCAP	\$	-										
18	Total Budgeted Expenditures for High Needs Students in the LCAP	\$	-										
19	Expenditures not in the LCAP	\$	10,461,421										
20	#NAME?	Amount											
21	Total Budgeted Expenditures for High Needs Students in the LCAP	\$	-										
22	Actual Expenditures for High Needs Students in LCAP	\$	-										
23													
24													
25													
26													
27													

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The Academy of Alameda K-8 Local Indicators

2022-2023

Presentation to the AoA Board Of Directors (6/15/2023)

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.

Overview Continued

There are seven local indicators, but we only focus on five as two are specific only two County Offices of Education (COEs):

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)
- **Coordination of Services for Expelled Students (Priority 9, for county offices of education [COEs] only)**
- **Coordination of Services for Foster Youth (Priority 10, for COEs only)**

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 15, 2023 at 6:30 PM

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)	3
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	5
History-Social Science	5

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	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

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)	4
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

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	3
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	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.	3
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.	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.	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.	3

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.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	2
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, positive energy and that they belong and that they feel safe both physically and emotionally.
MEANING	Growth, Challenges, Barriers	Better sense of increase engagement amongst the students is an area to improve in for elementary. For the middle school program increased engagement as well as concerns of bullying online and on campus are the areas of improvement.
USE	LEA Response	We are trying to develop a school-home connection which will also increase the parent participation for the elementary program. For the middle school program we have implemented a culture calendar to promote diversity and a sense of belonging; parent-student education classes about bullying online and on campus.

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>All students in the LEA are served on one school site in a full inclusion model; thus, all students in the LEA--including those in all grades served, unduplicated student groups, and those with exceptional needs--have access to and are enrolled in a broad course of study. There is no tool needed to track whether or not all students have access to and are enrolled in a broad course of study.</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>All students in the LEA are served on one school site in a full inclusion model; thus, all students in the LEA--including those in all grades served, unduplicated student groups, and those with exceptional needs--have access to and are enrolled in a broad course of study.</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>There are no barriers preventing the LEA from providing access to a broad course of study for all students.</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>The LEA does not need to take any action here.</p>



LCFF Budget Overview for Parents

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

CDS Code: 01611190122085

School Year: 2023-24

LEA contact information:

Christine Chilcott

Executive Director

mhuxley@aoaschools.org

(510) 748-4017

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 2023-24 School Year

Projected Revenue by Fund Source

Total LCFF funds

\$0

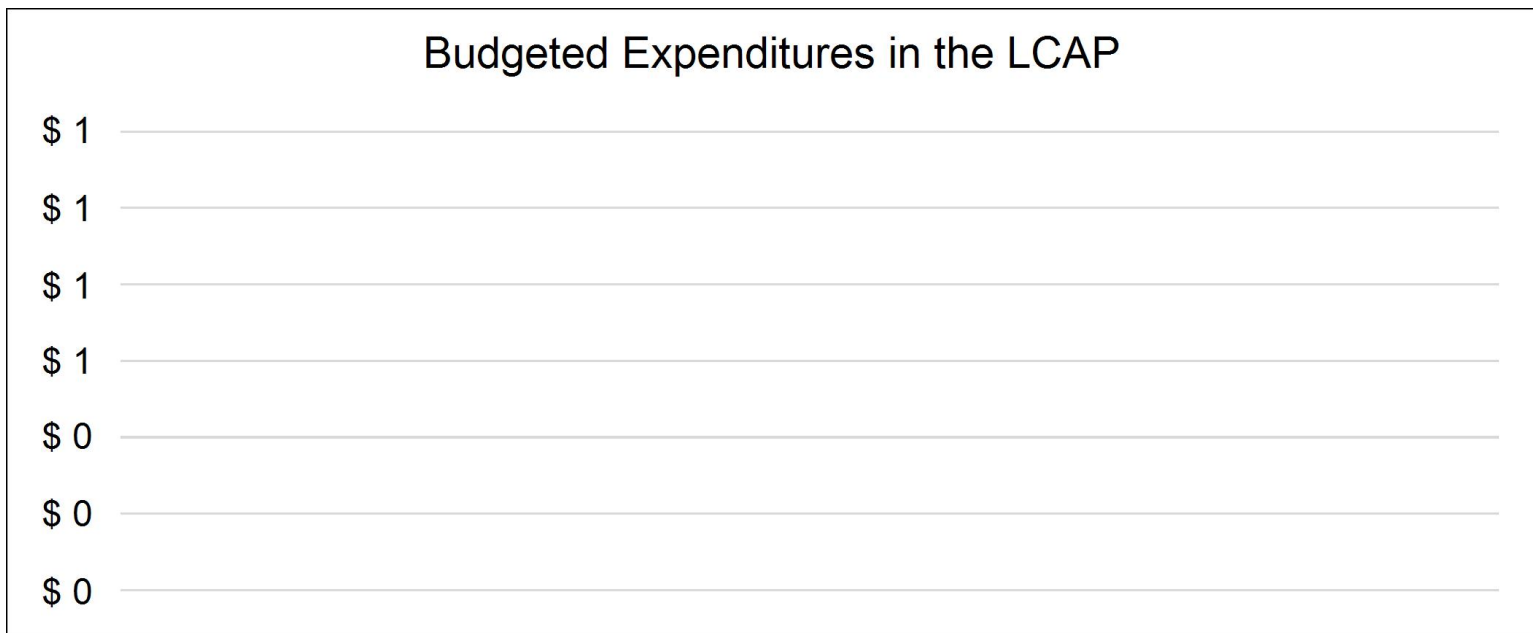
0 %

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 \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

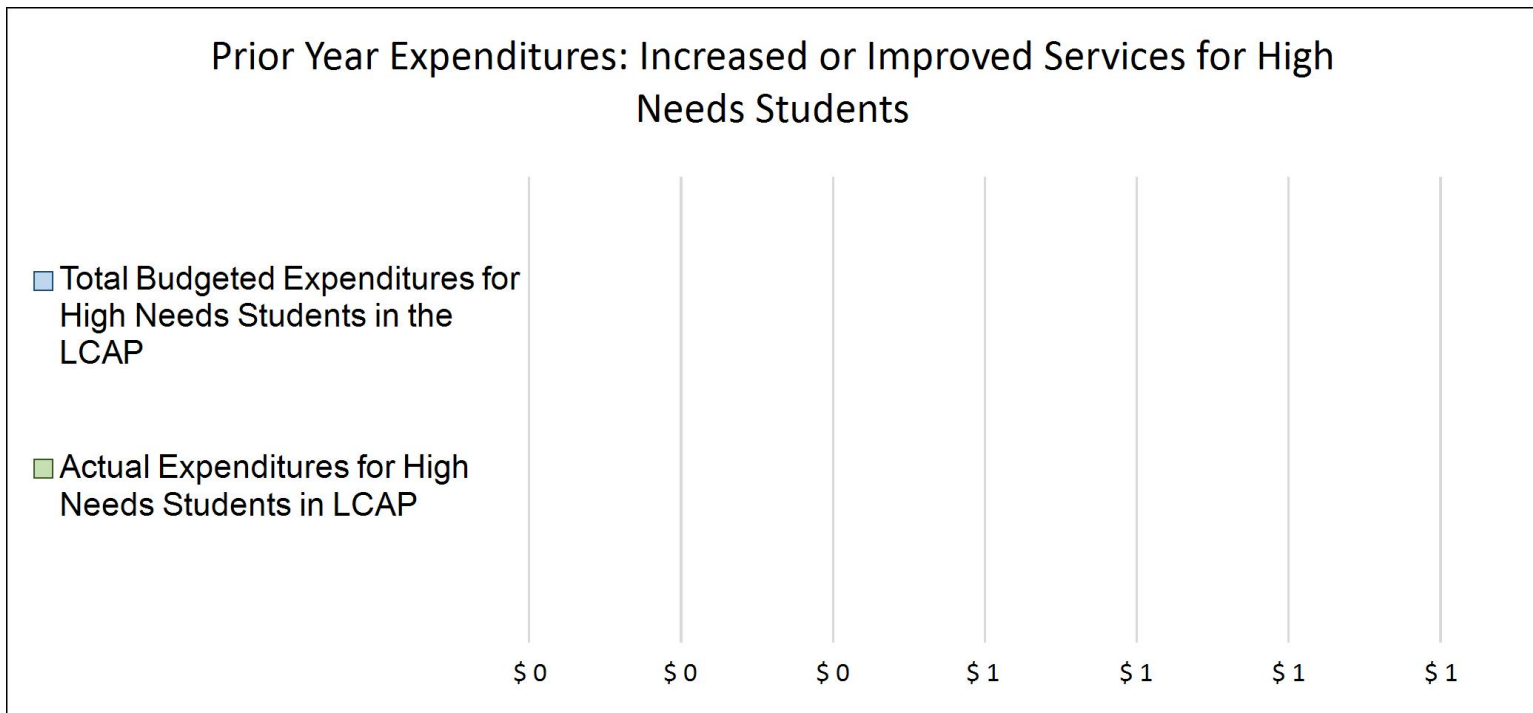
The text description of the above chart is as follows: The Academy of Alameda plans to spend \$ for the 2023-24 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, The Academy of Alameda is projecting it will receive \$ 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 \$ 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 2022-23



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 2022-23, The Academy of Alameda's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. The Academy of Alameda actually spent \$ for actions to increase or improve services for high needs students in 2022-23.

