



The Academy of Alameda Charter School Board

Board Meeting

Date and Time

Thursday August 24, 2023 at 6:30 PM PDT

Location

<https://us06web.zoom.us/j/84506888934?pwd=TVRCeEddybHNGeXhtcFpIUm1ocVoxdz09>

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
A. Call the Meeting to Order	Discuss	William Schaff	1 m
B. Record Attendance		Damaris Espinosa	2 m
II. Consent Agenda			6:33 PM
A. Approve Draft Meeting Minutes	Approve Minutes	William Schaff	2 m
Approve minutes for Board Retreat on August 13, 2023			
B. Check Registers	FYI	William Schaff	1 m
C. Credit Card Statements	FYI	William Schaff	1 m
D. Vote on Consent Agenda	Vote	William Schaff	1 m

	Purpose	Presenter	Time
III. Board Communication			6:38 PM
A. Opening of the School Year Report - Elementary	Discuss	Leah Rubin	15 m
A brief presentation on the teachers' professional development leading up to school and the first few days of school by elementary principal, Leah Rubin.			
B. Student Success Data - Elementary	Discuss	Leah Rubin	25 m
A presentation by elementary principal, Leah Rubin, on student success data from the 22-23 school year.			
C. Opening of The School Year Report - Middle School	Discuss	Ann Gilcrease	15 m
A brief presentation on the teachers' professional development leading up to school and the first few days of school by middle school principal, Ann Gilcrease.			
D. Student Success Data - Middle School	Discuss	Ann Gilcrease	25 m
A presentation by middle school principal, Ann Gilcrease, on student success data from the 22-23 school year.			
E. Enrollment Report	Discuss	Christine Chilcott	15 m
To discuss the 23-24 opening enrollment numbers as well as expectations for the 24-25 SY enrollment and starting TK since advertising and enrollment for 24-25 begins October 1.			
F. Board Committee Reports	Discuss	William Schaff	15 m
Reports from the following committees:			
<ul style="list-style-type: none"> • Finance Committee • Student Success Committee • Governance Committee 			
IV. Action Items			8:28 PM
A. Human Resource Director Pay Scale	Vote	William Schaff	10 m
Requesting that the board vote to move the Human Resource Director's payscale to the same level as the Director of Operations.			

	Purpose	Presenter	Time
	It is currently on the Human Resource Manager's payscale and the pay levels are lower and the increases are accrued at a lesser rate than the Director of Operations and the principals which all are higher, similar pay scales and accrue at the same higher rate.		
	Draft Motion: The Academy of Alameda Board of Directors votes to move the Human Resource Director's payscale to the same payscale as the Director of Operations.		
B.	Board Local Authorization Credentials	Vote	William Schaff
			10 m

Each year The Academy of Alameda Board of Directors is required to approve teachers that are teaching a subject outside of the credential they hold.

Draft Resolution:

WHEREAS, Academy of Alameda (“The School”) makes every effort to recruit fully prepared teachers; and

WHEREAS, when fully prepared teachers are not available, The School recruits candidates who qualify for an intern credential; and

WHEREAS, there are fully credentialed teachers at the School who have consented to teach in a needed subject area under limited assignment, and others who personnel available who have not yet completed their intern or preliminary credentialing requirements and are in the process to complete them; and they are specifically listed below:

- Jennifer Whatley: 6th Grade Math, Single Subject Local/Limited Assignment Permit
- Patty Devlin: 6th Grade Science, Single Subject Local/Limited Assignment Permit
- Celeste Ansley: 6th Grade History, Multiple Subject Local/Limited Assignment Permit
- Sheila Hewitt: 6th Grade English & History, Multiple Subject Local/Limited Assignment Permit
- Kevin Jia: 7th Grade Math & Algebra, Single Subject Local/Limited Assignment Permit
- Ally Fromson Ho: 7th Grade History, Multiple Subject Local/Limited Assignment Permit
- Joana Dzib: 2nd Grade Teacher, Multiple Subject Provisional Internship Permit

	Purpose	Presenter	Time
• Paola Carillo - 5th Grade Teacher, Multiple Subject Provisional Internship Permit			
• Vanessa Bell - Middle School English Teacher, Multiple Subject Provisional Internship Permit			
• Nolan Legaspi - Elementary School Teacher, Multiple Subject Provisional Internship Permit			
• NahJah Culberson - Kindergarten Teacher, Multiple Subject Provisional Internship Permit			

WHEREAS, the Board of Directors recognizes that there are an insufficient number of certificated persons who meet the School’s specific employment criteria; and

WHEREAS, Title 5 Section 80026 requires that a Declaration of Need for Fully Qualified Educators and resolution by the Governing Board be submitted by an employing agency prior to the issuance of any emergency permit and/or limited assignments permit for that agency in a given school year; and

WHEREAS, Title 5 Section 80026 specifies that said Declaration of Need for Fully Qualified Educators and resolution be adopted by the Governing Board of a Charter School in a regularly scheduled public meeting of the Board on an annual basis; and

WHEREAS, said revised Declaration of Need for Fully Qualified Educators shall not be adopted by the Board as part of a consent calendar; and

WHEREAS, all employees invest their time, energy and countless hours to provide all students with quality programs and services that support their individual needs and educational goals;

NOW, THEREFORE, BE IT RESOLVED that the Academy of Alameda Board of Directors hereby requests that a revised Declaration of Need for Fully Qualified Educators be submitted to the Commission on Teacher Credentialing for the 2023-2024 school year.

V. Closing Items			8:48 PM
A. Individual Board Member Reports	Discuss	William Schaff	5 m
B. Executive Director Report	FYI	Christine Chilcott	5 m

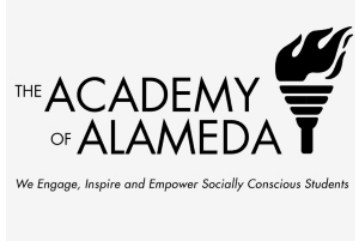
	Purpose	Presenter	Time
C. Upcoming Board Meetings	Discuss	William Schaff	2 m
September 28:			
Vote on Family Handbook			
Vote on Local Indicators - Due to the state by September 30			
Board Member training on the Brown Act by Jerry Simmons from Young, Minney, and Corr			
D. Adjourn Meeting		William Schaff	

Coversheet

Approve Draft Meeting Minutes

Section: II. Consent Agenda
Item: A. Approve Draft Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Retreat on August 13, 2023

APPROVED



The Academy of Alameda Charter School Board

Minutes

Board Retreat

Date and Time

Sunday August 13, 2023 at 9:00 AM

Location

The Academy of Alameda
401 Pacific Ave
Alameda, CA 94501
Multipurpose Room

The Academy of Alameda
Strategic Planning Goals Retreat
Sunday, August 13 9:00am-3:30pm
Location: The Academy of Alameda, Multipurpose Room
401 Pacific Ave
Alameda, CA 94501

Directors Present

A. Price, C. Robie, D. Forbes, J. Thompson, K. McCoy, K. Welch, R. Rentschler, T. Ruiz, W. Schaff

Directors Absent

None

Guests Present

C. Chilcott, L. Rubin, S. Perkins

I. Opening Items

A. Call the Meeting to Order

W. Schaff called a meeting of the board of directors of The Academy of Alameda Charter School Board to order on Sunday Aug 13, 2023 at 9:05 AM.

B. Record Attendance and Guests

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

Board President Bill Schaff read The Academy's Mission and Envisioned Future Statements.

D. Public Comment

There was no public comment.

II. Consent Calendar

A. Approve Draft Meeting Minutes

D. Forbes made a motion to approve the minutes from LCAP Presentation and Strategic Plan Goals Creation on 06-10-23.

K. McCoy seconded the motion.

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

Roll Call

C. Robie	Aye
K. Welch	Aye
A. Price	Aye
D. Forbes	Aye
J. Thompson	Abstain
T. Ruiz	Aye
K. McCoy	Abstain
R. Rentschler	Aye

B. Approve Draft Meeting Minutes

D. Forbes made a motion to approve the minutes from Board Meeting on 06-15-23.

K. McCoy seconded the motion.

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

Roll Call

K. McCoy	Aye
K. Welch	Aye
C. Robie	Aye

Roll Call

J. Thompson Aye
W. Schaff Aye
D. Forbes Aye
A. Price Aye
T. Ruiz Abstain
R. Rentschler Aye

C. Approve Draft Meeting Minutes

D. Forbes made a motion to approve the minutes from Board Meeting on 07-27-23.
K. McCoy seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Forbes Aye
K. McCoy Aye
A. Price Abstain
K. Welch Aye
R. Rentschler Aye
C. Robie Aye
W. Schaff Aye
T. Ruiz Aye
J. Thompson Aye

D. Credit Card Statement

D. Forbes made a motion to Approve the credit card statements.
K. McCoy seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. McCoy Aye
T. Ruiz Aye
C. Robie Aye
K. Welch Aye
W. Schaff Aye
D. Forbes Aye
A. Price Aye
J. Thompson Aye
R. Rentschler Aye

III. Staff Leadership Departs/Retreat Continues with ED and Board

A. Board Expectations

- ED Chilcott shared with the board a presentation on community schools.

- She reminded the board that they discussed this in spring 2022 when California began giving grants for community schools and how The Academy intentionally does three of the four pillars of already (Integrated support services, Collaborative leadership and practices for educators and administrators, Extended learning time and opportunities) and has a goal of working on the fourth pillar (Family and community engagement).
- As the board retreat was to discuss the next five years of planning for The Academy, there was discussion of the pros and cons of formally becoming and defining ourselves as a community school.
- Some pros were that there are no community schools in Alameda and it could be a draw for families. Others are we are intentionally doing these pillars already and have plans to do the fourth so why not capitalize and highlight/market what we are already doing to focus our goals and resources, and distinguish ourselves from other schools.
- Some cons were that are we sending mixed messages that will confuse families because we're a social justice school and if we also say we're a community school are we giving ourselves too many identities. Others were why can't we just do these four pillars, and not label ourselves a community school. Why is that a benefit?
- ED Chilcott said it was worth a continued discussion throughout the next few months and possible school year as the board and school leadership are creating five year goals for The Academy from the strategic plan.
- The group moved on to work on goals for the next five years based on the strategic plan report that was created in the 22-23 school year with input from all The Academy's stakeholders (school leadership, the board, students, parents, teachers, and staff) to discuss The Academy's strength areas and areas that need focus.
- There was a retreat on June 10, 2023 that began the first planning of the five year goals.
- This retreat continued the planning of the five year goals.
- ED Chilcott reviewed the ideas the group brainstormed from the June 10, 2023 session in the category of Instructional Practice and Pedagogy and asked Principal Rubin to share with the group what her goal at the end of five years (2027-28) would look like.
- Principal Rubin shared her goal and the steps she would take to get there.
- ED Chilcott instructed the group they could start with the five year end goal in mind and work backwards on how to get there or start with the current year (2023-24) and work forward. She also said the group could work on one topic at a time or work on all three topics (Instructional Practice and Pedagogy, Culture and Climate, and Staffing) together. The group opted to work on all three goals together.
- There was confusion about what was a goal vs. implementation of a goal. ED Chilcott did her best to explain, and Board Member Robie clarified.
- The group worked on this for 90 minutes then had a lunch break.

- When the group returned from lunch, Board President Schaff reviewed board expectations including being on time, RSVPing for meetings, reading materials in advance, attending the majority of board and committee meetings.
- Board Member Forbes requested that board materials be sent a week in advance for board members to have time to review them.

B. Board Committees

- Board President Schaff reviewed the chairs and members of each committee:

Standing Committees and Members:

- Finance Committee: David Forbes (Chair), Kristin Welch, Keith McCoy. **Staff:** Ann Gilcrease, Sharon Perkins, Christine Chilcott
- Governance Committee: Amy Price (Chair), Teresa Ruiz, Kristin Welch, Randy Rentschler. **Staff:** Christine Chilcott
- Student Success Committee: Carole Robie (Chair), Jezra Thompson, Amy Price, Randy Rentschler. **Parent Member:** Que Chu. **Staff:** Leah Rubin, Ann Gilcrease, Christine Chilcott.
- ED Success & Eval Committee: Carole Robie (Chair), William Schaff, David Forbes, Keith McCoy. **Staff:** Christine Chilcott

Ad-hoc Committees and Members

- Facilities/Garden: Teresa (chair), Keith McCoy, Jezra Thompson. **Staff:** Sharon Perkins, Christine Chilcott
- Board Member and Student Success Committee Chair Carole Robie stated that the Student Success Committee will be meeting on the same day as the board meetings from 5:00-6:00pm.
- Board Member and Finance Committee Chair David Forbes said he will speak with his committee members about the best day and time to meet.
- Board Member and Board Governance Committee Chair Amy Price said she will speak with her committee members about the best day and time to meet. Board President Schaff reminded her that Board Governance is a committee that does not have to meet monthly and it is her decision about the meeting frequency.

