



# The Academy of Alameda Charter School Board

## Board Meeting

### Date and Time

Thursday May 23, 2024 at 6:30 PM PDT

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:30 PM</b>
<b>A.</b> Call the Meeting to Order	Discuss	William Schaff	1 m
<b>B.</b> Record Attendance		Damaris Espinosa	2 m
<b>II. Open Session</b>			<b>6:33 PM</b>
<b>A.</b> Public Comment	FYI	William Schaff	5 m
Public comment on any item not listed on the agenda. Allotted time for comments is two (2) minutes per speaker.			
<b>III. Consent Agenda</b>			<b>6:38 PM</b>
<b>A.</b> Approve Draft Meeting Minutes	Approve Minutes	William Schaff	2 m
Approve minutes for Board Meeting on April 25, 2024			
<b>B.</b> Check Registers	FYI	William Schaff	1 m
<b>C.</b> Credit Card Statements	FYI	William Schaff	1 m

	Purpose	Presenter	Time
<b>D.</b> Vote on Consent Agenda	Vote	William Schaff	1 m
<b>IV. Board Communication</b>			<b>6:43 PM</b>
<b>A.</b> LCAP Presentation For Public Comment	Discuss	Christine Chilcott	25 m
<p>Executive Director Chilcott, Elementary School Principal Rubin, and Middle School Academic Dean McGeorge will give an updated presentation on on the LCAP (Local Control Accountability Plan) for public comment. The AoA Board of Directors will vote on the final LCAP plan at the June 13, 2024 board meeting along with the Local Indicators.</p>			
<b>B.</b> Special Education Mid-Year Update	Discuss	William Schaff	25 m
<p>Special Education Coordinator, Tyler Levine-Hall, will give an update on Special Education for the 23-24 year at AoA.</p>			
<b>C.</b> Vote on By-Law and Policy Revisions	Vote	William Schaff	25 m
<p>The Academy of Alameda By-laws, Student Accident policy, and Classroom-Based Attendance policy have been revised by staff and the board.</p> <p><b>Draft Resolution:</b> The Academy of Alameda Board of Directors votes to accept the changes to the updated By-laws as presented.</p> <p><b>Draft Resolution:</b> The Academy of Alameda Board of Directors votes to accept the changes to the updated Student Accidents policy as presented.</p> <p><b>Draft Resolution:</b> The Academy of Alameda Board of Directors votes to accept the changes to the updated Classroom-Based Attendance policy as presented.</p>			
<b>D.</b> Board Committee Reports	Discuss	William Schaff	15 m
<p>Reports from the following committees:</p> <ul style="list-style-type: none"> <li>• Finance Committee</li> <li>• Student Success Committee</li> <li>• Governance Committee</li> </ul>			
<b>E.</b> Academy of Alameda 24-25 Board Slate	FYI	William Schaff	2 m
<p><b>Nomination of 24-25 Board Officers</b>                      Chair of the Board: Bill Schaff</p>			

	Purpose	Presenter	Time
Vice Chair: Keith McCoy			
Secretary: Carole Robie			
Treasurer: David Forbes			

**Nomination of New Board Members:**

Macheo Payne  
Jennifer Laird

**Nomination of 24-27 Term:**

Bill Schaff  
Jennifer Laird  
Macheo Payne

**V. Closing Items 8:15 PM**

<b>A.</b>	Individual Board Member Reports	Discuss	William Schaff	5 m
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<b>B.</b>	Executive Director Report	FYI	Christine Chilcott	5 m
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The June 13 board meeting will be held in Room 203 due to classroom moves occurring over the summer.

<b>C.</b>	Upcoming Board Meetings	Discuss	William Schaff	2 m
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June 13:

Voting on:

24-25 Budget

24-25 Board Slate

24-25 Board Meeting Calendar

LCAP with Local Indicators

AUSD 24-25 Fiscal & MOU, and Food Services Contracts

Charter Renewal Petition

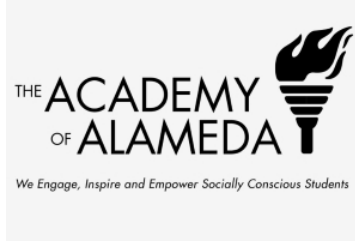
<b>D.</b>	Adjourn Meeting		William Schaff	
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# Coversheet

## Approve Draft Meeting Minutes

**Section:** III. Consent Agenda  
**Item:** A. Approve Draft Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on April 25, 2024

APPROVED



# The Academy of Alameda Charter School Board

## Minutes

### Board Meeting

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#### Date and Time

Thursday April 25, 2024 at 6:30 PM

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#### Directors Present

C. Robie, D. Forbes, J. Thompson, K. McCoy, R. Rentschler, W. Schaff

#### Directors Absent

A. Price, T. Ruiz

#### Guests Present

C. Chilcott, D. Espinosa

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### 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 Thursday Apr 25, 2024 at 6:41 PM.