Local Control and 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	Christine Chilcott Executive Director	cchilcott@aoaschools.org (510) 748-4017

Plan Summary [2023-24]

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 was formerly two separate schools: The Academy of Alameda Middle School and The Academy of Alameda Elementary School. The schools were approved to merge by their authorizer - the Alameda Unified School District - beginning July 1, 2022. The new school is known as The Academy of Alameda and serves 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 that account for over 5% of the population and is currently in its 12th year of operation.

In 2022-23, The Academy of Alameda School served 607 diverse students with 18% identifying as Asian, 21% as Hispanic or Latino, 20% as White, 14% as Two or more Races, 17% as African American or Black, 6% as Filipino, 1% as Native Hawaiian or Pacific Islander, and 2% as Other. The school serves students with diverse needs as well with 14.50% of students identified as English learners, 51% as Socioeconomically disadvantaged, a 11% qualifying for special education services.

The Academy of Alameda organizes its 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 inception, The Academy of Alameda has been committed to transforming education so that all of its 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 connected to its families, it is seeking to rebuild an even closer connection after the past years of being in a pandemic.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for The Academy of Alameda which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: 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.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the parent advisory council which will include parents of English Learners. The parent advisory council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of The Academy of Alameda based on student achievement data to include SBAC, ELPAC, and interim assessment data, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

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

Academy of Alameda Elementary: The 2022 CA Dashboard shows High status for both English Language Arts and Mathematics, and a Very Low Suspension status with a 0% suspension rate. English learner progress is at the Medium level with 48.4% of English learners making progress on the ELPAC.

The Academy of Alameda (6-8) The 2022 CA Dashboard shows High status for English Language Arts and Very High English Learner Progress with 88.2% of English learners making progress on the ELPAC.

The 22-23 Dashboard Data is not available at this time.

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.

Academy of Alameda Elementary: The 2022 CA Dashboard shows Very High Status for Chronic Absenteeism with 24.4% of students chronically absent in 2021-22.

There is an identified need for the Socioeconomically Disadvantaged student group in English Language Arts with a Low status level compared to All students with a High status level.

Academy of Alameda (6-8) has identified a need with a Low status in Mathematics for all students. We see the need to increase Tier 2 and Tier 3 academic support for students. 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 also have a Math Lab class to provide additional Math foundational support.

For the African American, English learners, and students with disabilities subgroups, there is an identified need in ELA performance with a low status indicator compared to high status for all students. Additionally, there is a very high status with Chronic Absenteeism due to the pandemic circumstances.

A Family Liaison was hired for the 2022-23 school year to support, among other things, students and families with attendance issues.

LCAP Highlights

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

The Academy of Alameda's LCAP focuses on three goals with high leverage actions designed to achieve these goals.

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. The school will accomplish this by providing high-quality staffing and instructional materials, special education services, Emerging Bilingual Support, and a robust multi-tiered system of supports to ensure all students have the support they need for success. Additionally, all teachers will receive professional development to support their ongoing learning. The school will continue to provide an extended day and extended year program with both academic and enrichment opportunities.

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. The school will accomplish this by providing staffing to support students' mental health and social emotional learning, as well as by providing student culture activities, athletics, and events. The school will address behavior challenges through our restorative justice program and provide students support to ensure regular school attendance.

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. The school will accomplish this by investing in communication resources and hosting family engagement events throughout the year that provide all parents the opportunity to participate.

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.

The Academy of Alameda is not eligible for comprehensive support and improvement.

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

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

A summary of the feedback provided by specific educational partners.

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

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 very proud of each student’s achievements. There is still great need for increased academic achievement for all students and all subgroups of students. By providing highly qualified staff including administrators, teachers and aides supported by professional development, a Multi-Tiered System of Supports including an English Language Development program, special education services, and high-quality instructional materials, supplies, and technology we believe that students will have the necessary resources to demonstrate academic gains on the assessments listed below. 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle: STAR ELA and Math % of students meeting growth goals	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.	MS: 68.4% of students met their growth goal in ELA and 76% of students met their growth goal in Math. Data Year: 2022-23 Data Source: Local Assessment		Baseline +5% growth for each area Data Year: 2023-24 Data Source: Local Assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Elementary: STAR ELA and Math % of students meeting growth goals	Reading: 65% Math: 65%	STAR Overall READING: 71% Growth STAR Overall MATH 71% Growth	59% Reading 52% Math Data Year: 2022-23 Data Source: Local Assessment		Baseline + 3% growth
STAR Early Reading Assessment (K-2)	Early Reading: 65%	STAR EARLY READING (K-2) 84%	72% Data Year: 2022-23 Data Source: Local Assessment		Baseline + 3% growth
CAASPP: % of students meeting or exceeding standard in ELA for all students and all numerically significant subgroups	MS: Baseline to be established 21-22	MS: Students took the SBAC in May 2022. Scores will be released this summer.	Elementary School All Students 63.7% SED: 50% EL: 33.34% SPED: 27.27% Asian: 63.34% Black: 38.89% Hispanic: 38.46% White: 77.78% Two or More Races: 91.3% Middle School All Students 58.07% SED: 48.79% EL: 14.64% SPED: 27.27% Asian: 68.26% Black: 35.39%		Baseline +5% growth for each area Data Year: 2022-23 Data Source: Dataquest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Filipino: 72.73% Hispanic: 52.32% White: 70.58% Two or More Races: 61.71% Data Year: 2021-22 Data Source: Dataquest		
CAASPP: % of students meeting or exceeding standard in Math for all students and all numerically significant subgroups	MS: Baseline to be established 21-22	MS: Students took the SBAC in May 2022. Scores will be released this summer.	Elementary School All Students 60.45% SED: 48.44% EL: 44.44% SPED: 27.27% Asian: 70% Black: 22.23% Hispanic: 40% White: 70.37% Two or More Races: 78.26% Middle School All Students 37.22% SED: 25.12% EL: 7.32% SPED: 9.1% Asian: 55.55% Black: 10.77% Filipino: 40.91% Hispanic: 27.9% White: 54.41% Two or More Races: 41.3%		Baseline +5% growth for each area Data Year: 2022-23 Data Source: Dataquest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Data Year: 2021-22 Data Source: Dataquest		
% of students meeting or exceeding standards on the CA Science Test (CAST) for all students and all numerically significant subgroups	5th grade All students 40.91% SED 28.57% 8th grade All students 32.21% SED 27.63% EL 0% Asian 55.17% Black 10.52% Hispanic 15.63% White 47.06% Two or more races 35.72% Data Year: 2021-22 Data Source: Dataquest	N/A Metric added in 2023	N/A Metric added in 2023		5th grade 50% 8th grade 41% Data Year: 2022-23 Data Source: Dataquest
% English learners making progress on ELPAC	Elementary School 48.4% Medium Middle School 88.2% Very High Data Year: 2021-22 Data Source: CA Dashboard	N/A Metric added in 2023	N/A Metric added in 2023		High Progress Level >55% Data Year: 2022-23 Data Source: CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL reclassification rate	Elementary 12.2% MS 37.9% Data Year: 2019-20 Source: Dataquest	Elementary 6.5% MS 13.6% Data Year: 2020-21 Source: Dataquest	20.78% Data Year: 2021-22 Data Source: Dataquest		>10% Data Year: 2022-23 Data Source: Dataquest
% of students with access to their own copies of standards-aligned materials for use at home and at school	100% Source: 2022 CA Dashboard	N/A Metric added in 2023	N/A Metric added in 2023		100% Source: 2024 CA Dashboard Local Indicator
% of teachers properly credentialed and assigned, including EL teachers	Elementary School 66.1% Middle School 83.8% Data Year: 2020-21 Data Source: Dataquest	N/A Metric added in 2023	N/A Metric added in 2023		100% Data Year: TBD Data Source: SARC
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Elementary School: Full Implementation Middle School: Full Implementation for all except ELD at Initial Implementation Source: 2021 CA Dashboard	N/A Metric added in 2023	N/A Metric added in 2023		Full Implementation and Sustainability for all CCSS and ELD standards Source: 2023 CA Dashboard Local Indicators
% of students with access to and enrolled in a broad course of	100%	100% Data Year: 2021-22 Source: Local Data	100% Data Year: 2022-23 Source: Local Data		100% Data Year: 2023-24 Source: Local Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
study including unduplicated students and students with exceptional needs (metric added in 2023)					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly qualified staff	<p>We will continue to provide 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 ratio 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>	\$3,911,339.00	No
1.2	Multi-Tiered Systems of Support	<p>We will continue to provide targeted Tier 2 and Tier 3 supports to students including the following:</p> <ul style="list-style-type: none"> 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 	\$520,572.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <ul style="list-style-type: none"> • Two Literacy Aides in the elementary school program who will support students with researched based phonics instruction in a differentiated setting. • Multi-Tiered Support System Interventionist (middle school program) -This is a Teacher on Special Assignment position that will focus on providing direct academic, executive functioning, and other supports to students who do not receive Special Education services, who need additional support to be successful. 		
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, Zearn</p> <p>In Middle School, we utilize a variety of curricular and instructional materials. This includes Open-Up Resources Math curriculum (add</p>	\$345,999.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Zearn), 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 PE, Music, Art, and Technology elective teachers with a budget to provide high-quality and engaging materials for students. We utilize EdEfficiency, a web-based program, to support scheduling prioritization for Tier 2 support.</p>		
<p>1.4</p>	<p>Professional Education</p>	<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, school leaders 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. We will also provide professional development in Tier 2 instruction through Solution Tree to improve our Multi-Tiered System of Support.</p>	<p>\$136,548.00</p>	<p>No</p>
<p>1.5</p>	<p>Emerging Bilingual Support</p>	<p>We provide a structured English Immersion program to support English learners in acquiring academic and conversational English. The Emerging Bilingual Coordinator coordinates and strengthens the Emerging Bilingual Student Support program through the following</p>	<p>\$108,859.00</p>	