IV. Action Item

A. Voting On Policies

- ED Chilcott apologized for the large number of policies that came to the board at once for approval. She explained that in reviewing the handbook in 22-23, she and staff noticed many of the polices had not been updated and spoke with the lawyers about this. The lawyers came back with several necessary legal revisions of policies towards the end of the school year and into summer. If the policies were not voted on now, The Academy could be out of legal compliance.
- The board agreed to vote on the policies to be in legal compliance but have them more deeply reviewed to be aligned with The Academy's social justice mission.
- ED Chilcott suggested coming up with a calendar of compliance so policies are updated on a regular basis since several of the policies had not been reviewed in 5-10 years. She also suggested creating a policy sub-committee.
- Board Governance Chair Amy Price said that policies should come under board governance and the board agreed.

C. Robie made a motion to Approve all 22 of the board policies with required legal mandates as presented.

K. Welch seconded the motion.

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

Roll Call

T. Ruiz	Aye
W. Schaff	Aye
D. Forbes	Aye
K. McCoy	Aye
C. Robie	Aye
R. Rentschler	Aye
A. Price	Abstain
K. Welch	Aye
J. Thompson	Aye

V. Closing Items

A. Board Comments

B. Executive Director Comments

ED Chilcott shared the Columbine locks that were on back order from the district unexpectedly came in early and would be installed by the end of August.

C. Next Board Meeting

- Board President Schaff shared that the next board meeting would be on Thursday, August 24 and some topics would be the school year opening report and an enrollment update.
- Board Member Forbes asked if there would be a financial report and ED Chilcott said she would check with Jean Yang.
- Board Member Teresa Ruiz said she would be unable to attend the August 24 meeting.

D. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:11 PM.

Respectfully Submitted,
C. Chilcott

Coversheet

Check Registers

Section: II. Consent Agenda
Item: B. Check Registers
Purpose: FYI
Submitted by:
Related Material: AoA July 2023 Combined Board Check Register.pdf



Combined Board Check Register						
School:		AoA				
Month:		July 2023				
				Total Paid By Check:		\$ 241,578.13
				Total Paid By Credit Card:		\$ -
Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13618	Adriana San Millan School Psychology and Special Education Services, LLC	7/6/2023	Bill #7093--IEP Attendance: 06/12/23 Bill #7012--Functional Behavior Assessment Academic Evaluation & IEP Attendance: 05/16 - 05/26/23		\$ 14,575.00
Check	13619	Amazon Capital Services	7/6/2023	Bill #179V-G9TV-9JRR--Supplies Bill #1KGV-13RF-DXLG--Supplies Bill #1HWP-1DGR-1717--Supplies Bill #14C6-PM33-741T--Supplies Bill #1PPL-T6J1-HDT1--Supplies Bill #1KV4-6D1M-KQ9H--Supplies Bill #1GC4-DRHT-CF37--Supplies Bill #1XXC-4JX6-99GY--Supplies Bill #1HGH-LN71-4J1Q--Supplies Bill #1JPN-6JTX-3TTT--Supplies Bill #1KGW-PCTL-3J3J--Supplies		\$ 3,933.56
Check	13619	Amazon Capital Services	7/6/2023	Bill #1FKH-RX74-1XM9--Supplies Bill #1LMK-JKTW-4K34--Supplies Bill #1196-T43L-7F93--Supplies Bill #13WK-R3TV-7TTW--Supplies Bill #1N9M-RQGK-CY4C--Supplies Bill #1WCX-RMKQ-DX64--Supplies Bill #1M1H-3NH7-6KYM--Supplies Bill #1MGF-RH66-3TCN--Supplies Bill #1N4T-WCK4-9FP6--Supplies Bill #1PNF-HH3V-MRWT--Supplies Bill #1NCX-TT9K-3DGK--Supplies		Cont'd
Check	13620	Best Instrument Repair Co.	7/6/2023	Bill #B18594--Art & Music Supplies		\$ 116.00

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13621	Blaisdell's Business Products	7/6/2023	Bill #1802407-0--Office Supplies Bill #1799539-0--Office Supplies		\$ 730.55
Check	13622	Brady Industries	7/6/2023	Bill #8118051--Janitorial Supplies		\$ 63.54
Check	13623	ClassTracker LLC	7/6/2023	Bill #2023-061--2023-24 Academy of Alameda Custom Planner		\$ 2,823.28
Check	13624	Communication Works	7/6/2023	Bill #22302640--NPA Contracts: Academy of Alameda: ST-MG: Speech Services: 06/01 - 06/14/23		\$ 6,208.00
Check	13625	Department of Justice	7/6/2023	Bill #661592--Finger Print Apps & FBI: May' 23		\$ 160.00
Check	13626	Diablo Paper Shredding, LLC.	7/6/2023	Bill #18268--Shredding Service due by 06/22/23		\$ 237.00
Check	13627	EdTec Inc.	7/6/2023	Bill #27571--UPS Postage Charge		\$ 28.36
Check	13628	Scott Fung	7/6/2023	Bill #062223--Reimb: 7th Grade Gift cards		\$ 40.00
Check	13629	JW Pepper & Son, Inc.	7/6/2023	Bill #365401923--Music Supplies Bill #365391228--Music Supplies		\$ 63.50
Check	13630	Phoebe Koh	7/6/2023	Bill #062223--Reimb: Snacks for Kids		\$ 35.96
Check	13631	Kitty Kong	7/6/2023	Bill #062223--Reimb:End of the Year Picnic		\$ 109.87
Check	13632	Angela Larsen	7/6/2023	Bill #062223--Reimb: Graduation Printing		\$ 110.64
Check	13633	Nolan, Legaspi	7/6/2023	Bill #062223--Reimb: Filed Trip Photos/ Open House & Donuts fir Rishing 6th Event		\$ 161.34
Check	13634	Edditha Maaba	7/6/2023	Bill #062223--Reimb: Pastries for Es Work Retreat		\$ 106.20
Check	13635	Petersen Meeghan	7/6/2023	Bill #062223--Reimb:End of the Year Picnic		\$ 155.31
Check	13636	MRC Smart Technology Solutions	7/6/2023	Bill #IN3514992--Contract overage charge: 05/15 - 06/14/23 Bill #IN3522678--Contract overage charge: 03/22 - 06/21/23		\$ 1,122.51
Check	13637	RCM Technologies	7/6/2023	Bill #71132472--Standard Rate: 06/11 - 06/17/23 Bill #71132359--Standard Rate: 06/04 - 06/10/23		\$ 2,850.00
Check	13638	Rids Brother Company Inc	7/6/2023	Bill #1365--Transportation Service due by 06/01/23		\$ 1,767.50
Check	13639	Teachers on Reserve	7/6/2023	Bill #94994--2nd Grade Daphne Yeldell: 06/12 - 06/16/23 Bill #94951--Kinder Nahjah Culberson: 06/05 - 06/09/23		\$ 4,542.88
Check	13640	The Education Team	7/6/2023	Bill #626094--BA Only: 05/30 - 06/02/23		\$ 3,046.18

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13641	Therapy Works	7/6/2023	Bill #061323--Evaluation Assistive Technology Evaluation Occupation therapy & Observation : 06/06 - 06/13/23 Bill #022823--Evaluation Assistive Technology Evaluation Occupation therapy & Observation : 02/07-02/28/23 Bill #032823--Evaluation Assistive Technology Evaluation Occupation therapy & Observation : 03/06 - 03/28/22 Bill #042723--Evaluation Assistive Technology Evaluation Occupation therapy & Observation : 04/04 - 04/27/23 Bill #053023--Evaluation Assistive Technology Evaluation Occupation therapy & Observation : 05/02 - 05/30/22		\$ 5,406.25
Check	13642	Jennifer Watt	7/6/2023	Bill #008--DIS Services for MaEn & Compensatory Services: 06/07 - 06/14/23 Bill #007--DIS Services for MaEn & Compensatory Services: 05/05 - 05/31/23		\$ 787.00
Check	13643	Amazon Capital Services	7/17/2023	Bill #113N-WKP3-GNXF--Supplies Bill #1FPN-GFL9-7HKJ--Supplies Bill #1V4W-FHLD-KGNX--Supplies Bill #1J6G-VHP9-KL4J--Supplies Bill #1RD3-FW34-4X4P--Supplies Bill #13H6-XYT7-4WN3--Supplies Bill #1HWL-K73M-GPRH--Supplies Bill #1RL3-MYJY-CD37--Supplies Bill #1KYD-K9YW-C1Q9--Supplies Bill #1KCH-V4LX-DNLH--Supplies Bill #1MFR-T1RX-XWMY--Supplies		\$ 7,139.88

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13643	Amazon Capital Services	7/17/2023	Bill #1LHQ-KJXJ-6M61--Supplies Bill #1W9P-9KJD-H3MV--Supplies Bill #17HX-XY7M-RCWR--Supplies Bill #16KT-7D4N-X3LM--Supplies Bill #1GWC-D1K4-RRQ6--Supplies Bill #1KYD-K9YW-J4QQ--Supplies Bill #11LC-Q3HH-W9X1--Supplies Bill #11LV-WF4Y-DJD7--Supplies Bill #1NJ3-7VPW-C4QY--Supplies Bill #1JPN-6JTX-F9WN--Supplies Bill #1X61-6DJY-DKRT--Supplies		Cont'd
Check	13643	Amazon Capital Services	7/17/2023	Bill #1691-M13H-CMF1--Supplies Bill #1JYX-943X-C4Q6--Supplies Bill #1RLC-TVV4-DH1N--Supplies Bill #1M7N-P9NP-JPPY--Supplies Bill #1NRP-3LXN-CQYW--Supplies Bill #1TTK-1LRQ-JYVQ--Supplies Bill #1F9C-FG7K-HG7M--Supplies Bill #1VC4-JW19-7LHW--Supplies Bill #13MN-3F9K-F9CH--Supplies Bill #1KGW-PCTL-7JCT--Supplies		Cont'd
Check	13643	Amazon Capital Services	7/17/2023	Bill #1RNN-CT4C-3CXH--Supplies Bill #1CCQ-PN4D-6Y4Q--Supplies Bill #1691-M13H-L6VT--Supplies Bill #1J6G-VHP9-WGX7--Supplies Bill #1N9D-4R3R-TRNC--Supplies Bill #1X9L-PKH1-HRXY--Supplies Bill #1CPH-Q3TR-Q13L--Supplies Bill #16JX-4DV7-161M--Supplies Bill #13WC-69Y6-RNJD--Supplies		Cont'd
Check	13644	Purchase Power	7/17/2023	Bill #061423--Finance Charges		\$ 37.00
Check	13645	Brady Industries	7/17/2023	Bill #8152254--Janitorial Supplies Bill #8132441--Janitorial Supplies		\$ 204.09
Check	13646	Paola Carrillo Lopez	7/17/2023	Bill #062023--Reimb: Paint Supplies for Classroom		\$ 97.06
Check	13647	Best Instrument Repair Co.	7/17/2023	Bill #B18604--Art & Music Supplies		\$ 165.00