#### B. Record Attendance

### II. Consent Agenda

#### A. Approve Draft Meeting Minutes

D. Forbes made a motion to approve the minutes from Board Meeting on 03-28-24.

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

**Roll Call**

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

**B. Check Registers**

**C. Credit Card Statements**

**D. Vote on Consent Agenda**

D. Forbes made a motion to approve the consent agenda.  
K. McCoy seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

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

**III. Board Communication**

**A. Financial Updates**

N. Stewart provided the financial update. She advised that we have a net income of - \$574. For the 24-25 plan the ADA dropped from 93 to 93.4% which will affect the school by a negative \$91k. C. Robie asked about other services and operating of our 17% and how that compares to other schools, N. Stewart advised she does not have the data on hand but will get it and send it to Christine. B. Schaff asked about how the COLA will affect, N. Stewart said they are waiting to get final numbers and then will update us. C. Chilcott also gave update for 24-25 budget update. Reminded board that almost 500k of Covid funds have ceased, state reducing the COLA, and enrollment and ADA still in flux. Meetings are being set up with the staff to review the budget, let them know of the deficits, discuss ways to increase revenue and support staff. J. Whatley advised there

will be questions and answers but would like to have input to how to help. J. Thompson asked if there is any recommendations on cuts that were going to be made; C. Chilcott advised we reduced staff and non-staff items and those were shared in previous board meetings. D. Forbes said it is a good idea to get input however what is done is done. K. McCoy asked if in the meetings with we will be comparing information with other schools. R. Rentschler wanted to point out that as a positive the fact that we have had an increase in students and retention and less truancy should be an acknowledgment that work trying to make the school better is being done. B. Schaff said we are not getting parcel tax for 1/3 of our students since they are not Alameda residents but we are still providing the same education to all of the students,

## **B. Strategic Plan Goals Presentation Years 2-5**

C. Chilcott commented that this is year 1 of the strategic planning and we will now be going into year 2. Year 2 culture is to implement more family events in the MS level, to establish the AoA Brand better. For staff it was to retain strong academic support staff and ensure staff and teacher benefits are competitive.

Year 3 goals: Culture- have all of Alameda know what AoA stands for. Instruction and Pedagogy- reduce achievement gap by 50%, teacher led professional development.

Year 4 goals: Culture: Parents actively engaged in child's education in terms of fundraising and volunteering and communication

Year 5: Culture: 99% of students feel safe at AoA; ADA improved by 2.5%; Have the ability to track student growth. Instruction and Pedagogy: Implement cross age (grade-level) tutoring. Staff: staff across all areas are paid equally or higher than surrounding school/districts.

C. Chilcott advised some of these goals need clarification from the board as well as OLT and that includes the new principals (that are yet to be hired). Need to determine the calendaring of year 2 goals and go over year one goals to determine achievement.

J. Whatley advised she loved hearing the goals and cannot wait to be working here in the 27-28 school year and seeing all of the goals implemented. She said she did not recall hearing this before and would like clarification on what the leaders would be. She also asked what the impact on robust fundraising would be as she has not seen that done in years but knows that it has been done in the past.

J. Thompson stressed the need for board support and advised the need to develop a strong board. She wondered why that is not as one of the goals as they are the ones making some of the big decisions. C. Chilcott advised that was originally not one of the goals. J. Thompson noticed some years there were no staff goals, C. Chilcott advised that was because some years there was no new goal. J. Thompson asked for the process to edit the goals. C. Chilcott advised so far step one is review them with new onboarding team members, step 2 is adding specificity by both leadership team and the board.