Action #	Title	Description	Total Funds	Contributing
		<p>actions:</p> <ul style="list-style-type: none"> • continue implementation of the Project GLAD model and other high-leverage strategies and teaching strategies through Professional Development and teacher coaching. • 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. • work 1:1 or in small groups with students during the Middle School flex Tutorial period. • Create 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. • 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. 		
1.6	SPED Program	<p>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 four Education Specialists. Special Education Instructional Aides support general education teachers with the implementation of students' accommodations, and provide some targeted 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>	\$786,707.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>To continue to strengthen our full inclusion program, 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>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 can 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 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>	\$541,301.00	No

Action #	Title	Description	Total Funds	Contributing
		For the Middle School, we utilize the ASES grant to offer the program at a low cost to our families.		
1.8				
1.10				

Goal Analysis [2022-23]

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 Middle School there were no substantive differences between our planned actions and our actual implementation of the actions.

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.

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

In the Middle School we believe our actions have been successful in improving student academic growth, as shown by the increase in the percentage of students meeting their growth goals on STAR assessments. We will continue to prioritize Tier Two supports through the use of our flex time and will provide additional professional development to teachers through Solution Tree coaches to increase their ability to offer targeted support to students.

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.

The metrics have been updated to include the specific data point that will be collected for each metric. The following metrics have been added to ensure all relevant data points are reported in the LCAP: % English learners making progress on ELPAC, EL Reclassification rate, % of students with access to their own copies of standards-aligned materials for use at home and at school, % of teachers properly credentialed and assigned, including EL teachers, and the rating for the “Implementation of standards for all students and enable ELs access to CCSS and ELD standards.”

The previous Action 2 Staffing to support unduplicated students has been separated into several new actions: Goal 1, Action 2 Multi-Tiered System of Supports, Goal 1, Action 5 English Language Development, and Goal 2, Action 4 Attendance Support to better align the actions with the metrics and goals, as well as to better track the effectiveness of each action. The previous Action 5 Facilities has been moved to Goal 2 to better align with the goals and metrics. The previous Action 8 has been removed and components will be included in other actions as appropriate. Other costs will be included in the budget overview for parents as expenses not included in the LCAP because it is hard to associate their effectiveness with one specific goal.

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.

BROAD GOAL: The Academy of Alameda knows that a positive school culture has a significant impact on both the learning environment and the way students experience school including their social emotional and behavioral development. School culture was negatively impacted with the limited available interaction during the pandemic. We saw an increase in truancy and chronic absenteeism in the 21-22 school year and we added staff capacity to support attendance and family engagement in 2022-23. We believe that by providing mental health services, social emotional learning curriculum and opportunities, Student Activities, Athletics, and Events, attendance support, and a restorative justice program to support positive behaviors the school culture will improve as indicated by the metrics below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	96% (SY 19-20)	93% (SY 21-22)	93.24% Data Year: 2022-23 Data Source: P2		96% Data Year: 2023-24 Source: P2
Chronic Absence Rate for all students and all numerically significant subgroups	MS: 9.5% (SY 19-20) Correction: 15.5% 2020-2021 (per DataQuest)	MS: 8.6% (SY 21-22) Correction: 26.4% (per DataQuest)	Elementary All 24.4% EL 28.6% SED 35% SWD 25% African American: 54.1% Asian 7.5% Hispanic/Latino 33.9% Two/More Races 20.5% White 20%		Decrease by 1% per year - 6.5% Data Year: 2022-23 Data Source: Dataquest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Filipino 21.1% Middle School All 26.4% EL 26.5% SED 34.8% SWD 42.3% African American: 30.4% Asian 17.4% Hispanic/Latino 32.3% Two/More Races 30.6% White 22.5% Filipino 18.2% Data Year: 2021-22 Data Source: DataQuest		
% of students who respond favorably to questions about school safety, school climate, and sense of belonging	MS: Baseline to be established (21-22)	ES: Survey conducted 2022 MS: Survey conducted 2022 School Safety: 82% favorable School Climate: 76% favorable Sense of Belonging: 71% favorable Data Year: 2021-22	ES: Survey conducted 2023 MS: Survey conducted 2023 School Safety: 78% favorable School Climate: 68% favorable Sense of Belonging: 69% favorable Data Year: 2022-23 Data Source: Local School Culture Survey		Baseline +5% growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Local School Culture Survey			
Suspension Rate for all students and all numerically significant subgroups	MS: Baseline to be established (21-22)	Elementary 0% Middle School All Students 0% Data Year: 2020-21 Data Source: Dataquest (Data amended in 2023 with correct data from Dataquest entered for Year 1 and Year 2 Outcomes)	Elementary 0.7% Middle School All Students 2.1% African American 8.5% SED 3.1% Hispanic 1.1% SWD: 1.9% Data Year: 2021-22 Data Source: Dataquest		<1% Data Year: 2022-23 Data Source: Dataquest
Expulsion Rate for all students and all numerically significant subgroups (metric added in 2023)	0% Data Year: 2020-21 Data Source: Dataquest	N/A (Metric added in 2023)	Elementary 0% Middle School 0% Data Year: 2021-22 Data Source: Dataquest		0% Data Year: 2022-23 Data Source: Dataquest
Middle School dropout rate (metric added in 2023)	% Data Year: 2021-22 Data Source: Calpads 8.1c	N/A (Metric added in 2023)	N/A (Metric added in 2023)		0% Data Year: 2022-23 Data Source: Calpads 8.1c
Measure that facilities meet good repair standard	Condition? Data Year: 2021-22 Data Source: SARC	N/A (Metric added in 2023)	N/A (Metric added in 2023)		Met: Good Source: SARC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(metric added in 2023)					
% of families who respond favorably to questions about school safety (metric added in 2023)	85% Data Year: 2021-22 Data Source: Local Family Survey	N/A (Metric added in 2023)	% Data Year: 2022-23 Data Source: Local Family Survey		85% Data Year: 2023-24 Source: Local Survey