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13648	The Education Team	7/17/2023	Bill #627882--AST: 06/06/23 Bill #627883--BA CBEST & BA only: 06/05 - 06/09/23 Bill #629444--BA Only: 06/12 - 06/14/23		\$ 3,189.96
Check	13649	RCM Technologies	7/17/2023	Bill #71133816 (2 of 2)--Standard Rate: 07/01/23 Bill #71133816 (1 of 2)--Standard Rate: 06/25 - 06/30/23		\$ 1,675.00
Check	13650	Alameda County Office of Education	7/17/2023	Bill #INV23-00542--4th Quarter STRS Processing Fee FY22-23		\$ 354.00
Check	13651	Sergio's Janitorial & Yard Services	7/17/2023	Bill #101--Cleaning and power washng of Gas Utility Enclosure Bill #100--Daily Cleaning - June 2023		\$ 11,900.00
Check	13652	Gachina Landscape Management	7/17/2023	Bill #E 210023--#70676 - Maintenance Contract: July 2023		\$ 858.00
Check	13653	Christopher Petersen	7/17/2023	Bill #063023--Reimb: Web Field Trip Advisory Class Prizes WEB Supplies & Art Supplies		\$ 2,438.21
Check	13654	Great Minds PBC	7/17/2023	Bill #INV139084--Materials & Supplies		\$ 3,349.50
Check	13655	ACI - Alameda	7/17/2023	Bill #0001619304--Garbage Svcs - June 2023		\$ 3,929.97
Check	13656	NatureBridge	7/17/2023	Bill #2402-000245--3-Day 2-Night Student Adult Inflation Surcharge & Scholarship Fee		\$ 5,010.00
Check	13657	Larson Communications	7/17/2023	Bill #2960--Public Relations Retainer : July 2023		\$ 6,500.00
Check	13658	Young, Minney & Corr, LLP	7/17/2023	Bill #5412--Legal Svcs' thru : 06/06 - 06/16/23		\$ 9,681.50
Check	13659	CTL Corporation	7/17/2023	Bill #0322090-IN--CTL Chromebook & E Waste Fee		\$ 36,050.19
Check	13660	Afficient Academy	7/24/2023	Bill #063023 (1of2)--Services: 06/20 - 06/30/23 Bill #063023 (2of2)--Services: 07/01 - 08/07/23		\$ 1,050.00

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13661	Amazon Capital Services	7/24/2023	Bill #13KN-VJMK-XG17--Supplies Bill #11DQ-L7JK-RHDJ--Supplies Bill #11DQ-L7JK-XCRF--Supplies Bill #1XWN-3CNR-6JYN--Supplies Bill #1X9L-PKH1-XYVW--Supplies Bill #1M7N-P9NP-XYFH--Supplies Bill #1L74-JCNK-4XH7--Supplies Bill #1P9K-W4XD-HGPT--Supplies Bill #11KN-RG9Q-J1QX--Supplies Bill #1TTK-1LRQ-X97W--Supplies Bill #1JRC-JTW7-YK4J--Supplies Bill #1JGN-YFT3-VNH3--Supplies Bill #13YW-7MMR-VGFK--Supplies Bill #1WNG-VPYD-QL3R--Supplies Bill #1TM9-NT9L-VPLC--Supplies Bill #174M-FDWC-XMNF--Supplies		\$ 6,905.59
Check	13662	Blaisdell's Business Products	7/24/2023	Bill #1808713-0--Office Supplies		\$ 298.96
Check	13663	ParentSquare Inc.	7/24/2023	Bill #SI-004486--ParentSquare Annual Subscription 07/01/23 - 06/30/24		\$ 3,864.00
Check	13664	WEX Health, Inc.	7/24/2023	Bill #0001765128-IN--Commuter & FSA - June 2023		\$ 94.76
Check	13665	WEX Health, Inc.	7/24/2023	Bill #August 2023--Flex Benefits - Aggregate Balance		\$ 1,750.00
Check	DB070323	Xerox Financial Services	7/3/2023	DB070323 - Xerox Financial Services (Contract #010-0082705-001) -		\$ 347.85
Check	DB070323A	Xerox Financial Services	7/3/2023	DB070323A - Xerox Financial Services (Contract #010-0082705-002) -		\$ 190.37
Check	DB070323B	Square, Inc.	7/3/2023	DB070323B - Square, Inc. -		\$ 35.00
Check	DB070323C	EME Enterprise Inc.	7/3/2023	DB070323C - EME Enterprise Inc. -		\$ 34.99
Check	DB070623	Equitable Financial Life Insurance Company of America	7/6/2023	DB070623 - Equitable Financial Life Insurance Company of America -		\$ 7,153.82
Check	DB070723	Purchase Power	7/7/2023	DB070723 - Pitney Bowes Purchase Power (Acct#0849-8326) -		\$ 151.02
Check	DB070723A	Purchase Power	7/7/2023	DB070723A - Pitney Bowes Purchase Power (Acct#0849-8326) -		\$ 2.17
Check	DB071123	Bank of Marin Visa Card	7/11/2023	DB071123 - Bank of Marin Visa Card 5830 -		\$ 21,287.91

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	DB071423	U.S. Bank Equipment Finance	7/14/2023	DB071423 - U.S. Bank Equipment Finance (Acct #1375852) -		\$ 365.35
Check	DB072023	Reputation Simple	7/20/2023	DB072023 - Reputation Simple -		\$ 1,663.20
Check	DB072023A	PayPal	7/20/2023	DB072023A - PayPal -		\$ 1,200.00
Check	DB072123	California Choice	7/21/2023	DB072123 - California Choice -		\$ 45,173.36
Check	DB072623	PayPal	7/26/2023	DB072623 - PayPal -		\$ 99.99
Check	M3992	Department of Justice	7/20/2023	M3992 - Department of Justice - Academy of alameda middle school PTA		\$ 25.00
Check	M3993	Department of Justice	7/20/2023	M3993 - Department of Justice - Academy of alameda PTA middle school		\$ 25.00
Check	M3994	Solution Tree	7/13/2023	M3994 - Solution Tree - Replacement for check 13584		\$ 6,500.00
Check	M3995	Abel Lopez	7/7/2023	M3995 - Cuevas-Lopez, Abel - Re-Issue of check		\$ 1,600.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Page 7

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Coversheet

Credit Card Statements

Section: II. Consent Agenda
Item: C. Credit Card Statements
Purpose: FYI
Submitted by:
Related Material: AoA August 2, 2023 Combined CC Statement.pdf



August 2023 Statement

Open Date: 07/04/2023 Closing Date: 08/02/2023

Account: 4798 5100 5505 5830



Visa® Community Card

Elan Financial Services

1-866-552-8855

ACADEMY OF ALAMEDA (CPN 001559617)

BUS 30 ELN

5

1

New Balance	\$42,080.14
Minimum Payment Due	\$421.00
Payment Due Date	08/28/2023

Activity Summary		
Previous Balance	+	\$19,744.32
Payments	-	\$21,287.91 ^{CR}
Other Credits	-	\$449.21 ^{CR}
Purchases	+	\$44,072.94
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged		\$0.00
Interest Charged		\$0.00
New Balance	=	\$42,080.14
Past Due		\$0.00
Minimum Payment Due		\$421.00
Credit Line		\$50,000.00
Available Credit		\$7,919.86
Days in Billing Period		30

Payment Options:



Mail payment coupon with a check



Pay online at myaccountaccess.com



Pay by phone 1-866-552-8855

No payment is required.

CPN 001559617

0047985100550558300000421000042080140



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 \$42,080.14 will be automatically deducted from your account on 08/21/23.	

000014905 01 SP 000638528836402 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: Elan Financial Services, 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: Elan Financial Services, 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 Elan Financial Services, 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 Elan Financial Services 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.



August 2023 Statement 07/04/2023 - 08/02/2023

Page 2 of 4

ACADEMY OF ALAMEDA (CPN 001559617)

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 \$42080.14 will be automatically deducted from your bank account on 08/21/2023. 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
Other Credits					
07/05	07/03	6964	EAST BAY REG PARK DIST OAKLAND CA MERCHANDISE/SERVICE RETURN	\$150.00CR	_____
Purchases and Other Debits					
07/11	07/10	8493	EDWEEK PREMIUM DIGITAL WWW.EDWEEK.OR AZ	\$35.00	_____
Total for Account 4798 5100 6476 2293				\$115.00CR	

Transactions DEARMEY,LEAH R Credit Limit \$7500

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
Purchases and Other Debits					
07/05	07/03	0141	VH STORESMART 585-424-5300 NY	\$720.64	_____
07/10	07/09	5534	CURACUBBY WWW.CURACUBBY CA	\$667.98	_____
07/10	07/07	3573	MOUNTAIN MIKES PIZZA A ALAMEDA CA	\$207.89	_____
07/10	07/08	0151	AWL*PEARSON EDUCATION PRSONCS.COM NJ	\$619.81	_____
07/25	07/24	0946	SQ *LA FARINE Oakland CA	\$40.35	_____
07/27	07/27	8585	APPLE.COM/US 800-692-7753 CA	\$150.00	_____
07/28	07/27	7032	APPLE.COM/US 856-792-9480 CA	\$1,346.84	_____
08/01	07/31	4424	K LOG CO INC. DBA VAST 847-8726611 IL	\$65.79	_____
08/01	07/31	3991	K LOG CO INC. DBA VAST 847-8726611 IL	\$1,077.46	_____
Total for Account 4798 5100 6725 3647				\$4,896.76	

Transactions CHILCOTT,CHRISTINE Credit Limit \$50000

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
Other Credits					
07/18	07/17	2493	DIABLO PAPER SHREDD... WWW.DIABLOSHR CA MERCHANDISE/SERVICE RETURN	\$237.00CR	_____
07/20	07/20	8729	eBay O*06-10281-98992 408-3766151 CA MERCHANDISE/SERVICE RETURN	\$62.21CR	_____

Continued on Next Page



August 2023 Statement 07/04/2023 - 08/02/2023
 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
Purchases and Other Debits					
07/06	07/05	4319	B2B Prime*C836D1P63 Amzn.com/bill WA	\$862.74	_____
07/07	07/07	2380	DMI* DELL BUS ONLINE 800-456-3355 TX	\$110.21	_____
07/11	07/10	6554	FACEBK KLK22S7GJ2 650-5434800 CA	\$400.00	_____
07/12	07/11	5148	CA SECRETARY OF STATE 916-6951338 CA	\$20.00	_____
07/12	07/11	0725	CO ALAMEDA ENV HEALTH ALAMEDA CA	\$119.50	_____
07/12	07/11	1673	ICP*AquaTech Swim Scho 415-3071939 CA	\$480.00	_____
07/12	07/11	8721	eBay O*06-10281-98992 408-3766151 CA	\$62.21	_____
07/12	07/11	0572	GOOGLE *ADS3095003972 cc@google.com CA	\$500.00	_____
07/12	07/11	2360	CDW GOVT #KQ16441 800-808-4239 IL	\$23,612.78	_____
07/13	07/12	3314	ICP*AquaTech Swim Scho 415-3071939 CA	\$40.00	_____
07/13	07/12	0266	ZEARN INC 212-967-6070 NY	\$2,500.00	_____
07/17	07/14	8443	MOUNTAIN MIKES PIZZA A ALAMEDA CA	\$197.33	_____
07/17	07/13	3973	LUCKY #709 EL CERRI EL CERRITO CA	\$141.65	_____
07/17	07/14	6633	ZOOM.US 888-799-9666 WWW.ZOOM.US CA	\$258.00	_____
07/18	07/17	2364	CDW GOVT #KS37789 800-808-4239 IL	\$5,587.48	_____
07/18	07/17	8073	FACEBK 4F578S7GJ2 650-5434800 CA	\$224.96	_____
07/18	07/17	7628	FACEBK A5FF8S7GJ2 650-5434800 CA	\$42.12	_____
07/20	07/19	9218	DOCUSIGN 866-219-4318 WA	\$1,329.04	_____
07/21	07/21	5858	Google ADS3095003972 650-2530000 CA	\$500.00	_____
07/24	07/21	2375	MOUNTAIN MIKES PIZZA A ALAMEDA CA	\$191.00	_____
07/24	07/21	0311	SAFEWAY #3281 ALAMEDA CA	\$73.23	_____
07/24	07/20	4738	OFFICEMAX/DEPOT 6602 800-463-3768 CA	\$71.71	_____
07/31	07/29	1814	BambooHR HRIS 866-3879595 UT	\$238.00	_____
07/31	07/29	3727	FACEBK ELENCTPFJ2 650-5434800 CA	\$500.00	_____
07/31	07/28	0883	MOUNTAIN MIKES PIZZA A 510-7499499 CA	\$218.15	_____
08/02	08/01	0102	GOOGLE*SVCSAOASCHOOLS. CC GOOGLE.COM DE	\$43.83	_____
08/02	08/01	5852	Google ADS3095003972 650-2530000 CA	\$518.24	_____
08/02	08/01	9382	IHIRE, LLC 866-330-0196 MD	\$299.00	_____
Total for Account 4798 5101 5421 5764				\$38,841.97	