C. Robie stated this seems like areas of hopes and not necessarily goals as they are not stating what you want to achieve and how you will achieve it. She stated there is a lot of things that we want to accomplish under each year but it is unattainable but even if there is 2 under each of the 3 main subtopics that would be 6 total and that is already a lot of goals to achieve, so we need to try and be more realistic about what we are aiming for.

D. Forbes echoed the ladies sentiments and mentioned that it is not until year 5 that an increase in ADA is mentioned and that we need to distill down to achieve them.

### **C. Board Committee Reports**

Finance: Discussed issues with budget and will continue to discuss further.

Student success committee: was unable to meet due to last minute principal conflicts.

Governance Committee: Interviewing 2 potential candidates on Monday and reaching out to 3 additional candidates.

## **IV. Closing Items**

### **A. Individual Board Member Reports**

C. Robie advised that she would like more time for speaking instead of just getting reports.

J. Thompson thanked for being able to be part of the board and for having her.

K. McCoy advised one of their other companies is sponsoring a farm to table luncheon.

### **B. Executive Director Report**

We are starting camp AoA that is for the 6th graders that tours the school, they get to meet some of their teachers and they do testing to see where they are education-wise and they get a grab bag along with their log-ins. It is a few hours long and is a great opportunity for our newcomers and have about 50-ish new families and encouraging them all to join.

### **C. Upcoming Board Meetings**

### **D. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:21 PM.

Respectfully Submitted,



W. Schaff

# Coversheet

## Check Registers

**Section:** III. Consent Agenda  
**Item:** B. Check Registers  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** AoA April 2024 Combined Board Check Register.pdf



Combined Board Check Register						
School:	AoA					
Month:	April 2024					
					<b>Total Paid By Check:</b>	\$ 286,603.63
					<b>Total Paid By Credit Card:</b>	\$ 29,218.15
Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	13995	EdTec Inc.	4/5/2024	Bill #203042--LCAP Srvs: February 2024 Bill #28770--EdTec Monthly Back Office Service - April 2024		\$ 17,447.50
Check	13996	AMS.NET	4/5/2024	Bill #0073600--6A POWER SUPPLY / ENCLOSURE Bill #0076526--Desfire EV3 Encrypted Cards (100 Cards)		\$ 1,226.89
Check	13997	Adriana San Millan School Psychology and Special Education Services, LLC	4/5/2024	Bill #7999--IEP Attendance for IEE Oliver Best: 03/06/24		\$ 500.00
Check	13998	Amazon Capital Services	4/5/2024	Bill #1G9M-WRQH-GQG1--Supplies Bill #1WKK-CJCP-YX3K--Supplies Bill #1LGG-6MW4-7YL9--Supplies Bill #1RVD-RCPT-1KXX--Supplies Bill #1MJL-TYKV-VH49--Supplies Bill #1NFX-JKCP-7Y6P--Supplies Bill #1YTQ-VTGW-RYLY--Supplies Bill #1N13-7JD3-1CJR--Supplies Bill #1G9M-WRQH-YYM4--Supplies Bill #19KD-VF4W-YDFJ--Supplies Bill #1TJ4-LMWP-1RPX--Supplies Bill #1JNT-LTR1-WYCR--Supplies Bill #1XRN-HRNJ-FVQN--Supplies Bill #1RHC-16JT-9QJD--Supplies Bill #11XV-KY9K-GJJC--Supplies Bill #1YTQ-VTGW-GMJF--Supplies Bill #131D-PGR9-6MFP--Supplies		\$ 1,416.05
Check	13999	Blaisdell's Business Products	4/5/2024	Bill #1870898-0--Office Supplies		\$ 597.92