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Mental Health	<p>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 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. We also employ a part-time Nurse to provide health care support to students.</p> <p>For the 22-23 school year, we added a mental health intern position to provide additional support, which will continue in the 23-24 school year.</p>	\$364,010.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Social Emotional Learning	<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 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, our counseling team and other staff members hold groups for students based around common identity or issues that emerge.</p>	\$25,250.00	No
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. 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. The School will continue to provide enrichment and community-building field trips for students.</p>	\$104,880.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
2.4	Attendance Support	The school will provide 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.	\$77,461.00	Yes
2.5	Restorative Justice	We have a Dean of Students 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.	\$233,989.00	No
2.6	Operations and 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. This also includes operations staff.	\$1,444,939.00	No

Goal Analysis [2022-23]

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.

There were no substantive changes to our planned actions and our actual implementation of actions in the Middle School.

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.

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

In the Middle School we significantly increased the number of positive culture-building events and mental health supports for students. While mental health needs remain high, we were able to provide support to more students in the 22-23 school year and we were able to support student conflicts through Restorative mediations and circles. We added a new Family Liaison/Attendance Support position for the 22-23 school year. We have held more SART meetings and provided a greater level of support to students and families who are struggling with attendance. Our preliminary data for the 22-23 school year shows a decrease in Chronic Absenteeism from the 21-22 school year and we hope to see continued improvement in our attendance data metrics as we continue to work to improve this area.

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.

The metrics have been updated to include the specific data point that will be collected for each metric and for each state reported data point, we will provide data for all students and all numerically significant subgroups. The following metrics have been added to ensure all relevant data points are reported in the LCAP: % of students with access to and enrolled in a broad course of study including unduplicated students and students with exceptional needs, Expulsion Rate for all students and all numerically significant subgroups, MS Dropout rate, measure that facilities meet good repair standard, and % of families who respond favorably to questions about school safety.

The previous Goal 2, Action 2 Staffing to support school culture and social emotional learning has been separated into two new actions (Action 1 Mental Health and Action 5 Restorative Justice) to allow us to better track the effectiveness of our actions. Action 4 Attendance Support has been added in response to the high level of chronic absenteeism in 2021-22. Action 5 Facilities has been moved from Goal 1 to better align the goals, actions, and metrics.

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 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
% of families responding favorably to questions on school climate, school fit, sense of belonging, and feeling welcome	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	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	School Climate: % School Fit: % Sense of Belonging: % Feel Welcome: % Data Year: 2022-23 Data Source: Local Family Survey		Maintain or increase 2% from baseline Data Year: 2023-24 Data Source: Local Family Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	decisions 4.4 (on a 5-point scale) SY 20-21 I feel updated on my child’s learning and progress 3.6 (on a 5-point scale)	91% of respondents feel welcome 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)	% Data Year: 2022-23 Data Source: Local Family Survey		Increase by 20% (From baseline) Data Year: 2023-24 Data Source: Local Family Survey
Representation of families who respond to the Family Survey: Race/Ethnicity, Language, Socioeconomic Status	Create Baseline in Fall, 2021/22	Race/Ethnicity Asian = 30% Black/African-American = 7% Latinx = 8% White 35% Two or More Races = 13% Other = 4% Language Chinese = 5% English = 80% Spanish = 5% Other = 7% Socioeconomic Status 0-\$49,999 = 19%	Race/Ethnicity Asian = % Black/African-American = % Latinx = % White % Two or More Races = % Other = % Language Chinese = % English = % Spanish = % Other = % Socioeconomic Status 0-\$49,999 = % \$50,000-\$99,999 = %		Equal representation of identified respondent groups (race/ethnicity etc) + or - 5% Data Year: 2023-24 Data Source: Local Family Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		\$50,000-\$99,999 = 27% \$100,000-\$149,999 = 20% \$150,000-\$199,999= 16% \$200,000 and up = 19%	\$100,000-\$149,999 = % \$150,000-\$199,999= % Data Year: 2022-23 Data Source: Local Family Survey		
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	Kindergarten: % First: % Second: % Third: % Fourth: % Fifth: % Sixth: % Seventh: % Eighth: % Data Year: 2022-23 Data Source: DELAC Sign-in sheets		Increase the participation rate (percentage) by 5% annually. Data Year: 2023-24 Data Source: DELAC Sign-in sheets
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	% Data Year: 2022-23 Data Source: DELAC Perception Survey		Improve the groups self-perception rating by .5% Data Year: 2023-24 Data Source: Local Data

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent/Family Communication	<p>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 students to complete an assignment or volunteer for a field trip. ParentSquare sends emails, text messages, and robocalls. We use SchoolMint to communicate with families during the enrollment process.</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, use staff with knowledge, or Google Translate to translate the document.</p>	\$134,780.00	No
3.2	Family Engagement Events and Committees	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	\$183,030.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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 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>		
3.3				

Goal Analysis [2022-23]

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.

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.

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

In 2023-24, a parent advisory group will be formed to give input to the Executive Director and we are creating an annual calendar of events to share with 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
716,805	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
	0.00%	\$0.00	

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.

Needs, Conditions, Circumstances

Elementary School

In reviewing the 2022 ELA and Math performance of our Socioeconomically Disadvantaged students, we find the subgroup to be at the Medium level in Math and the Low level in English. English learners performed at 2.5 points above standard in Math and 13.9 points below standards with no performance levels provided due to the small number of students.

Our English Learner Reclassification rate was % for 2021-22. The English learner progress indicator shows 48.4% of English learners made progress on the ELPAC in 2021-22.

Middle School

In reviewing the 2022 ELA and Math performance of our Socioeconomically Disadvantaged students, we find the subgroup to be at the Medium level in ELA and the low level in Math. Our English learner subgroup is in the low level for both ELA and Math. Our English Learner Reclassification rate was % for 2021-22. The English learner progress indicator shows 88.2% of English learners made progress on the

ELPAC in 2021-22. Despite the progress in developing English Language fluency, there is clearly a need for our English learners in meeting grade level standards as evidenced by the CAASPP performance reported on the CA Dashboard.

Action

Based on a review of data, we have designed the LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have designed a comprehensive Multi-Tiered System of Supports (Goal 1, Action 2) for academics based on available academic data. We will provide targeted Tier 2 and Tier 3 supports to students including the following:

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.

Zearn as additional support to students who are below grade level in math.

Two Literacy Aides in the elementary school program who will support students with researched based phonics instruction in a differentiated setting.

Multi-Tiered Support System Interventionist (middle school program) This is a Teacher on Special Assignment position that will focus on providing direct academic, executive functioning, and other supports to students who do not receive Special Education services, who need additional support to be successful.

Expected Outcomes

By implementing the identified action, we will ensure steady growth in our academic outcomes, such as CAASPP ELA and Math. Current targets aim to increase our scores for ELA and Math within the next two years (see expected outcomes in Goal 1). We plan to use STAR assessment data to gauge progress throughout the year.

Engagement, Climate and Culture

Needs, Conditions, Circumstances

In 2021-22 the Chronic Absence rate for English learners and Socioeconomically disadvantaged students was at the very high level on the CA Dashboard.

To support these needs, the school will provide additional Attendance Support (Goal 2, Action 4) for students and their families by providing 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 have updated our attendance policy so that we can be more proactive in our communication with families regarding attendance.

Expected Outcomes

By implementing the identified action, we will ensure students and families are supported in regularly attending school. We expect that our daily attendance rates will increase, and our chronic absence rates will decrease. We will monitor progress by regularly monitoring attendance data.