Transactions BILLING ACCOUNT ACTIVITY

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
Payments and Other Credits					
07/10	07/10	ET	PAYMENT THANK YOU	\$21,287.91CR	_____
Total for Account 4798 5100 5505 5830				\$21,287.91CR	

Continued on Next Page



August 2023 Statement 07/04/2023 - 08/02/2023
 ACADEMY OF ALAMEDA (CPN 001559617)

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Elan Financial Services 1-866-552-8855



2023 Totals Year-to-Date	
Total Fees Charged in 2023	\$172.99
Total Interest Charged in 2023	\$0.00

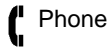
Interest Charge Calculation

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	19.24%	
**PURCHASES	\$42,080.14	\$0.00	YES	\$0.00	19.24%	
**ADVANCES	\$0.00	\$0.00	YES	\$0.00	29.24%	

Contact Us



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



Questions
 Elan Financial Services
 P.O. Box 6353
 Fargo, ND 58125-6353



Mail payment coupon with a check
 Elan Financial Services
 P.O. Box 790408
 St. Louis, MO 63179-0408



Online
myaccountaccess.com

End of Statement

Coversheet

Opening of the School Year Report - Elementary

Section: III. Board Communication
Item: A. Opening of the School Year Report - Elementary
Purpose: Discuss
Submitted by:
Related Material: Elementary Board Presentation 8_24_2023.pdf

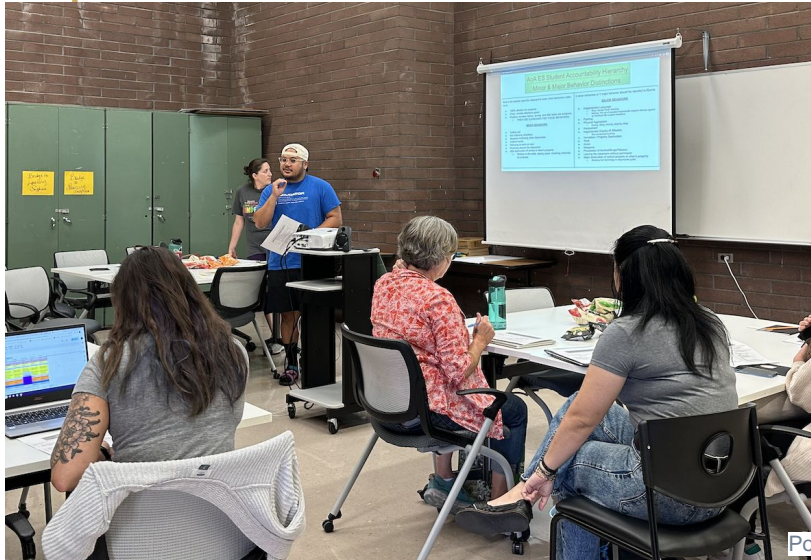
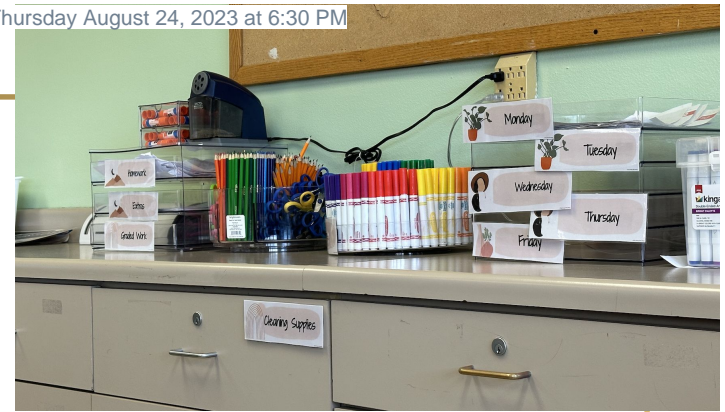
22/23 Elementary School

Star and CAASPP Data

August 2023 Professional Development



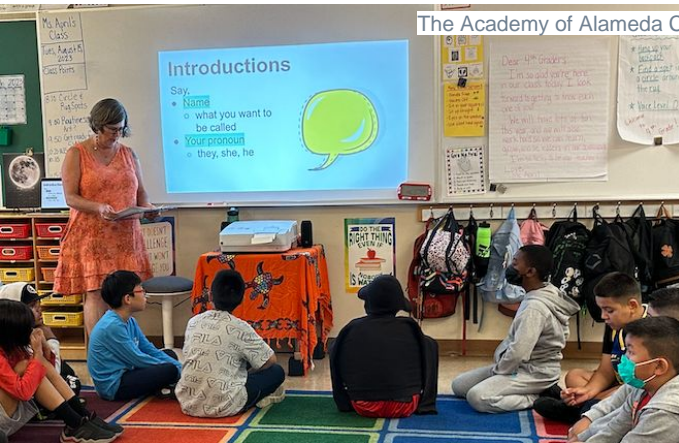
- No Nonsense Nurturer (Tier 1 School Culture Framework)
- Mission for the year
- Nuts and Bolts
- Emergency procedures
- SPED/Gen ed meetings
- Virtual/in person home visits
- Classroom setup



“

*Welcome Back,
Olympians!*

4





Be Respectful

- Blacktop/Play Structure**
- Use equipment appropriately
 - Say "please" and "thank you" to those who help you

Be Responsible

- Follow directions
- Stay within the boundaries
- Ask for a pass when you leave the blacktop

Be Safe

- Keep hands and body to self
- Take a Meta-Moment if needed

Be Welcoming

- Include others
- Be an ally
- Promote positive relationships

Example:
Tier 1 School Culture Practices



Be Respectful

- Cafeteria**
- Voice level 0, 1, or 2
 - Treat school and personal property with care
 - Respect the space of others
 - Say "please" and "thank you" to those who help you

Be Responsible

- Follow directions
- Raise your hand if you need help
- Clean up after yourself
- Stay in your assigned spot
- Be an upstander

Be Safe

- Walk at all times
- Remain seated while eating
- Eat your food only
- Keep body to self

Be Welcoming

- Be an ally
- Promote positive relationships



Be Respectful

- Bathroom**
- Voice level 0 or 1
 - Respect others' private bathroom time

Be Responsible

- Bring your pass
- Do your business, wash hands, leave
- Clean up after yourself
- Report concerns to an adult
- Be an upstander

Be Safe

- Walk at all times
- Keep body to self
- Wash your hands

Be Welcoming

- Be an ally

The 4 Be's



Be Respectful

- Hallway**
- Voice level 0 or 1
 - Respect classes in session

Be Responsible

- Follow directions
- Walk in line
- Carry a pass if you are not with your class
- Be an upstander

Be Safe

- Walk at all times
- Hands to yourself/body safe
- Eyes forward

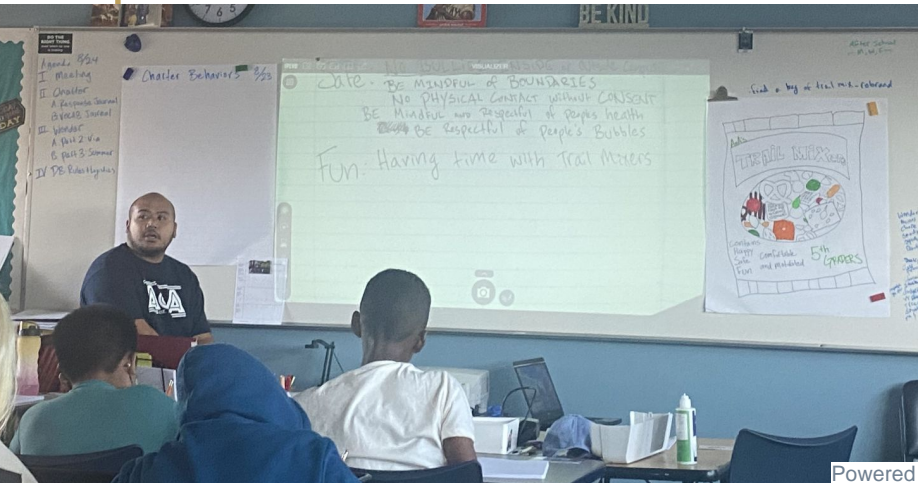
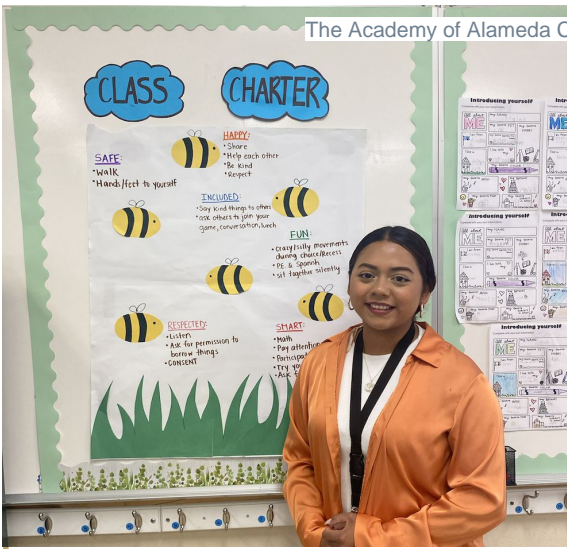
Be Welcoming

- Use kind words
- Be an ally

Yale Center for Emotional Intelligence



Example: Tier 1 School Culture
Socio-Emotional Learning



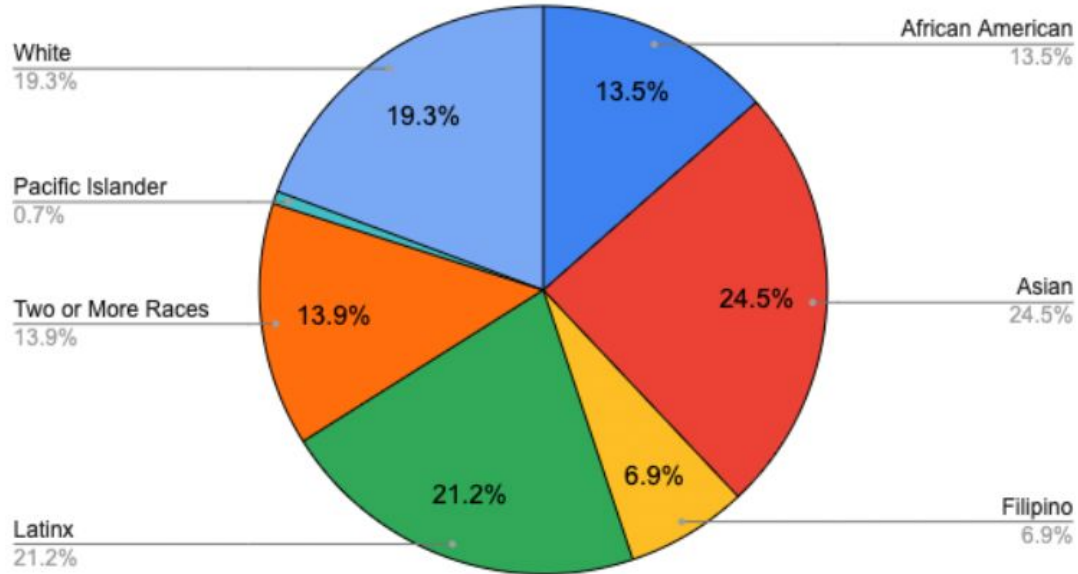


Who we are here for

- In a system that prioritizes adults first, here at AoA all that we do centers on the growth and well being of our students



2022 Student Race/Ethnicity Breakdown



Per CA School Dashboard

2022 Student Groups at AoA Elementary

Students who are classified as Emerging Bilingual/Multilingual	17.3%
Students with Disabilities	6.8%
Students who Qualify for Free and Reduced Lunch	49.3%
Foster Youth	0.4%

STAR and CAASPP Data

End of Year

Data Norms

- ▶ These are all our students
- ▶ Talk about our students like they and their families are in the room.
- ▶ Acknowledge that our students are complex and multifaceted people, this data is a snapshot of one thing they did, on one day.
- ▶ We use data to help us figure out next steps for ourselves and our students.