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	14000	BoardOnTrack, Inc.	4/5/2024	Bill #2024-24621--BoardOnTrack Membership for the term 07/01/24 through 06/30/25		\$ 10,995.00
Check	14001	Brady Industries	4/5/2024	Bill #8712862--Janitorial Supplies Bill #8728217--Janitorial Supplies Bill #8713292--Janitorial Supplies		\$ 2,391.89
Check	14002	JW Pepper & Son, Inc.	4/5/2024	Bill #366298777--Music Supplies		\$ 18.82
Check	14003	Paola Carrillo Lopez	4/5/2024	Bill #031924--Reimb: Supplies		\$ 206.28
Check	14004	MRC Smart Technology Solutions	4/5/2024	Bill #IN4045350--Contract overage charge: 02/15 - 03/14/24		\$ 41.37
Check	14005	Emily Marsh	4/5/2024	Bill #006--Contracted Services: 02/12 - 02/26/24		\$ 240.00
Check	14006	RCM Technologies	4/5/2024	Bill #71172821--Standard Rate: 03/03 - 03/09/24		\$ 2,351.25
Check	14007	Office Team	4/5/2024	Bill #63356726--Substitute Svc w/e 03/15/24		\$ 1,111.12
Check	14008	Teachers on Reserve	4/5/2024	Bill #96770--Substitute Svc: 03/04 - 03/08/24 Bill #96706--Substitute Svc: 02/26 - 03/01/24		\$ 1,755.28
Check	14009	Teachers on Reserve	4/5/2024	Bill #96725--Substitute Svc: 03/04 - 03/08/24		\$ 646.36
Check	14010	The Education Team	4/5/2024	Bill #694508--BA Only: 02/27 - 03/01/24		\$ 940.20
Check	14011	Adriana San Millan School Psychology and Special Education Services, LLC	4/17/2024	Bill #8002--Staff consultation Case managers Teacher & Paraprofessional: 03/06/24		\$ 299.00
Check	14012	ACI - Alameda	4/17/2024	Bill #0001697190--Garbage Svcs - March 2024		\$ 3,888.12
Check	14013	Amazon Capital Services	4/17/2024	Bill #1VGT-CHXL-74LR--Supplies Bill #1L99-JL77-X76M--Supplies Bill #13JP-Q7YT-1F3M--Supplies Bill #1YW7-C6JT-6CPW--Supplies Bill #1VT7-MF9J-MPPQ--Supplies Bill #1J3K-KN1L-CD6Q--Supplies Bill #1F7Y-HLGT-CNDR--Supplies Bill #1CRG-YTTY-MVWF--Supplies Bill #1YN6-3PRC-G6YC--Supplies Bill #1PN9-CCYD-4QCJ--Supplies Bill #1QQP-DTCM-MYP7--Supplies Bill #1LXW-NYNC-KFP7--Supplies Bill #1966-VVLK-7WH9--Supplies		\$ 4,386.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14013	Amazon Capital Services	4/17/2024	Bill #13WW-PTHQ-KG17--Supplies Bill #1GWR-CFJ4-M1Y4--Supplies Bill #1KMK-LHT3-HXT9--Supplies Bill #1V17-NQCX-1XKN--Supplies Bill #1YWH-L7GX-43YQ--Supplies Bill #1GMJ-H17C-1RXX--Supplies Bill #1R4D-MCKF-3PM1--Supplies Bill #16W3-LCLG-K47Q--Supplies Bill #13H9-CYWH-PYXX--Supplies Bill #1X9G-HDMD-7K3R--Supplies Bill #1FPN-FHTC-9361--Supplies Bill #1CHP-R14J-66XV--Supplies Bill #1WJH-GP6X-971N--Supplies Bill #1VPG-NGM6-1VGV--Supplies		Cont'd
Check	14013	Amazon Capital Services	4/17/2024	Bill #1GD4-W1K4-3MP1--Supplies Bill #1MDX-WG7Y-C6KT--Supplies Bill #1KNR-MFJ4-K74L--Supplies Bill #13H9-WC6T-463J--Supplies Bill #1Y9T-6JKV-3W9W--Supplies Bill #1DWP-13CJ-7GTX--Supplies Bill #1TPT-6HW4-4CWD--Supplies Bill #1HX9-PP7Y-FMQJ--Supplies Bill #1CDJ-4XL6-1YYJ--Supplies Bill #11HV-71HJ-6HGD--Supplies Bill #1D1L-37FD-G7CL--Supplies Bill #1QYF-C3XM-HLXR--Supplies Bill #1KP3-GLK3-3QMQ--Supplies		Cont'd
Check	14014	Brady Industries	4/17/2024	Bill #8751812--Janitorial Supplies		\$ 68.77
Check	14015	CTL Corporation	4/17/2024	Bill #0327396-IN--CTL Chromebook & E Waste Fee		\$ 11,461.07
Check	14016	Crisis Prevention Institute	4/17/2024	Bill #NAIN-063796--Membership: 06/09/24 - 06/08/25		\$ 200.00
Check	14017	Gachina Landscape Management	4/17/2024	Bill #E 217226--Maintenance Contract: April 2024		\$ 901.00
Check	14018	JW Pepper & Son, Inc.	4/17/2024	Bill #366346389--Music Supplies		\$ 24.37
Check	14019	Larson Communications	4/17/2024	Bill #3273--Public Relations Retainer : April 2024		\$ 6,500.00
Check	14020	MRC Smart Technology Solutions	4/17/2024	Bill #IN4058126--Contract overage charge: 12/22 - 03/21/24		\$ 969.93