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

The Academy of Alameda plans to increase services by % through the following LEA-wide actions:

Goal 1, Action 2 Multi-Tiered Systems of Support \$ = %

Goal 2, Action 4 Attendance Support \$ = %

The following Limited action contributes to meeting the increased/improved services requirement. The description of how the action specifically addresses the needs of our unduplicated students and the breakdown of how the action contributes is below:

In reviewing the 2022 progress of English learners, we find the English learner reclassification rate of % and the English Learner Progress rate of %

To address the needs of our English learners, we have designed a comprehensive English Language Development program that goes above and beyond the core requirements for ELD. We provide a structured English Immersion program to support English learners in acquiring academic and conversational English. The Emerging Bilingual (EB) Coordinator provides increased services by coordinating the ELD program, continuing our implementation of the Project GLAD model and other high-leverage strategies, and teaching strategies through Professional Development and teacher coaching. The EB Coordinator also teaches 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 also works 1:1 or in small groups with students during the Middle School flex Tutorial period.

The EB Coordinator creates a student group of emerging bilingual students that meets monthly to help them create a positive identity as a bi- or multilingual person through activities that celebrate multilingualism. He also works with parents/guardians of our emerging bilingual students through the ELAC structure to provide additional support and to get feedback on our EL program.

Goal 1, Action 5 English Language Development \$ = %

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.

The Academy of Alameda is a single school LEA with an authorizing school district with less than 55% unduplicated pupil population. Thus, the school does not receive the additional concentration grant add-on funding.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,998,573.00	\$1,490,312.00		\$430,779.00	\$8,919,664.00	\$6,750,097.00	\$2,169,567.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly qualified staff	All	\$3,613,375.00	\$297,964.00	\$0.00	\$0.00	\$3,911,339.00
1	1.2	Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	\$520,572.00	\$0.00	\$0.00	\$0.00	\$520,572.00
1	1.3	Instructional Materials, Supplies, and Technology	All	\$345,999.00	\$0.00	\$0.00		\$345,999.00
1	1.4	Professional Education	All	\$106,448.00	\$5,100.00	\$0.00	\$25,000.00	\$136,548.00
1	1.5	Emerging Bilingual Support	English Learners	\$87,087.00	\$0.00	\$0.00	\$21,772.00	\$108,859.00
1	1.6	SPED Program	Students with Disabilities	\$140,760.00	\$645,947.00			\$786,707.00
1	1.7	After School, Summer, & Extended Year Programs	All		\$541,301.00			\$541,301.00
2	2.1	Mental Health	All English Learners Foster Youth Low Income	\$163,657.00	\$0.00	\$0.00	\$200,353.00	\$364,010.00
2	2.2	Social Emotional Learning	All	\$25,250.00	\$0.00	\$0.00	\$0.00	\$25,250.00
2	2.3	Student Culture Activities, Athletics, and Events	All	\$104,880.00	\$0.00	\$0.00	\$0.00	\$104,880.00
2	2.4	Attendance Support	English Learners Foster Youth Low Income	\$77,461.00	\$0.00	\$0.00	\$0.00	\$77,461.00
2	2.5	Restorative Justice	All	\$50,335.00	\$0.00	\$0.00	\$183,654.00	\$233,989.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	Operations and Facilities	All	\$1,444,939.00				\$1,444,939.00
3	3.1	Parent/Family Communication	All	\$134,780.00	\$0.00	\$0.00	\$0.00	\$134,780.00
3	3.2	Family Engagement Events and Committees	All	\$183,030.00	\$0.00	\$0.00	\$0.00	\$183,030.00

2023-24 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
	716,805		0.00%		\$761,690.00	0.00%	0.00 %	Total:	\$761,690.00
								LEA-wide Total:	\$761,690.00
								Limited Total:	\$0.00
								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	Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$520,572.00	
1	1.5	Emerging Bilingual Support			English Learners	All Schools	\$87,087.00	
2	2.1	Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$163,657.00	
2	2.4	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$77,461.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,012,028.00	\$10,258,394.00

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	Highly qualified staff and high adult-student ratios	No	\$5,246,679.00	\$5,486,679.00
1	1.2	Staffing to support unduplicated students	Yes	\$727,708.00	\$700,000
1	1.3	Instructional Materials, Supplies, and Technology	No	\$588,980.00	\$588,980.00
1	1.4	Professional Education	No	\$135,380.00	\$135,380.00
1	1.5	Facilities	No	\$586,351.00	\$586,351.00
1	1.6	SPED Program	No	\$1,005,504.00	\$1,005,504.00
1	1.7	After School, Summer, & Extended Year Programs	No	\$612,000.00	\$612,000.00
1	1.8	Operational Continuity	No	\$699,230.00	750,000
2	2.1	Staffing to support school culture and social emotional learning	No	\$321,696.00	\$305,000
2	2.2	SEL Program (Curriculum & Instruction)	No	\$22,500.00	\$22,500.00

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)
2	2.3	Student Culture Activities, Athletics, and Events	No	\$66,000.00	\$66,000.00
2	2.4		No	\$0.00	
2	2.5		No	\$0.00	
3	3.1	Parent/Family Communication	No	\$0.00	
3	3.2	Family Engagement Events and Committees	No	\$0.00	
3	3.3			\$0.00	
3	3.4			\$0.00	
3	3.5			\$0.00	

2022-23 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)
\$644,849.00	\$727,708.00	\$700,000.00	\$27,708.00	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	Staffing to support unduplicated students	Yes	\$727,708.00	\$700,000.00		

2022-23 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)
\$5,448,208	\$644,849.00	0	11.84%	\$700,000.00	0.00%	12.85%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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 and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved 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.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Coversheet

Student Accountability Report Card (SARC)

Section: VI. Action Items
Item: D. Student Accountability Report Card (SARC)
Purpose: Vote
Submitted by:
Related Material: 21-22 SARC Board Presentation.pdf

21-22 SARC Presentation

01

Introduction

What is the SARC? What are you voting on? How it is completed?

What is a School Accountability Report Card (SARC)?

“Since November 1988, state law has required that schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide parents and the community with important information about each school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.”

–From the “A Parent's Guide to the SARC”
page on the CDE Website

Are LEA governing boards required to approve the publication of a SARC?

Yes. Our (CDE) understanding of the relevant School Accountability Report Card California EC Section 35256 is as follows:

EC Section 35256 requires the governing school board of each school district to "develop and cause to be implemented" a SARC for each school within their district in which to report school conditions provided in EC Section 33126. To "develop and cause to be implemented" is to "approve."

(a) The School Accountability Report Card shall include, but is not limited to, the conditions listed in Section 33126.

(b) Not less than triennially, the governing board of each school district shall compare the content of the SARC of the school district to the model SARC adopted by the state board. Variances among school districts shall be permitted where necessary to account for local needs.

(c) The governing board of each school district annually shall issue a SARC for each school in the school district, publicize those reports, and notify parents or guardians of pupils that a hard copy will be provided upon request. Commencing with the 2008–09 school year, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

Methods of Completion

1

myCDEconnect

Online tool provided by CDE with pre-populated information.

2

Word Template

Downloadable blank Microsoft Word template provided by the CDE

3

DTS

Document Tracking Services is a paid web service that we use to complete and store some template based reports.

02

The Report

Data omitted and submitted in our 21–22 SARC

Section 1: About This School

The SARC is completed this school year but presents data for last school year. This year's SARC presents data for the middle school only

- **Principal's Message (omitted):** Chose to omit due to our unique structure. Felt the next few sections was able to communicate enough information.
- **Contact Information**
- **School Description and Mission Statement**
- **Student Enrollment by Grade Level**
- **Student Enrollment by Student Group**

Section 1: About This School

School Name	The Academy of Alameda
Street	401 Pacific Ave
City, State, Zip	Alameda, CA, 94501
Phone Number	510-748-4017
Principal	Christine Chilcott
Email Address	cchilcott@aoaschools.org
School Website	https://www.aoaschools.org/
County-District-School (CDS) Code	01611190122085

2022-23 District Contact Information

District Name	The Academy of Alameda
Phone Number	510-337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website Address	https://www.alamedaunified.org/

2022-23 School Overview

The Academy of Alameda is a free public charter school serving grades K-8. We believe that students perform best when they learn in an environment that is safe and inclusive, and when they are deeply engaged because the curriculum and skills that they are learning are challenging and relevant to their lives. As a result, The Academy of Alameda fosters opportunities for students to have learning experiences where they are directly involved in their learning.