Considerations

- ▶ When schools adopt a new curriculum there is often an “implementation lag” the first year or two as teachers and students adjust.
- ▶ This year our school added many new students to our classes who needed a lot of support.

Students Hitting Proficiency Target

50th percentile or above on Early Literacy (K/1)

	BOY	Tri 1	Tri 2	Tri 3
Early Lit OVERALL	62%	76%	80%	76%
Emerging Bilinguals	40%	78%	78%	69%
Primary Ethnicity: Black	20%	64%	73%	73%
Primary Ethnicity: Latinx	67%	77%	73%	67%

2nd-5th Students Hitting State Proficiency Target on Star Reading

	Star BOY	Star Tri 1	Star Tri 2	Star Tri 3	CAASPP (3-5)
Star Reading Overall	52%	56%	58%	59%	54%
Emerging Bilinguals	16%	20%	17%	23%	19%
Primary Ethnicity: Black	29%	33%	30%	50%	30%
Primary Ethnicity: Latinx	42%	44%	42%	50%	38%

1st-5th Students Hitting State Math Proficiency Target

	Star BOY	Star Tri 1	Star Tri 2	Star Tri 3	CAASPP (3-5)
Star Math Overall	35%	41%	45%	52%	57%
Emerging Bilinguals	15%	22%	15%	17%	34%
Primary Ethnicity: Black	30%	35%	44%	42%	25%
Primary Ethnicity: Latinx	8%	14%	15%	42%	42%

Reading Intervention Data

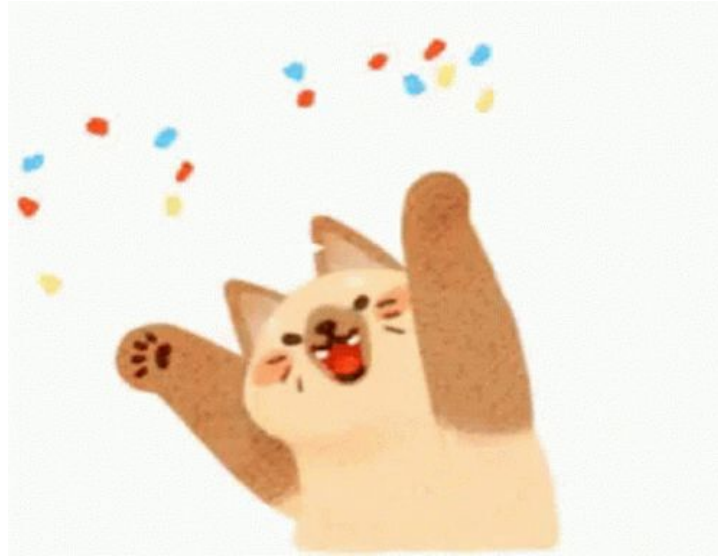
- 40 3rd-5th graders served
- 32 made more than 1 year of growth in reading
- Those who made less than a year of growth were referred to **Intervention Team**.

Math Intervention Data

Grades 1-5

- 40 students served long term.
- 36 students made more than one year of growth
- Students who did not make one year of growth were referred to intervention team.

Celebrations



- The percentage of students in the lowest “urgent intervention” level on Star went from 34% to 23% in reading and 26% to 21% in math from the beginning to the end of the year
- Students scoring “above grade level” in math went from 20% at the beginning of the year to 27% at the end of the year.



Ms Nahj

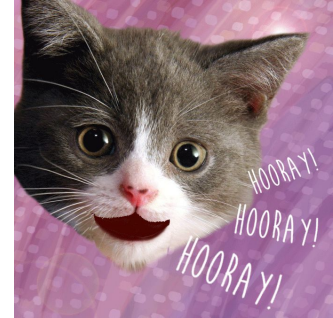
- 100% of students at grade level in SIPPS
- 96% of students at grade level on Star Early Literacy



Highest Growth and Proficiency in Math



Ms McHenry



- 74% of students scored proficient or advanced on CAASPP
- 53% scored advanced on CAASPP
- 66% of students scored at or above grade level on Star

Closing the Equity Gap



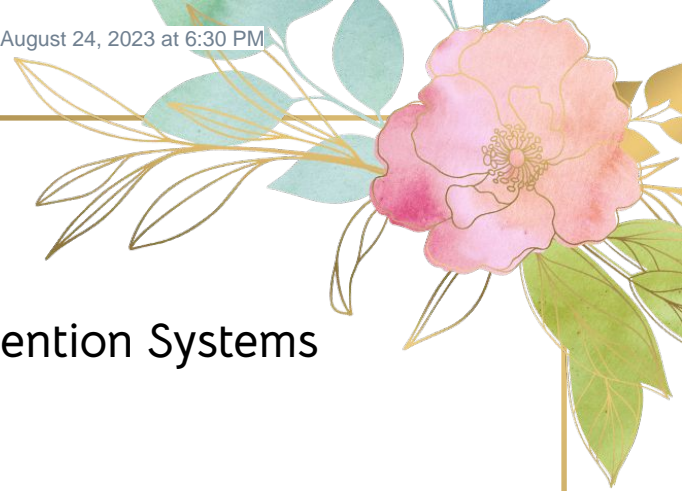
Mr Nolan



- 64% of students overall scored proficient or advanced on CAASPP
- 63% of students who identify as Black scored proficient or advanced on CAASPP
- 57% of students currently identified as EL scored proficient or advanced on CAASPP

Next Steps for 23-24

- ❑ Equalize class size across k-5 so that more of our students get support earlier.
- ❑ Offered summer Intervention offering
- ❑ Continue our data-based interventions
- ❑ Only change to curriculum is that 2nd grade will do Wit and Wisdom for ELA
- ❑ Focus on classroom culture and management so that all students can get the most out of instruction and learning time.



Tier 2 Teams

A Review of the Elementary Response to Intervention Systems

- Instruction
- School Culture



Schoolwide Team Responsibilities



Teacher Team Responsibilities



Tier 1: Access to grade level standards for all students

Data informed Research Researched-Based Curricula Resources Time Training	Accountability/Feedback Coaching Data Collection Scope and sequence planning Etc	Planning Implementation Data Collection Strong Instruction	Classroom Culture Engagement Family communication Etc....
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SIPPS K-2
 Making Meaning
 Ka Squared
 Mystery Science
 PE
 Spanish

Intervention Team

Tier 2: Additional time and support to learn essential standards

Data collection Staffing Resource Allocation Training Coaching Accountability/Feedback Etc....	Small Group instruction Data collection Implementation Family Communication
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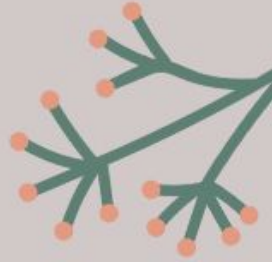
SIPPS in
 Book clubs
 Zearn
 Math Intervention
 Handwriting Club

Response to exit tickets
 Etc...

Tier 3: Intense remediation in universal skills

In addition to Tier 1 and Tier 2
 Daily (4-5) days per week
 Targeted to individual student need

Clear, Collaborative, Accountable and Disruptive



ES Intervention Team

ES Intervention Team

Who

- Leah (Principal)
- Doran (Academic Dean)
- Ebonie (Dean of Students)
- Edditha (ES Counselor)
- Tyler (SPED Coordinator)
- Tamara (Attendance Liason)
- Carlos (Emerging Bilingual Coordinator)
- Patricia (School Psychologist)

What We Do

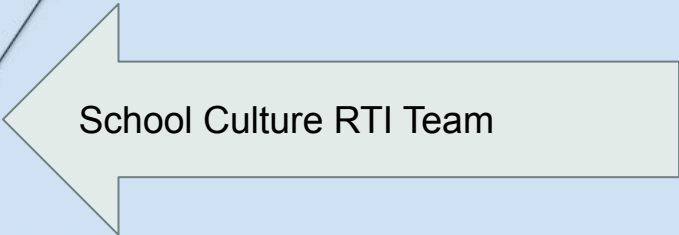
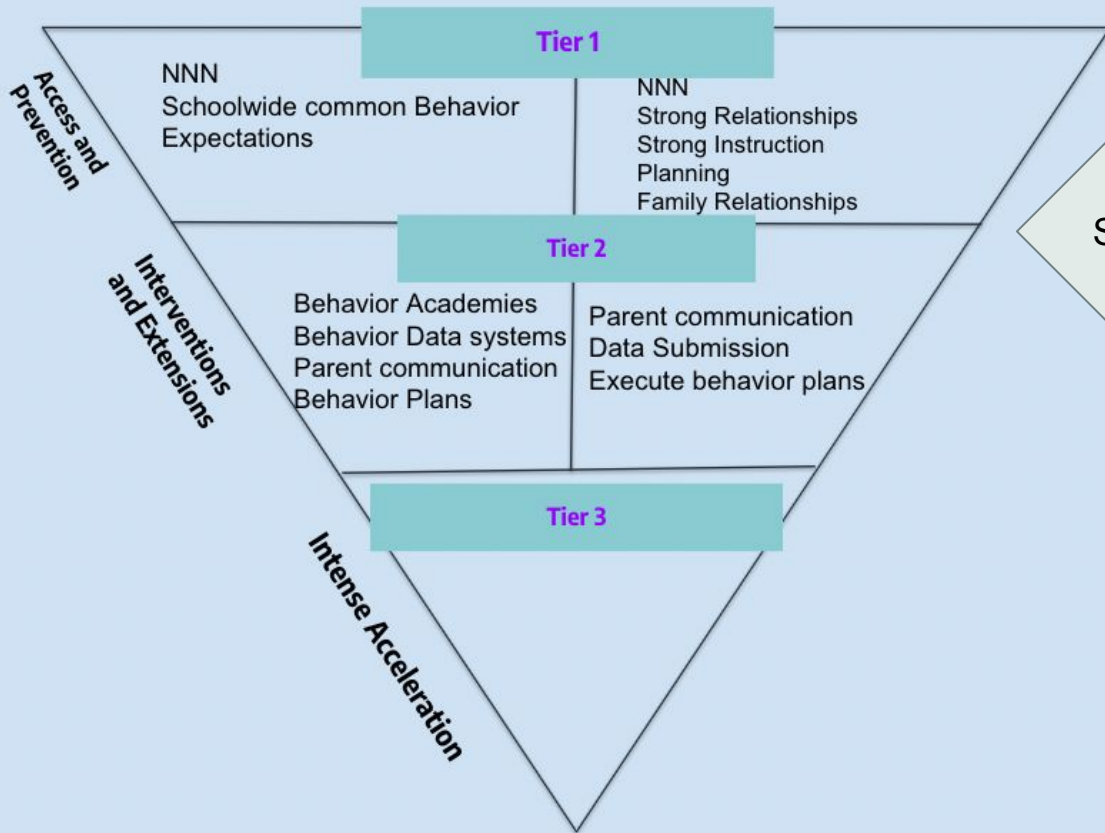
- Receive student Academic and Socio-emotional referrals from staff/teachers
- DATA DATA DATA
- Intervention Cycles
- Referral to SPED/504/etc

Why

- Use data informed intervention cycles to disrupt patterns of inequitable or exclusionary instructional practices,.

Schoolwide Team Responsibilities

Teacher Team Responsibilities



Tier 1 - Access to classroom and schoolwide culture and behavior expectations

Tier 2 - Additional time and support to learn essential culture and behavior expectations

Tier 3 - Intense remediation in universal skills



SCRTI Team

Who we are what we do

ES Intervention Team

Who

- Leah (Principal)
- Doran (Academic Dean)
- Ebonie (Dean of Students)
- Edditha (ES Counselor)
- Nolan (5th Grade)
- Brandi (Kinder)
- Carlos (Emerging Bilingual Coordinator)

What We Do

- Receive student behavior
- DATA DATA DATA
- Behavior Intervention Cycles

Why

- Use data informed intervention cycles to disrupt patterns of inequitable or exclusionary discipline practices
- To create an clean actionable and accountable school culture system

Student and Family Survey Data Summary Spring, 2022/23

Student/Family Survey Overview

- Students in grades 3 through 5 took a ***Socio-Emotional Learning Survey*** that focused on school climate and social-emotional supports.
- All K-5 Families had to opportunity to take a ***Family-School Relationship Survey***
- The survey uses a 5-point Likert Scale to measure responses.