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14021	Suzane Webster Morris	4/17/2024	Bill #5--Meeting team planning discussion & Tyler Meeting: 03/11 - 03/27/24		\$ 437.25
Check	14022	NatureBridge	4/17/2024	Bill #2402-000245BAL--3-Day 2-Night Student Adult Inflation Surcharge & Scholarship Fee		\$ 13,678.00
Check	14023	RCM Technologies	4/17/2024	Bill #71173222--Standard Rate: 03/10 - 03/16/24 Bill #71174202--Standard Rate: 03/17 - 03/23/24 Bill #71175443--Standard Rate: 03/25 - 03/29/24		\$ 6,845.00
Check	14024	Elizabeth Ramirez	4/17/2024	Bill #040424--Reimb: Pizza for After School Performancce		\$ 165.49
Check	14025	Office Team	4/17/2024	Bill #63372558--Substitute Svc w/e 03/22/24		\$ 1,481.49
Check	14026	Sergio's Janitorial & Yard Services	4/17/2024	Bill #115--Daily Cleaning Bill #114--Daily Cleaning - March 2024		\$ 11,500.00
Check	14027	Teachers on Reserve	4/17/2024	Bill #96833--Substitute Svc: 03/11 - 03/15/24		\$ 438.82
Check	14028	Teachers on Reserve	4/17/2024	Bill #96856--Substitute Svc: 03/18 - 03/22/24		\$ 824.96
Check	14029	The Education Team	4/17/2024	Bill #698671--30-Day Permit: 03/12/24 Bill #696974--BA Only: 03/05 - 03/06/24		\$ 1,054.81
Check	14030	Ebonie Thomas	4/17/2024	Bill #040424--Reimb: Read a thon		\$ 69.75
Check	14031	Young, Minney & Corr, LLP	4/17/2024	Bill #9856--Legal Svcs' thru : 03/01 - 03/29/24		\$ 5,710.00
Check	14032	AMS.NET	4/17/2024	Bill #0077249--AMS-CI-PM-FOC Bill #0077250--AMS-NI-VS-AC-IPVIDEO-ICOM & VERKADA-DOOR AMS-NI-PM-FOC Bill #0077248--AMS-CI-PM-FOC		\$ 5,600.00
Check	14033	Jennifer Watt	4/17/2024	Bill #015--DIS Services for MaEn & Compensatory Services: 02/07 - 02/28/24		\$ 437.50
Check	14034	WEX Health, Inc.	4/26/2024	Bill #May 2024--Flex Benefits - Aggregate Balance		\$ 1,750.00
Check	DB040124	BambooHR	4/1/2024	DB040124 - BambooHR		\$ 253.50
Check	DB040124-1	The Star On Park	4/1/2024	DB040124-1 - The Star On Park		\$ 157.59
Check	DB040224	IHIRE LLC	4/2/2024	DB040224 - IHIRE LLC		\$ 299.00
Check	DB040224-1	Square, Inc.	4/2/2024	DB040224-1 - Square, Inc.		\$ 35.00
Check	DB040224-2	EME Enterprise Inc.	4/2/2024	DB040224-2 - EME Enterprise Inc.		\$ 27.49
Check	DB040324	Oakland Athletics	4/3/2024	DB040324 - Oakland Athletics		\$ 400.00
Check	DB040424-1	Uber	4/4/2024	DB040424-1 - Uber		\$ 13.96
Check	DB040424-2	Uber	4/4/2024	DB040424-2 - Uber		\$ 3.00
Check	DB040524	Google Ads	4/5/2024	DB040524 - Google Ads		\$ 435.10
Check	DB040524-1	Spritzers	4/5/2024	DB040524-1 - Spritzers		\$ 184.00
Check	DB040524-2	Teachers Pay Teachers	4/5/2024	DB040524-2 - Teachers Pay Teachers		\$ 4.00
Check	DB040824	Costco	4/8/2024	DB040824 - Costco		\$ 440.79