In the 2022-2023 school year The Academy of Alameda Middle School and The Academy of Alameda Elementary School were merged to become The Academy of Alameda, a K-8 school. Due to merger under the Middle School code, the information from the 21-22 middle school is reported out below.

Our Mission Statement: 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 Envisioned Future Statement: The Academy of Alameda envisions a future where all of our students are successful, and their destinies are not determined by their demographics.

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	119
Grade 7	126
Grade 8	125
Total Enrollment	370

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	49.2
American Indian or Alaska Native	0.0
Asian	18.6
Black or African American	18.4
Filipino	5.9
Hispanic or Latino	24.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	11.9
White	18.9
English Learners	18.1
Foster Youth	0.3
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	57.6
Students with Disabilities	11.9

Section 2: Conditions of Learning

- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Sections not submitted:

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments Credentialed
- Teachers Assigned Out-of-Field
- Class Assignments

These sections were not included because the 21–22 data was not available in myCDEconnect template and was also not available to update

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>6th Grade Curriculum :</p> <p>Class Novels:</p> <ul style="list-style-type: none"> The Giver <p>Short Stories:</p> <ul style="list-style-type: none"> "Inside Out" "Everything Will be OK" "My Side of the Story" "Raymond's Run" "Your Move" "The King of Mazy May" "Stray" <p>Nonfiction:</p> <ul style="list-style-type: none"> Readworks Newsela <p>Online:</p> <ul style="list-style-type: none"> Quill Accelerated Reader Brainpop IXL <p>7th Grade Curriculum</p> <p>Class Novels:</p> <ul style="list-style-type: none"> The Skin I'm In American Born Chinese Assorted novels for Book Clubs <p>Short Stories:</p> <ul style="list-style-type: none"> "Thank You M'am" "The Lottery" "All Summer in a Day" 	Yes	0.0%

	<p>Non Fiction:</p> <ul style="list-style-type: none"> Misc news articles, speeches, and TED talks; relevant Jr. Scholastic Articles <p>Online:</p> <ul style="list-style-type: none"> NewsELA; Quill No Red Ink <p>8th Grade Curriculum</p> <p>Class Novels:</p> <ul style="list-style-type: none"> The Absolutely True Diary of a Part-Time Indian Assorted poetry <p>Non Fiction:</p> <ul style="list-style-type: none"> Warriors Don't Cry Misc news articles, speeches, and TED talks 		
Mathematics	Open Up Resources	Yes	0.0%
Science	<p>California Science Explorer: Focus on Life Science/Physical Science (Prentice Hall) (classroom copies only)</p> <p>Prentice Hall California Earth Science (used as reference)</p>	Yes	100.0%
History-Social Science	<p>Classroom sets used as supplemental resources:</p> <ul style="list-style-type: none"> A Young People's History of the U.S. by Howard Zinn (2007) Glencoe: The American Journey (2006) TCI History Alive: The Medieval World and Beyond (2011) Beyond (2011) <p>7th Grade Fiction Refugee</p>	Yes	100
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements Narrative:

The overall facility is in fair to good conditions, although improvements need to be made. At the start of the 22-23 school year, the blacktop was resurfaced and painted. Additional exterior work that needs to be completed includes repairs to the playground surface and construction of a more secure fence around the perimeter of the school. Internally, painting of main offices and cafeteria entry ways was completed in Fall 2022. Removal of lockers and painting of the kindergarten hallways is planned for sprint of 2023. To complete the implementation of a TK program, a bathroom and additional outdoor play space will need to be created during the 23-24 school year.

Year and month of the most recent FIT report January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC upgrade was completed in Fall of 2021. Additional heating repairs in the Music room still needs to be completed.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		A second water/refill station needs to be added to the 2nd Quad downstairs near the restrooms and a 3rd, on the blacktop area should be replaced as it is old and not in a good location. An additional bathroom needs to be created for required TK completion.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Major leaks in the roof of the Gym, Band Room, and stage were repaired in January 2023.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Blacktop resurfacing and painting completed in Fall 2022. Needed: Fence repair along the entire perimeter
				and security fences installed. Completion of the playground surface repairs.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

Section 3: Pupil Outcomes

- CAASPP Test Results in ELA and Mathematics for All Students
- CAASPP Test Results in ELA by Student Group
- CAASPP Test Results in Mathematics by Student Group
- CAASPP Test Results in Science for All Students
- CAASPP Test Results in Science by Student Group
- California Physical Fitness Test Results

Sections not submitted:

- Career Technical Education (CTE) Programs
- Career Technical Education (CTE) Participation
- Course Enrollment/Completion of UC and/or CSU Admission Requirements

These sections were not included because they do not apply to grades 6–8

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	58	N/A	68	N/A	47
Mathematics (grades 3-8 and 11)	N/A	37	N/A	57	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	361	353	97.78	2.22	58.07
Female	180	176	97.78	2.22	60.23
Male	178	174	97.75	2.25	55.75
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	66	63	95.45	4.55	68.26
Black or African American	68	65	95.59	4.41	35.39
Filipino	22	22	100.00	0.00	72.73
Hispanic or Latino	86	86	100.00	0.00	52.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	47	97.92	2.04	61.71
White	69	68	98.55	1.45	70.58
English Learners	43	41	95.35	4.65	14.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	34	97.14	2.86	61.77
Socioeconomically Disadvantaged	214	207	96.74	3.27	48.79
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	44	100.00	0.00	27.27

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	361	352	97.51	2.49	37.22
Female	180	175	97.22	2.78	35.42
Male	178	174	97.75	2.25	38.51
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	66	63	95.45	4.55	55.55
Black or African American	68	65	95.59	4.41	10.77
Filipino	22	22	100.00	0.00	40.91
Hispanic or Latino	86	86	100.00	0.00	27.9
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	46	95.83	4.17	41.3
White	69	68	98.55	1.45	54.41
English Learners	43	41	95.35	4.65	7.32
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	34	97.14	2.86	23.52
Socioeconomically Disadvantaged	214	207	96.73	3.27	25.12
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	44	100.00	0.00	9.1

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	32.2	NT	50.32	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	118	95.93	4.07	32.2
Female	57	55	96.49	3.51	34.55
Male	66	63	95.45	4.55	30.15
American Indian or Alaska Native	0	0	0	0	0
Asian	32	29	90.63	9.38	55.17
Black or African American	20	19	95	5	10.52
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100	0	15.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	35.72
White	17	17	100	0	47.06
English Learners	14	12	85.71	14.29	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	19	18	94.74	5.26	11.12
Socioeconomically Disadvantaged	80	76	95	5	27.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	98	98	98	98	98
Grade 9	N/A	N/A	N/A	N/A	N/A

Section 4: Engagement

- Opportunities for Parental Involvement
- Chronic Absenteeism by Student Group
- Suspensions and Expulsions
- Suspensions and Expulsions by Student Group

Sections not submitted:

- Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
- Graduation Rate by Student Group (Four-Year Cohort Rate)

These sections were not included because they do not apply to grades 6–8

2022-23 Opportunities for Parental Involvement

At the heart of our work with students and families are the relationships we build. The Academy of Alameda is committed to redefining what family involvement looks like so that families feel:

- That they are welcome when they step foot on campus
- That they and their children are known
- That the relationships they build with staff and each other are meaningful
- That their ideas and input are valued and respected
- That there are many different opportunities and many ways to be involved - both in the home and at school

There are many ways for families to get involved in the school community. We hold monthly parent/guardian workshops geared toward supporting families to know more about how to support their child's development and academic and social-emotional success. Workshops include how to support students with executive functioning, information about supporting mental health for adolescents, and substance abuse prevention. This year we have hired a Family Liaison to work directly with families on concerns around attendance, enrollment and any additional supports families may need throughout the school year.

We are currently exploring re-launching our K-8 Family Alliance (similar to a PTA) to offer more opportunities for families to interact with our school. This year we are bringing back multi-cultural nights, fields trips, science nights, and other opportunities for families to volunteer on campus.