Student Data - Relative Areas of Strength

- Highest category:
 - overall 88% responded favorably to **academic rigor** expectations.

- Strong Sense of Belonging:
 - 83% of students feel that they belong at AoA
 - 87% of students feel that the adults at AoA support them
 - 84% of students feel that they belong at AoA.

- Strong Teacher - Student Relationships
 - 93% of students feel that their teacher is respectful towards them

(There was not a significant discrepancy in responses by race/ethnicity, gender, language, etc)

Academic Rigor:

QUESTION

How often does your teacher make you explain your answers?

90%
responded favorably

QUESTION

When you feel like giving up, how likely is it that your teacher will make you keep trying?

85%
responded favorably

QUESTION

How much does your teacher encourage you to do your best?

88%
responded favorably

QUESTION

How often does your teacher take time to make sure you understand the material?

88%
responded favorably

QUESTION

Overall, how high are your teacher's expectations of you?

89%
responded favorably

Student Data: Areas of Growth/Further Exploration

- **Lowest category:**
 - Overall, **72%** favorable ratings related to school climate
 - **Including:**
 - **68%** of students feel the rules at school are fair
 - **62%** of students feel that other students behavior positively impacts their learning.
 - **76%** of students feel that the energy of the school is positive

Family Survey Data - Relative Areas of Strength

- Highest category:
 - overall **93%** responded favorably to School Safety
 - Including:
 - **97%** responded favorably to how likely is it that their child will be bullied at school (so, they feel they are not likely to be bullied)
 - **95%** responded favorably to how likely it is to receive support if their child is being bullied at school. (Highly likely to receive support)
 - Overall, **95%** responded favorably to School Climate.
 - Including:
 - **92%** responded favorably to feeling that the school administrator creates a school environment that helps a student learn.
 - **95%** responded favorably to feeling that the school value's the diversity of their child's background

(There was not a significant discrepancy in responses by race/ethnicity, gender, language, etc)

School Safety:

QUESTION

How often do you worry about violence at your child's school?

84%
responded favorably

QUESTION

If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?

95%
responded favorably

QUESTION

How likely is it that someone from your child's school will bully him/her online?

97%
responded favorably

QUESTION

Overall, how unsafe does your child feel at school?

90%
responded favorably

QUESTION

To what extent are drugs a problem at your child's school?

97%
responded favorably

- **Lowest category:**
 - Overall, **81%** favorable ratings related to engagement
 - **Including:**
 - **25%** responded favorably to child care needs
 - *(75% struggle with child care needs)*
 - **45%** responded favorably to their schedule being too busy as a barrier to involvement
 - *(55% state that their busy schedule is a barrier to school involvement)*

Engagement:

How did family members respond to each question?

Sorted by Survey order ▾ First to last ▾

QUESTION

▶ How big of a problem is the following issue for becoming involved with your child's current school: Childcare needs?

75%
responded favorably

QUESTION

▶ How big of a problem is the following issue for becoming involved with your child's current school: Transportation-related challenges?

81%
responded favorably

QUESTION

▶ How big of a problem is the following issue for becoming involved with your child's current school: Concerns about getting to the school safely?

76%
responded favorably

QUESTION

▶ How big of a problem is the following issue for becoming involved with your child's current school: How busy your schedule is?

45%
responded favorably

QUESTION

▶ How big of a problem is the following issue for becoming involved with your child's current school: School staff seem too busy?

79%
responded favorably

QUESTION

▶ How big of a problem is the following issue for becoming involved with your child's current school: You feel unsure about how to communicate with the school?

84%
responded favorably

QUESTION

▶ How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities?

81%
responded favorably

QUESTION

▶ How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture?

92%
responded favorably

QUESTION

▶ How big of a problem is the following issue for becoming involved with your child's current school: You do not feel a sense of belonging with your child's school community?

78%
responded favorably

QUESTION

▶ How big of a problem is the following issue for becoming involved with your child's current school: Negative memories of your own school experience?

94%
responded favorably

QUESTION

▶ How big of a problem is the following issue for becoming involved with your child's current school: Your child does not want you to contact the school?

94%
responded favorably

QUESTION

▶ How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern?

87%
responded favorably

Elementary Family Data

Areas of Strength:

- Strong School Climate
- School Safety

Areas for Growth:

- Many families feel that their personal schedule is too busy to allow them to participate or volunteer in school activities.
- Child care needs is a barrier for families to participate in school activities.



Coversheet

Opening of The School Year Report - Middle School

Section: III. Board Communication
Item: C. Opening of The School Year Report - Middle School
Purpose: Discuss
Submitted by:
Related Material:
August 2023 Middle School Board Presentation - Teacher PD Overview.pdf

2022-2023 Middle School CAASPP Data

Board Meeting - August 24th, 2023

01

Professional Development

August 2023

Teacher Professional Development

Culture

Restorative Justice

School Culture Introduction

—

Classroom Culture & Norms

—

Advisory & Tutorial
Expectations

—

Wayfinder SEL

—

Community Builders

Academics

Competency-based Grading

Academic Expectations

—

Competency Rubrics
Scope & Sequence
Performance Tasks

—

Unit Planning

—

Building 21 Meetings w/
Department Teams

Community

Family Connections

ParentSquare

—

Google Classroom

—

Parent Emails/Phone Calls

—

Counseling / RJ Process

—

Parent Volunteer Committee

—

Events

New MS Staff





Students building community, problem-solving, and engaging together.



02

CAASPP & Dashboard Data

End of Year 22-23

Student Data Norms

- ★ We believe that all students are our students.
- ★ We recognize that our students are complex and multifaceted people and this data is a snapshot of one thing they did on one day.
- ★ We always treat student data with respect and confidentiality.
- ★ This student data gives us insight into opportunities for growth and improvement both for students and staff.

Considerations

- ★ When there is a year of hiring multiple new staff members, staff being out long-term for various reasons, and our shifting from grade-based scoring to competency-based scoring, there is inevitably going to be a lag in scores the first year or two.
- ★ As teachers settle into routines, learn the curriculum and work through implementation in a new school, and for some, a new way of teaching, we are already seeing a positive trend in our students from day one to now.

Overview of Student Population 22-23.

English Learner 12%

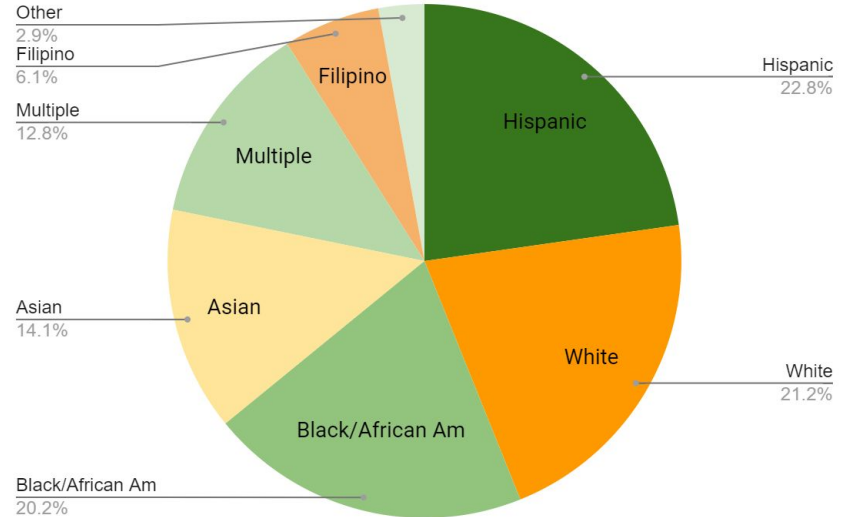
Students with Disabilities 14%

Socio-Economically Disadvantaged 54%

Hispanic	23%	71
White	21%	66
Black/African Am	20%	63
Asian	14%	44
Multiple	13%	40
Filipino	6%	19
Other	3%	9

Total Enrollment

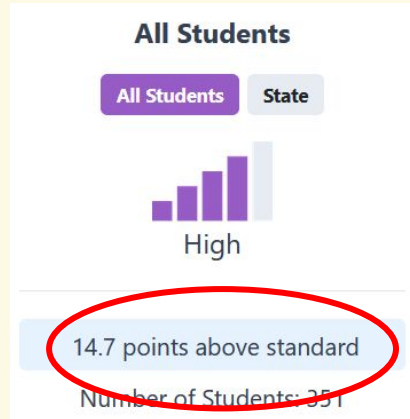
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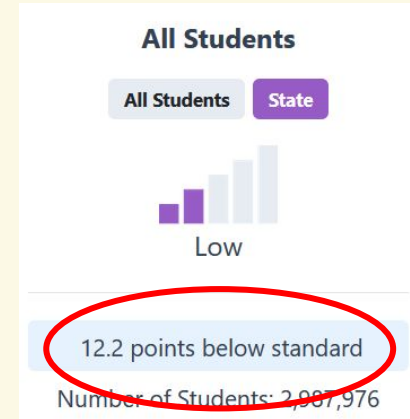
2022 California Dashboard

ELA

AoA



CA



California Dashboard is always 1 year behind. It is one of many data points we look at, but we have improved across the board (except 1 data point that's too close to measure until December) compared to the state over the past year.

ELA

2021-22

CAASP Data

California Assessment of Student Performance and Progress

Assessment Grade	Academic Year	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
6	2021-22	115		2534 ± 9	21%	26%	29%	21%
7	2021-22	120		2563 ± 9	18%	26%	35%	20%
8	2021-22	118		2594 ± 7	9%	22%	50%	17%

ELA

2022-23

6	2022-23	Overall	65		2544 ± 12	21%	20%	35%	23%
7	2022-23	Overall	108		2589 ± 10	15%	19%	37%	27%
8	2022-23	Overall	94		2574 ± 11	18%	29%	30%	23%

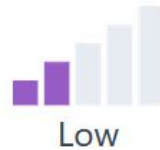
2022 Dashboard MATH

AoA

All Students

All Students

State



38.2 points below standard

Number of Students: 350

CA

All Students

All Students

State



51.7 points below standard

Number of Students: 2,977,879

Math

2021-22

CAASP Data

California Assessment of Student Performance and Progress

Assessment Grade	Academic Year	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
6	2021-22	115		2512 ± 10	35%	26%	14%	22%
7	2021-22	119		2538 ± 9	27%	29%	25%	17%
8	2021-22	118		2538 ± 9	34%	33%	17%	13%

Math

2022-23

6	2022-23	Overall	72		2516 ± 15	40%	16%	15%	27%
7	2022-23	Overall	117		2545 ± 11	30%	24%	18%	25%
8	2022-23	Overall	107		2538 ± 9	34%	29%	14%	21%

CAASPP Overall

	CAASPP 18-19	CAASPP 19-20	CAASPP 21-22	CAASPP 22-23
6th	ELA 44% Math 45%	ELA 44% Math 45%	ELA 51% Math 37%	ELA 58% Math 42%
7th	ELA 66% Math 60%	ELA 66% Math 60%	ELA 55% Math 43%	ELA 64% Math 43%
8th	ELA 47% Math 40%	ELA 47% Math 40%	ELA 68% Math 31%	ELA 51% Math 35%

03

Student/Family Survey

Spring 2022/23

- ★ Students in grades 6-8 took a ***Social-Emotional Learning Survey*** that focused on school climate and social-emotional supports.
- ★ All Middle School Families had to opportunity to take a ***Family-School Relationship Survey***
- ★ The survey uses a 5-point Likert Scale to measure responses.

Student Survey Summary

87%	Rigorous Expectations	How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.
78%	School Safety	Perceptions of student physical and psychological safety at school.
75%	Teacher-Student Relationships	How strong the social connection is between teachers and students within and beyond the classroom.
69%	Sense of Belonging	How much students feel that they are valued members of the school community.
68%	School Climate	Perceptions of the overall social and learning climate of the school.
53%	Engagement	How attentive and invested students are in class.