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	DB040824-1	Adobe Inc.	4/8/2024	DB040824-1 - Adobe Inc.		\$ 19.99
Check	DB041524	Zoom	4/15/2024	DB041524 - Zoom		\$ 258.00
Check	DB041624	Reputation Simple	4/16/2024	DB041624 - Reputation Simple		\$ 1,663.20
Check	DB041624-1	Xerox Financial Services	4/16/2024	DB041624-1 - Xerox Financial Services (Contract #010-0082705-001)		\$ 349.11
Check	DB041624-2	Xerox Financial Services	4/16/2024	DB041624-2 - Xerox Financial Services (Contract #010-0082705-002)		\$ 190.37
Check	DB041924	Equitable Financial Life Insurance Company of America	4/19/2024	DB041924 - Equitable Financial Life Insurance Company of America		\$ 8,010.83
Check	DB042224	California Choice	4/22/2024	DB042224 - California Choice		\$ 59,115.99
Check	DB042224-1	Phonak, LLC.	4/22/2024	DB042224-1 - Phonak (C Corp)		\$ 1,120.94
Check	DB042224-2	Google Ads	4/22/2024	DB042224-2 - Google Ads		\$ 500.00
Check	DB042324	California Choice	4/23/2024	DB042324 - California Choice		\$ 59,115.99
Check	DB042324-1	Bank of Marin Visa Card	4/23/2024	DB042324-1 - Bank of Marin Visa Card 5830		\$ 29,218.15
Check	DB042324-2	Xerox Financial Services	4/23/2024	DB042324-2 - Xerox Financial Services (Contract #010-0082705-003)		\$ 708.34
Check	DB042324-3	Center for the Collaborative Classroom	4/23/2024	DB042324-3 - Center for the Collaborative Classroom		\$ 688.75
Check	DB042624	Pitney Bowes, Inc.	4/26/2024	DB042624 - Pitney Bowes, Inc.		\$ 471.44
Check	DB042624-1	Instacart	4/26/2024	DB042624-1 - Instacart		\$ 183.00
Check	DB042624-2	Young, Minney, & Corr, LLP.	4/26/2024	DB042624-2 - Young, Minney, & Corr, LLP.		\$ 75.00
Check	DB042624-3	Instacart	4/26/2024	DB042624-3 - Instacart		\$ 1.84
Check	DB042924	Teachers Pay Teachers	4/29/2024	DB042924 - Teachers Pay Teachers		\$ 8.00
Check	DB043024	UCLA Online	4/30/2024	DB043024 - UCLA Online		\$ 775.00
Check	M1015	Kate Shatz	4/1/2024	M1015 - Rlad-a Thon Great Veader		\$ 1,000.00
Check	M1016	Department of Justice	4/3/2024	M1016 - Invoice # 721004 Cust# 151399		\$ 299.00
Credit Card	9515-5830	DOMINO'S 7920	4/1/2024	04/01 - DOMINO'S 7920		\$ 424.06
Credit Card	9515-5830	DD *Doordash Popeyes	4/1/2024	04/01 - DD *Doordash Popeyes		\$ 150.29
Credit Card	9515-5830	Light Speed Technologie	4/1/2024	04/01 - Light Speed Technologie		\$ 1,829.98
Credit Card	9515-5830	California Academy of Science	4/1/2024	03/29 - California Academy of Science		\$ 1,539.85
Credit Card	9515-5830	Family Laundry	4/1/2024	03/28 - Family Laundry		\$ 69.95
Credit Card	9515-5830	World's Finest Chocolate	4/1/2024	03/22 - World's Finest Chocolate		\$ 3,720.00
Credit Card	9515-5830	Hazelden Publishing	4/1/2024	03/22 - Hazelden Publishing		\$ 13,806.41
Credit Card	9515-5830	Facebook	4/1/2024	03/18 - Facebook		\$ 434.98
Credit Card	9515-5830	Sacramento Holiday Inn	4/1/2024	03/11 - Sacramento Holiday Inn		\$ 472.45