Finally, we invite parents and families to give us their critical feedback through surveys, focus groups, and our Parent Advisory Committee. This feedback is used to help inform our strategic planning for the current and future school years.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	379	375	99	26.4
Female	189	187	44	23.5
Male	186	185	53	28.6
American Indian or Alaska Native	0	0	0	0.0
Asian	69	69	12	17.4
Black or African American	71	69	21	30.4
Filipino	22	22	4	18.2
Hispanic or Latino	94	93	30	32.3
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	44	44	14	31.8
White	72	71	16	22.5
English Learners	68	68	18	26.5
Foster Youth	4	4	4	100.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	226	224	78	34.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	52	22	42.3

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.47	1.63	2.45
Expulsions	0.20	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.11	0.1	1.76	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate
All Students	2.11
Female	2.65
Male	1.61
American Indian or Alaska Native	0.00
Asian	0.00
Black or African American	8.45
Filipino	0.00
Hispanic or Latino	1.06
Native Hawaiian or Pacific Islander	0.00
Two or More Races	0.00
White	0.00
English Learners	0.00
Foster Youth	0.00
Homeless	0.00
Socioeconomically Disadvantaged	3.10
Students Receiving Migrant Education Services	0.00
Students with Disabilities	1.92

Section 5: Other SARC Information

- School Safety Plan
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Professional Development

Sections not submitted:

- Average Class Size and Class Size Distribution (Elementary)
- Advanced Placement (AP) Courses

These sections were not included because they do not apply to grades 6-8

2022-23 School Safety Plan

Key elements of the school safety plan include: description of the site organization during a declared emergency, an emergency disaster plan, a description of the incident command post assignments and duties, an emergency actions guide, and details for the emergency response for a wide variety of situations including, but not limited to, earthquake, fire, intruder on campus, and bomb threat. The plan was last reviewed and updated on 10/1/22.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	2	10	1
Mathematics	22	8	8	1
Science	26	1	12	
Social Science	24	5	8	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	20		
Mathematics	24	10	5	5
Science	16	20		
Social Science	16	20		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	2	8	
Mathematics	25	2	8	
Science	25	2	8	
Social Science	25	3	7	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	370

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9636.00	1903.00	7733.00	61140.00
District	N/A	N/A		\$88,572
Percent Difference - School Site and District	N/A	N/A		-36.6
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	15.9	-30.5

2021-22 Types of Services Funded

The school receives additional funds for a number of special services and programs. Among these special programs offered at the school are the following:

- School-wide Title I Programs
- EL Programs
- After School Programs
- Summer School Programs
- Special Education & Early Intervention Programs

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,975	\$52,478
Mid-Range Teacher Salary	\$82,694	\$80,810
Highest Teacher Salary	\$107,969	\$101,276
Average Principal Salary (Elementary)	\$132,773	\$127,080
Average Principal Salary (Middle)	\$148,389	\$134,264
Average Principal Salary (High)	\$150,371	\$147,200
Superintendent Salary	\$240,000	\$242,351
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

The Academy has a robust professional development program that includes the following:

- Weekly staff-wide professional development meetings
- 14 days of full-day staff development
- Coaching and observation from our instructional coach and administrators
- At least two pull-out days per year for each instructional team
- Weekly collaboration and planning among instructional teams
- Other types of individual teacher development fostered by the instructional coach and administrators.

We have two different leadership teams that assist in strengthening teaching practice and school culture. The School-Wide Culture Leadership Team focuses on driving the development of school culture, and the Instructional Leadership Team addresses instructional needs by supporting teachers leaders to facilitate their peers in developing curriculum, developing common formative and summative assessments and analyzing this assessment data, and identifying areas for future professional development. We use a variety of student achievement data, including Renaissance STAR testing, CAASPP data, and teacher-written assessments in order to make decisions about professional development. We also utilize surveys of students and other stakeholders, as well as data from instructional rounds and observations.

Trainings are determined through a variety of factors. The administration and instructional coaches work closely with the Instructional Leadership Team to identify and facilitate professional development. Middle School professional development continues to support teachers in the implementation of Competency Based Education and grading which aligns with our mission of educational equity. AoA Professional development focuses on supporting teachers to develop space for students to own their own learning, understand where they need to grow, develop authentic assessments, and provide students multiple opportunities to demonstrate learning.

Instructional teams may also request trainings based on departmental areas of need. Professional developments are evaluated through a combination of teacher feedback and observation of their impact on classroom instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	14

Coversheet

23-24 Board Meeting Calendar

Section: VI. Action Items
Item: E. 23-24 Board Meeting Calendar
Purpose: Vote
Submitted by:
Related Material: 23-24 Board Meeting Schedule.pdf

AoA 23-24 Board Meeting Schedule			
2023			
August			
Sunday, 8/13	Retreat		
Thursday, 8/24	Meeting		
September			
Thursday, 9/28	Meeting	Brown Act Training	
October			
Wednesday, 10/25	Meeting		
November			
Thursday, 11/16	Meeting		
December			
Wednesday, 12/20	Meeting		
2024			
January			
Thursday, 1/25			
February			
Thursday, 2/15/24			
March			
Thursday, 3/28			
April			
Thursday, 4/25			
May			
Thursday, May 23			
June			
Thursday, 6/13/24			

Coversheet

Compensation Study

Section: VI. Action Items
Item: J. Compensation Study
Purpose: Vote
Submitted by:
Related Material: Northern California Executive Compensation Study 6.6.23.pdf

Salary by Position Title			
Position Title	Min of Base Salary	Average of Base Salary	Max of Base Salary
Assistant/Vice Principal	\$ 78,000.00	\$ 100,337.87	\$ 131,000.00
Chief Executive Officer	\$ 145,090.44	\$ 158,735.15	\$ 170,000.00
Chief Operating Officer	\$ 98,015.53	\$ 137,850.34	\$ 157,767.75
Coordinator	\$ 52,864.00	\$ 80,215.21	\$ 130,500.00
Director	\$ 77,300.00	\$ 105,323.58	\$ 150,700.00
Director of Education	\$ 77,500.00	\$ 108,898.71	\$ 132,500.00
Director of Finance	\$ 83,000.00	\$ 103,326.67	\$ 125,000.00
Director of Human Resources	\$ 65,000.00	\$ 65,602.56	\$ 66,205.13
Director of Operations	\$ 93,730.00	\$ 115,341.07	\$ 135,000.00
Director of Special Education	\$ 85,490.00	\$ 109,774.39	\$ 131,334.00
Executive Director	\$ 107,321.00	\$ 159,471.51	\$ 210,232.00
Head of School	\$ 160,500.00	\$ 181,810.50	\$ 193,371.00
Lead Teacher	\$ 56,480.00	\$ 99,583.71	\$ 140,574.00
Manager	\$ 65,557.44	\$ 94,682.67	\$ 130,000.00
Principal	\$ 90,000.00	\$ 117,448.70	\$ 160,469.00
Superintendent	\$ 172,000.00	\$ 172,000.00	\$ 172,000.00
Administrator	\$ 52,704.50	\$ 106,843.50	\$ 156,000.00
Grand Total	\$ 52,704.50	\$ 109,033.55	\$ 210,232.00

Coversheet

Executive Director Contract

Section:	VI. Action Items
Item:	K. Executive Director Contract
Purpose:	Vote
Submitted by:	
Related Material:	CC Contract 23-24.pdf

FIXED TERM EMPLOYMENT AGREEMENT
Between
THE ACADEMY OF ALAMEDA & CHRISTINE CHILCOTT

This Employment Agreement (“Agreement”) is entered into by and between the above-named employee (“Employee”) and the Governing Board (“Board”) of The Academy of Alameda (“AOA”), a California public charter school approved by the Alameda Unified School District (“District”). The Board desires to hire employees who will assist the Board in achieving the goals and meeting the requirements of AOA’s charter, and in implementing AOA’ policies and procedures. The parties recognized that the provisions of the California Education Code do not govern AOA, except as expressly set forth in the Charter Schools Act of 1992 and its successors.

RECITALS

WHEREAS, AOA is a charter school, organized and operating pursuant to the provisions of the Charter document (“Charter”) and applicable law; and

WHEREAS, AOA is authorized pursuant to the terms of the charter to appoint and hire the Employee to assist the Board and to carry out the duties and functions as outlined in the job description attached and incorporated to this Agreement as **Attachment A**; and

WHEREAS, AOA desires to retain the services of the Employee of AOA by way of this Agreement and the Employee is qualified to perform such duties; and

WHEREAS, the Employee and AOA desire to formalize the employment relationship by way of this Agreement;

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual terms and conditions contained herein, the parties hereto do agree as follows:

AGREEMENT

1. **TERM AND WORK SCHEDULE**

Subject to Section 11, “Termination of Contract” herein, AOA hereby employs the Employee to serve as the Executive Director for a term of three (3) years commencing on July 1, 2023, and ending June 30, 2026.