Family Survey Summary

90%	School Safety “Not at all unsafe”	Perceptions of student physical and psychological safety at school.
86%	School Fit “Quite a bit of belonging”	Perceptions of the overall social and learning climate of the school.
86%	School Climate “Enjoy quite a bit”	Perceptions of the overall social and learning climate of the school.
82%	Barriers to Engagement “Not a problem at all”	Factors that can create challenges for families to interact with or become involved with their child’s school. Survey-takers responded to the question, “How big of a problem are the following issues for becoming involved with your child’s current school?”



6th Math



Jen Whatley

Jen has worked tirelessly to provide students with the best start possible to Middle School. The way Jen sets up her classrooms and provides students with ways to be comfortable and heard impacts how students view Math in the long term.

Every year, students continue to name Math as their favorite subject because they are steeped in the power of GROWTH MINDSET. Students will say, “I might not always be good at it, but I really love MATH.”

Jen has continued to support students in building their Math skills, her own teaching skills, and continues to demonstrate growth in CAASPP and STAR each year.

7th Science



Stephanie Starch

Stephanie showed up this year to a completely new 7th grade team. Some people she had worked with in a different capacity in the past, while others were entirely new. As the veteran, she has stepped up to guide her grade level team and we are excited about their collaboration!

Stephanie works hard to provide students with project based learning and helped pilot competency based learning. In addition, Ms. Starch won a special grant to take last year's 7th graders to the California Academy of Sciences in San Francisco.

“I would like to thank Stephanie for her leadership in our new 7th grade team. Her experience and willingness to support are creating a foundation that will set our team up for a successful school year.” - 7th grade teacher



04

Interventions

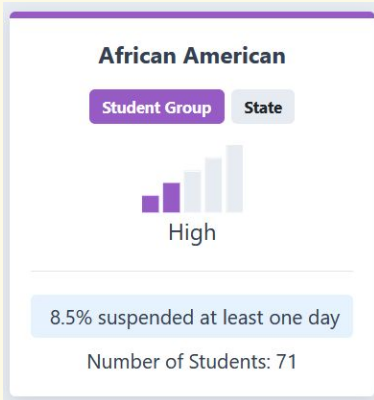
1.

Staffing

1. Hiring the Best People
 - a. Providing pathways to teaching in-house
 - b. Staff recruiting & recommendations
 - c. Holistic hiring practices - stakeholder voice
2. Research-based Teaching Pedagogy & Frameworks
 - a. Interviewing with the end in mind.
3. Staff Supports
 - a. Staff “Buddies”
 - b. Principal Tuesdays in the Classroom
 - c. Salary & Benefits
 - d. Flexibility & Understanding

2.

School Culture

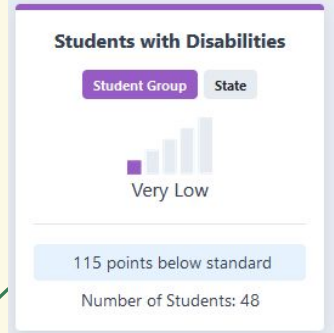
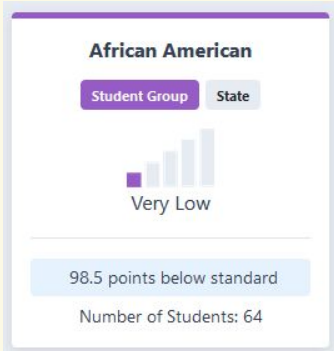


1. K-8 Restorative Justice Monthly Professional Developments (PDs)
2. Wayfinder: Curates content designed to thoughtfully address a range of important topics, such as bullying, mental health, and future-ready skills. Tracks Core Skill development and intervention effectiveness with updated formative and summative “Waypoints”.
3. Family Communication & Involvement
 - a. Principal Outreach
 - b. Parent Volunteers - **September 8th, 6:00-7:00pm initial meeting**
 - c. Community Events

3.

Academics

1. Shoring up the achievement gap for our sub groups.
 - a. Supplemental Programs
 - i. Reading Lab
 1. SIPPS, Language! Live
 2. Research-based interventions in Tutorial
 - ii. Math Lab
 1. Afficient - Support for below grade level
 2. Research-based interventions in tutorial
 - iii. Equity-based Discipline Practices
 1. Restorative Conversations
 2. Supporting students in the classroom
 3. Community Circles & Reflective Practices



MS Intervention Team: 2022-23

WHO	WHAT	WHY
<ul style="list-style-type: none"> ★ Ann (Principal) ★ Amy (Dean of Academics) ★ Yoshi (Dean of Students) ★ Jermaine (Mr. B.) Restorative Justice Coord. ★ Dominique (Intervention Coordinator) ★ Victoria (Counselor) ★ Reese (Mental Health) ★ Tyler (SPED Coordinator) ★ Tamara (Attendance Liaison) ★ Carlos (Emerging Bilingual Coordinator) ★ Patricia (School Psychologist) ★ Teachers 	<ul style="list-style-type: none"> ★ Receive student academic & social-emotional referrals from staff/teachers. ★ Data collection ★ Intervention cycles & supports ★ Referral to SPED/504/etc. 	<p>To use data informed intervention cycles to disrupt patterns of inequitable or exclusionary instructional practices.</p>

Schoolwide Team Responsibilities



Teacher Team Responsibilities



Tier 1: Access to grade level standards for all students

Data informed Research Researched-Based Curricula Resources Time Training	Accountability/Feedback Coaching Data Collection Scope and sequence planning Etc	Planning Implementation Data Collection Strong Instruction	Classroom Culture Engagement Family communication Etc....
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SIPPS K-2
 Making Meaning
 Ka Squared
 Mystery Science
 PE
 Spanish

Intervention Team

Tier 2: Additional time and support to learn essential standards

Data collection Staffing Resource Allocation Training Coaching Accountability/Feedback Etc....	Small Group instruction Data collection Implementation Family Communication
--	--

SIPPS in
 Book clubs
 Zearn
 Math Intervention
 Handwriting Club

Response to exit tickets
 Etc...

Tier 3: Intense remediation in universal skills

In addition to Tier 1 and Tier 2
 Daily (4-5) days per week
 Targeted to individual student need

Clear, Collaborative, Accountable and Disruptive

Access and Prevention

Interventions and Extensions

Intense Acceleration



Reading Intervention Data

26

How many students did we serve last year?

Last year we served 26 students in Reading Lab.

ALL

How many grew and by how much?

Students who were in Reading Lab all grew during the course of the year, however, the gains were small to moderate.

36

What are we doing when they're not growing?

Due to the number of students who are working towards grade level, we are moving shift to SIPPS Challenge and Language! Live. In addition, we are moving to include more students in Reading Lab. This year we have **36 students** in Reading Lab and have made accommodations for students who want to take an elective. Those students will have a tutorial Reading Lab 4 days a week.

All Students

State



Very High

88.2% making progress towards English language proficiency

Math Intervention Data

4

How many students did we serve last year?

4 students had Math Lab as part of their daily schedule. This was an experimental class. All students had an IEP. Additionally, students were pulled during tutorial in small groups of no more than 10 students on Thursday for small Math instruction group support. (Per Grade Level) This also included support for independent Algebra placement for 8th Grade.

32

How did students grow?

Students scoring in Level 1 on STAR were able to make growth into Level 2. 6th Grade CAASPP grew by 7% overall. 32 Students qualified to take Algebra this year. Much of their preparation was done independently.

ALL

What are we doing when they're not growing?

Using Afficient to provide remedial math support for student in Level 1 on STAR. Supporting Math tutorial time with a Math Content Expert to help create groups and support with intervention curriculum for reteaching grade level content. The math team is also creating a Math Team vision that centers around growth mindset in Math.

Because of the holistic intervention process in the middle school, with RJ partnering with the academic and mental health resources, concerning student behaviors have gone down steadily.

- ★ Students were moving off the intervention list.
- ★ We were finding more solutions because we had the people who had answers to student support needs in the room.
- ★ Teams were able to collaborate with one another in finding solutions, which meant we were able to take appropriate and actionable steps much faster.
- ★ Staff as a part of the decision-making process is essential for implementation conversations.

05

2023-2024 Next Steps

Research

Data-informed decision-making by stakeholders in how those decisions will be implemented.

Retention

Hiring and retaining the best staff through competitive compensation, flexibility, positive school climate, professional development and relationships.

Resources

Our Amazing Staff

Teachers, Counselors, Restorative Justice, Deans, Front Office, Nurse, IAs, Ed. Specialists, Mental Health, Interns, Administrators

Our Amazing Community

Families, Students, Board, and Community Leaders

Coversheet

Enrollment Report

Section: III. Board Communication
Item: E. Enrollment Report
Purpose: Discuss
Submitted by:
Related Material: BOY Enrollment Presentation.pdf

August 24

Beginning of the Year Enrollment Update

2023-2024 School Year

Current Enrollment (count as of 8/22/23)

Grade	Total Enrollment	Budgeted	Space	Offers/ In Progress	Waitlisted
K	51	52	1	1	3
1	48	52	4	4	20
2	52	52	0	-	21
3	49	52	3	3	16
4	51	52	1	1	43
5	52	52	0	-	28
6	113	100	-13	3	0
7	89	90	1	4	0
8	127	132	5	3	0
ES	303	312	9	9	131
MS	329	322	-7	10	0
Total	632	634	2	19	131

- Jazz is working to fill the 9 open elementary spaces. Last year at this time we were trying to fill 12 elementary spaces with no fully enrolled grade.
- All elementary grades have a waitlist but Kindergarten is extremely short.
- We are over are budgeted enrollment for 6th grade but still under enrolled in 7th and 8th.
 - Last year our incoming 6th grade class was only 75 students
- Offers are going to new middle school applicants immediately, so we do not have a waitlist

In-District Enrollment

Grade	Total Enrollment	In-District	In-District %
K	51	33	65%
1	48	35	73%
2	52	37	71%
3	49	32	65%
4	51	36	71%
5	52	33	63%
6	113	71	63%
7	89	52	58%
8	127	71	56%
ES	303	206	68%
MS	329	194	59%
Total	632	400	63%

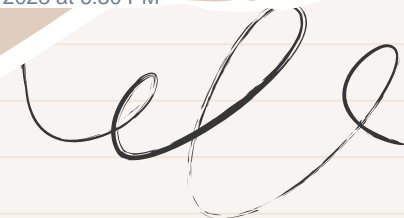
Enrollment Retention

Grade	EOY Enrollment	Returning	Retention %	Last Years Retention Rate	Withdrew	In-District Withdrew
K	-	-	-	-	-	-
1	46	43	93%	89%	3	3
2	47	42	89%	87%	5	5
3	45	42	93%	96%	3	2
4	48	44	92%	96%	4	3
5	53	46	87%	96%	7	4
6	52	47	90%	84%	5	5
7	73	65	89%	91%	8	4
8	119	113	95%	93%	6	3
ES	239	217	91%	93%	22	17
MS	244	225	92%	91%	19	12
Total	632	442	92%	91%	41	29

Withdraw Reasons and Their Next School

- Most students (54%) withdrew because they moved or the commute was no longer sustainable. Most of those students are attending schools outside of Alameda.
- 1 student left to go to Wood for social reasons and 1 was a truancy issue
- Jazz is still gathering information about which schools are students transferred to and why they chose to transfer.

Advertising for 23-24 enrollment will continue through September to fill middle school openings, then switch in October to focus on 24-25 enrollment.



Transitional Kindergarten 2024-25

TK Information

- In 2020-21, California legislature approved a plan mandating universal transitional kindergarten (also called pre-kindergarten).
- In 2022, Assembly Bill 131 amended this to make TK optional for charter schools.
- However, The Academy of Alameda still has plans to open our one class of 24 TK students in Fall 2024.

AoA TK Plans

- Through September, we will continue advertising for 23-24 enrollment. Beginning October, we begin advertising for the **24-25** school year and begin accepting applications for **24-25**. **TK** will be part of this advertising and application cycle.
- Principal Rubin will begin conducting TK and kindergarten information sessions at the end of October/beginning of November through early March.

AoA TK Plans

- Principal Rubin and Academic Dean Morgan are reviewing TK curriculum.
- We are limited to one class of 24 TK students due to space constraints. The class will be in room 101 close to the appropriate sized bathroom. To build an additional bathroom in room 106, which is the preferred TK room, will cost \$1 million+ and we would have to pay. No district funds. Potential for future, not in time for Fall 2024.

Questions?