The Executive Director position is a full-time position exempt from overtime law. The work year for the position is 225 days, including all teacher workdays, at least 5 days after the end of the teacher work year and 5 days before the start of the new teacher work year, with the remaining days scheduled by the Employee and the Board as appropriate. A copy of the work year calendar is attached as **Attachment A** and incorporated by reference herein, subject to modifications by the Board as needed. As a minimum performance requirement, the workday schedule for the position shall be Monday through Friday, during regular business hours. As this position is exempt from overtime, additional duties of the Employee may need to be performed outside of the work schedule on weekends, as well as before and after the regular work year or hours of the work day.

The Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with AOA.

2. **COMPENSATION.**

The Employee will receive a gross base salary of \$192,400 per year for the first year of the Agreement, with a cost-of-living increase of four percent (4%) in the second year of the Agreement on July 1, 2024, and an additional cost of living increase of four percent (4%) in the third year of the Agreement on July 1, 2025.

The Employee's salary shall be paid monthly, subject to all regular withholdings, for as long as the Employee remains employed with AOA and in paid status. The Employee's compensation may be prorated depending on whether the Employee works a reduced number of workdays or separates early from AOA.

The Employee is exempt from overtime law and shall not be entitled to additional compensation for performing duties outside of the scheduled work year/day.

3. **BENEFITS.**

a. **Health/Retirement Benefits.** At AOA's expense, the Employee shall be afforded such health and other benefits of employment as shall be granted to AOA's employees, including entitlement to participation in the California State Teacher's Retirement System, subject to program and eligibility requirements.

b. **Sick Leave.** The Employee shall be entitled to receive twelve (12) days of paid sick leave each year. Sick days do not accrue or carry over from year to year and are not paid out upon separation from employment.

c. **Holidays.** The Employee shall be entitled to receive paid holidays off according to the calendar of holidays observed by the School annually. The Employee shall not be entitled to additional compensation for working during a paid holiday.

4. **JOB DUTIES.** The Employee will perform all job duties for the position as well as any reasonably related duties assigned by the Board consistent with AOA's charter. A copy of the job description is attached and incorporated by reference herein, subject to modifications by the Board as needed.

5. **EVALUATION.** The Board shall evaluate the performance of the Employee at least once annually. This evaluation shall be based on the job description and mutually agreed upon defined annual goals. If applicable, the evaluation shall include recommendations as to areas of improvement in all instances where the Board deems such to be necessary or appropriate. A copy of the written evaluation shall be delivered to the Employee and he or she shall have the right to make an oral or written response to the evaluation. Within thirty (30) days of the delivery of the written evaluation to the Employee, the Board shall meet with the Employee to discuss the evaluation. Failure to evaluate the Employee shall not impair the Board's right to terminate this Agreement pursuant to Section 11.

6. **EXPENSE REIMBURSEMENT.** AOA shall reimburse the Employee for all documented actual and necessary expenses personally incurred within the scope of employment in accordance with applicable AOA policy and authorization.

7. **FINGERPRINTING/TB CLEARANCE.** Fingerprint clearance for the Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. The Employee will be required to assume the cost of all fees related to the fingerprinting process and

will be required to submit evidence from a licensed physician that the Employee was found to be free from tuberculosis risk factors, or active tuberculosis if risk factors were identified. Both clearances must be in place prior to the first day of service.

8. **CHILD ABUSE AND NEGLECT REPORTING.** California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she 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. By executing this Agreement, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **CONFLICTS OF INTEREST.** The Employee understands that, while employed at the School, he or she will have access to confidential and proprietary information. The Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with the Employee's employment with AOA.

10. **OUTSIDE PROFESSIONAL ACTIVITIES**

Upon obtaining prior written approval of the Board, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. AOA shall in no way be responsible for any expenses attendant to the performance of such outside activities.

11. **TERMINATION OF CONTRACT**

This Agreement may be terminated by any of the following:

a. **Termination For Cause:** The Employee may be terminated by the Board at any time for cause. In addition, the Employee may be disciplined (e.g., reprimand, suspension without pay, etc.) for cause during the term of this Agreement. "Cause" shall include, but is not limited to, breach of this Agreement; unprofessionalism, misconduct, or dishonest behavior; conviction of a crime; violation of the Employee Handbook; or the Employee's failure to satisfactorily perform their job duties.

The Board shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the Employee. The Employee shall have the right to respond to the letter and to attend a conference with the Board with a representative of their choice. The conference with the Board shall be the Employee's exclusive right to any hearing otherwise required by law. The Board may elect to modify a dismissal decision in its sole discretion.

b. **Early Termination Without Cause:** The Board may unilaterally and without cause or advance notice terminate this Agreement. In consideration of the Board's right to terminate this Agreement without cause, the Board shall pay to the Employee the remainder of his salary (based upon any remaining calendared work days) for the term of this Agreement or for a period of three (3) months following the effective date of termination, whichever is less.

- c. **Death or Incapacitation of the Employee:** The death of the Employee shall terminate this Agreement and all rights entitled under this Agreement. In the event that the Employee becomes incapacitated to the extent that, in the judgment of the Board, the Employee may no longer perform the essential functions of her job with or without reasonable accommodation, as set forth in job specifications, the Board may terminate this Agreement.
 - d. **Revocation/Nonrenewal:** In the event that the AOA charters are either revoked or nonrenewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charters, and without the need for the process outlined in Sections a or b above.
12. **NON-RENEWAL/EXPIRATION OF TERM.** The Board may elect not to offer future employment agreements to the Employee at its sole discretion, without cause, and this Agreement will lapse by its own terms.
 13. **REQUIRED CONTRACT PROVISIONS.** The following provisions are required to be included in this Agreement by the California Government Code:
 - a. **Limitations on Cash Settlement.** In no case upon termination of this Agreement shall the maximum cash settlement exceed an amount equal to the monthly salary of the Employee multiplied by twelve (12).
 - b. **Required Reimbursements.** The Employee shall be required to reimburse AOA for any salary or fees received from AOA in relation to the Employee's placement on paid administrative leave pending criminal charges if the Employee is convicted of a crime involving the abuse of office/position. Regardless of the term of this Agreement, if the Agreement is terminated, the Employee must reimburse AOA for any cash settlement received in relation to the Employee's termination if the Employee is convicted of a crime involving the abuse of office/position.
 14. **ENTIRE AGREEMENT.** This Agreement supersedes any and all other Agreements, either oral or in writing, between the parties hereto with respect to the subject matter hereof, and no other Agreement, statement or promise related to the subject matter of this Agreement which is not contained in this Agreement shall be valid or binding.
 15. **WAIVER.** Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.
 16. **JURISDICTION.** The parties hereby understand and agree that this Agreement, and the attachments hereto, have been negotiated and executed in the State of California and shall be governed by, and construed under, the laws of the State of California.
 17. **AMENDMENTS.** No addition to, or modification of, any provision contained in this Agreement

shall be effective unless fully set forth in writing and signed by both parties.

- 18. **INTERPRETATION AND OPPORTUNITY TO COUNSEL.** The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein and no presumption shall arise concerning the draftsman of such provision.
- 19. **SEVERABILITY.** If any term, provision, condition, or covenant of the Agreement shall, to any extent, be held invalid or unenforceable, the remainder of the Agreement shall not be affected thereby, and each term and provision of this Agreement shall be valid and enforceable to the fullest extent provided by law.
- 20. **EXECUTION OF COUNTERPARTS.** This Agreement may be executed in any number of counterparts, each of which shall be deemed a duplicate original when all counterparts are executed, but all of which constitute a single instrument.
- 21. **SIGNATURES.** In witness therein, we affix our signatures to this Agreement with the full and complete understanding of the relationship between the parties hereto.

The Governing Board of and on Behalf of AOA

DATED: _____

By: _____
Christine Chilcott, Executive Director

DATED: _____

By: _____
David Forbes, Board Chair

This Employment Agreement is subject to ratification and approval by the Governing Board of AOA.