Coversheet

Human Resource Director Pay Scale

Section: IV. Action Items
Item: A. Human Resource Director Pay Scale
Purpose: Vote
Submitted by:
Related Material: Human Resource Payscale Change.pdf

Human Resource Payscale Change

— August 24, 2023 —

Purpose For Change

- The Director of Human Resources' salary scale and accrual was never changed from the Manager of Human Resources salary scale and accrual rate.
- This was missed because the Director of Human Resources was new last year and no Director or principal received a step or COLA increase in 22-23.
- It was caught when the step and 2% increase for staff, including directors, was to take place for the July 1, 2023 paycheck.

Purpose For Change

- The Director of Operations and principals have a similar salary scale and accrue steps at 2.5%. The Manager of Human Resources is much lower.
- The request is to move the Human Resource Director to a director salary scale and accrual rate.
- I am requesting we move the Human Resource Director salary scale and accrual rate to the Director of Operations salary scale and accrual rate since they are similar rates of pay.

For Reference: Human Resource Manager Salary Scale

This payscale says “Human Resource Director” because we changed the title from manager to director due to scope of job and responsibilities at the August 25, 2022 board meeting, but not the payscale or accrual rate.

(D2) Director of HR and Payroll

Step	Column 1	Column 2	Column 3	Column 4	
	0-3 AoA Yrs	4-6 AoA Yrs	7-9 AoA Yrs	10+ AoA Yrs	
1	97,920.00	98,170.00	98,670.00	99,420.00	
2	98,654.40	98,904.40	99,404.40	100,154.40	0.75%
3	101,614.03	101,864.03	102,364.03	103,114.03	3.00%
4	104,662.45	104,912.45	105,412.45	106,162.45	3.00%
5	107,802.33	108,052.33	108,552.33	109,302.33	3.00%
6	111,036.40	111,286.40	111,786.40	112,536.40	3.00%
7	114,367.49	114,617.49	115,117.49	115,867.49	3%
8	117,798.51	118,048.51	118,548.51	119,298.51	3.00%
9	120,154.48	120,404.48	120,904.48	121,654.48	2.00%
10	122,557.57	122,807.57	123,307.57	124,057.57	2.00%
11	125,008.72	125,258.72	125,758.72	126,508.72	2.00%
12	126,883.86	127,133.86	127,633.86	128,383.86	1.50%
13	128,787.11	129,037.11	129,537.11	130,287.11	1.50%
14	130,718.92	130,968.92	131,468.92	132,218.92	1.50%
15	132,679.70	132,929.70	133,429.70	134,179.70	1.50%
16	134,669.90	134,919.90	135,419.90	136,169.90	1.50%
17	136,689.95	136,939.95	137,439.95	138,189.95	1.50%
18	138,740.30	138,990.30	139,490.30	140,240.30	1.50%
19	140,821.40	141,071.40	141,571.40	142,321.40	1.50%
20	142,933.72	143,183.72	143,683.72	144,433.72	1.50%

For Reference: Director of Operations Salary Scale

(D1) Director of Operations

Step	Column 1	Column 2	Column 3	Column 4	
	0-3 AoA Yrs	4-6 AoA Yrs	7-9 AoA Yrs	10+ AoA Yrs	
1	122,400.00	122,650.00	123,150.00	123,900.00	
2	125,460.00	125,710.00	126,210.00	126,960.00	2.50%
3	128,596.50	128,846.50	129,346.50	130,096.50	2.50%
4	131,811.41	132,061.41	132,561.41	133,311.41	2.50%
5	135,106.70	135,356.70	135,856.70	136,606.70	2.50%
6	138,484.37	138,734.37	139,234.37	139,984.37	2.50%
7	141,946.47	142,196.47	142,696.47	143,446.47	2.50%
8	145,495.14	145,745.14	146,245.14	146,995.14	2.50%
9	149,132.51	149,382.51	149,882.51	150,632.51	2.50%
10	152,860.83	153,110.83	153,610.83	154,360.83	2.50%
11	156,682.35	156,932.35	157,432.35	158,182.35	2.50%
12	160,599.41	160,849.41	161,349.41	162,099.41	2.50%
13	164,614.39	164,864.39	165,364.39	166,114.39	2.50%
14	168,729.75	168,979.75	169,479.75	170,229.75	2.50%
15	172,948.00	173,198.00	173,698.00	174,448.00	2.50%
16	177,271.70	177,521.70	178,021.70	178,771.70	2.50%
17	181,703.49	181,953.49	182,453.49	183,203.49	2.50%
18	186,246.08	186,496.08	186,996.08	187,746.08	2.50%
19	190,902.23	191,152.23	191,652.23	192,402.23	2.50%
20	195,674.78	195,924.78	196,424.78	197,174.78	2.50%

For Reference: Principal Salary Scale

(P1) Principal

Step	Column 1	Column 2	Column 3	Column 4	
	0-3 AoA Yrs	4-6 AoA Yrs	7-9 AoA Yrs	10+ AoA Yrs	
1	127,500.00	127,750.00	128,250.00	129,000.00	
2	130,687.50	130,937.50	131,437.50	132,187.50	2.50%
3	133,954.69	134,204.69	134,704.69	135,454.69	2.50%
4	137,303.55	137,553.55	138,053.55	138,803.55	2.50%
5	140,736.14	140,986.14	141,486.14	142,236.14	2.50%
6	144,254.55	144,504.55	145,004.55	145,754.55	2.50%
7	147,860.91	148,110.91	148,610.91	149,360.91	2.50%
8	151,557.43	151,807.43	152,307.43	153,057.43	2.50%
9	155,346.37	155,596.37	156,096.37	156,846.37	2.50%
10	159,230.03	159,480.03	159,980.03	160,730.03	2.50%
11	163,210.78	163,460.78	163,960.78	164,710.78	2.50%
12	167,291.05	167,541.05	168,041.05	168,791.05	2.50%
13	171,473.33	171,723.33	172,223.33	172,973.33	2.50%
14	175,760.16	176,010.16	176,510.16	177,260.16	2.50%
15	180,154.16	180,404.16	180,904.16	181,654.16	2.50%

Coversheet

Board Local Authorization Credentials

Section: IV. Action Items

Item: B. Board Local Authorization Credentials

Purpose: Vote

Submitted by:

Related Material:

Resolution Declaration of Need for Fully Qualified Educators (4889-5433-8424.v2).pdf

State of California - Declaration Of Needs form for the Board.pdf

Teacher credentialing related docs.pdf

The Academy of Alameda

RESOLUTION NO. _____

**DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS FOR THE
2023-2024 SCHOOL YEAR**

I. BACKGROUND

This item is brought to the Governing Board as an action item seeking adoption of the attached Declaration of Need for Fully Qualified Educators. Upon approval of this Declaration by the California Commission on Teacher Credentialing (CCTC), the School will be permitted to hire emergency permit teachers for Elementary School Teachers and Middle School English, Math and History Teachers and limited assignment teachers.

Notwithstanding, the School will hire emergency permit teachers only when qualified, capable, fully certified teachers are unavailable.

WHEREAS, Academy of Alameda (“The School”) makes every effort to recruit fully prepared teachers; and

WHEREAS, when fully prepared teachers are not available, The School recruits candidates who qualify for an intern credential; and

WHEREAS, there are fully credentialed teachers at the School who have consented to teach in a needed subject area under limited assignment, and others who personnel available who have not yet completed their intern or preliminary credentialing requirements and are in the process to complete them; and they are specifically listed below:

Jennifer Whatley: 6th Grade Math, Single Subject Local/Limited Assignment Permit
Patty Devlin: 6th Grade Science, Single Subject Local/Limited Assignment Permit
Celeste Ansley: 6th Grade History, Multiple Subject Local/Limited Assignment Permit
Sheila Hewitt: 6th Grade English & History, Multiple Subject Local/Limited Assignment Permit
Kevin Jia: 7th Grade Math & Algebra, Single Subject Local/Limited Assignment Permit
Ally Fromson Ho: 7th Grade History, Multiple Subject Local/Limited Assignment Permit
Joana Dzib: 2nd Grade Teacher, Multiple Subject Provisional Internship Permit
Paola Carillo - 5th Grade Teacher, Multiple Subject Provisional Internship Permit
Vanessa Bell - Middle School English Teacher, Multiple Subject Provisional Internship Permit
Nolan Legaspi - Elementary School Teacher, Multiple Subject Provisional Internship Permit
NahJah Culberson - Kindergarten Teacher, Multiple Subject Provisional Internship Permit

WHEREAS, the Board of Directors recognizes that there are an insufficient number of certificated persons who meet the School’s specific employment criteria; and

WHEREAS, Title 5 Section 80026 requires that a Declaration of Need for Fully Qualified Educators and resolution by the Governing Board be submitted by an employing agency prior to the issuance of any emergency permit and/or limited assignments permit for that agency in a given school

year; and

WHEREAS, Title 5 Section 80026 specifies that said Declaration of Need for Fully Qualified Educators and resolution be adopted by the Governing Board of a Charter School in a regularly scheduled public meeting of the Board on an annual basis; and

WHEREAS, said revised Declaration of Need for Fully Qualified Educators shall not be adopted by the Board as part of a consent calendar; and

WHEREAS, all employees invest their time, energy and countless hours to provide all students with quality programs and services that support their individual needs and educational goals;

NOW, THEREFORE, BE IT RESOLVED that the Academy of Alameda Board of Directors hereby requests that a revised Declaration of Need for Fully Qualified Educators be submitted to the Commission on Teacher Credentialing for the 2023-2024 school year.

PASSED AND ADOPTED, by the Board of Directors of Pacific Charter Institute at its regular meeting held on August 25th 2023.

Vote:

Ayes____

Nays____

Abstain____

Absent____

**The Academy of Alameda
BOARD OF DIRECTORS**

William Schaff, Board President

Carole Robie, Board Secretary



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2023-2024

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ___/___/___ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Name Signature Title

Fax Number Telephone Number Date

Mailing Address

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County Alameda County CDS Code 01611190122085

Name of State Agency Academy of Alameda (Charter School)

Name of NPS/NPA N/A County of Location Alameda

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on 08 /24 /23, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2024.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Christine Chilcott

Executive Director

Name

Signature

Title

(510) 523-5304

08/24/23

Fax Number

Telephone Number

Date

401 Pacific Ave. Alameda, CA 94501

Mailing Address

cchilcott@aoaschools.org

EMail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subject(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

0

Bilingual Authorization (applicant already holds teaching credential)

0

List target language(s) for bilingual authorization:

Resource Specialist

0

Teacher Librarian Services

0

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	3
Single Subject	3
Special Education	0
TOTAL	6

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Mathematics	2
Science	1

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. Our School works closely with accredited colleges and universities such as CSU.

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 5

If yes, list each college or university with which you participate in an internship program.
California State University
Alliant University
REACH University

If no, explain why you do not participate in an internship program.

Teacher Credentialing Related Documents

August 24, 2023

Why do the forms look different this year?

- In the past Charter Schools were not required to be heavily compliant with the district credentialing standards but since 2022, they are required to do so accordingly to a new regulation in AB1505 (more details regarding this bill on the next slide)
- With introduction of the CALSAAS (***California Statewide Assignment Accountability System***) reporting platform, we get notified each year for any missassignments that might have occurred in the past academic year and we need to explain each misassignment (when we have exceptions in credentialing within our staff).
- Hence, we need to accurately file all exceptions with the CTC (California Teacher Credentialing).

Please note that we have never filed any of these in the past consistently and currently we are in the process of correcting everything accurately so that we have no issues with the upcoming Charter Renewal processes or any other compliance related audits.

Documents/Forms and their Objective

Form #1 - Resolution Declaration of Need for Fully Qualified Educators (4889-5433-8424.v2)

- This document shows that the Board is approving the school to hire these candidates in the roles assigned to them out of need.
- We also need to submit a copy of this document once authorized by the Board for every Provisional Internship Permit (PIP) or Short Term Staffing Permit (STSP) or Local Assignment/Limited Assignment permit that we need to file.

Documents/Forms and their Objective

Form #2 - DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- This form is to certify that we have this specific need for the current academic year.
- We have to attach this form as an addendum to **Form #1 - Resolution Declaration of Need for Fully Qualified Educators (4889-5433-8424.v2)**
- We have to submit both Forms #1 and #2 for every exception that we file with the CTC.

Questions?