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	9515-5830	Doordash *Chipotle	4/1/2024	03/11 - Doordash *Chipotle		\$ 342.49
Credit Card	9515-5830	Google *SVCS AOA Schools	4/1/2024	03/04 - Google *SVCS AOA Schools		\$ 42.21
Credit Card	9515-5830	Mystery Science	4/1/2024	03/21 - Mystery Science		\$ 5,565.19
Credit Card	9515-5830	DD Doordash Cholitali	4/1/2024	03/13 - DD Doordash Cholitali		\$ 34.21
Credit Card	9515-5830	DD Doordash Cholitali	4/1/2024	03/12 - DD Doordash Cholitali		\$ 65.03
Credit Card	9515-5830	Curacubby, Inc	4/1/2024	03/11 - Curacubby, Inc		\$ 667.98
Credit Card	9515-5830	Nob Hill	4/1/2024	04/01 - Nob Hill		\$ 53.07

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 6



Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount

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.

<b>Payment Type</b>	<b>Check #/CC Account</b>	<b>Vendor</b>	<b>Transaction Date</b>	<b>Description</b>	<b>Void</b>	<b>Amount</b>

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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.

# Coversheet

## Credit Card Statements

**Section:** III. Consent Agenda  
**Item:** C. Credit Card Statements  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** AoA May 2, 2024 Combined CC Statement.pdf



**May 2024 Statement**

Open Date: 04/02/2024 Closing Date: 05/02/2024

Account: 4798 5100 5505 5830



Visa® Community Card

**Elan Financial Services**

1-866-552-8855

BUS 30 ELN

1

ACADEMY OF ALAMEDA (CPN 001559617)

<b>New Balance</b>	<b>\$12,763.11</b>
<b>Minimum Payment Due</b>	<b>\$128.00</b>
<b>Payment Due Date</b>	<b>05/28/2024</b>

<b>Activity Summary</b>		
Previous Balance	+	\$29,218.15
Payments	-	\$29,218.15 <sup>CR</sup>
Other Credits		\$0.00
Purchases	+	\$12,763.11
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged		\$0.00
Interest Charged		\$0.00
<b>New Balance</b>	<b>=</b>	<b>\$12,763.11</b>
<b>Past Due</b>		<b>\$0.00</b>
<b>Minimum Payment Due</b>		<b>\$128.00</b>
Credit Line		\$50,000.00
Available Credit		\$37,236.89
Days in Billing Period		31

**Payment Options:**



Mail payment coupon with a check



Pay online at [myaccountaccess.com](http://myaccountaccess.com)



Pay by phone 1-866-552-8855

No payment is required.

CPN 001559617

0047985100550558300000128000012763119



**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 \$12,763.11 will be automatically deducted from your account on 05/23/24.	

000015136 01 SP 000638708255329 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.



May 2024 Statement 04/02/2024 - 05/02/2024  
 ACADEMY OF ALAMEDA (CPN 001559617)

Page 2 of 3

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 \$12763.11 will be automatically deducted from your bank account on 05/23/2024. Please refer to your AutoPay Terms and Conditions for further information regarding this account feature.

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

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Purchases and Other Debits</b>					
04/04	04/03	7328	MICHAELS TRANSPORTATIO 707-643-2099 CA	\$1,226.73	_____
04/09	04/09	1178	CURACUBBY WWW.CURACUBBY CA	\$667.98	_____
04/10	04/08	7845	UNITED COACH TOURS 877-8144102 CA	\$1,317.00	_____
05/02	05/01	0075	SPRITZERS ALAMEDA CA	\$184.00	_____
<b>Total for Account 4798 5100 6725 3647</b>				<b>\$3,395.71</b>	

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

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Purchases and Other Debits</b>					
04/02	04/01	0653	GOOGLE *SVCSaoaschools g.co/HelpPay# CA	\$42.21	_____
04/17	04/16	8645	SUPREME SCHOOL SPLY WE 608-3233366 WI	\$189.14	_____
04/18	04/17	9229	MICHAELS TRANSPORTATIO 707-643-2099 CA	\$2,401.96	_____
04/18	04/17	9084	FACEBK 6FS3P34GJ2 650-5434800 CA	\$16.10	_____
04/18	04/17	3032	FACEBK N3YDL4CGJ2 650-5434800 CA	\$321.31	_____
04/19	04/19	0281	DBC*BLICK ART MATERIAL 800-447-1892 IL	\$342.63	_____
04/25	04/24	0348	FAMILYLAUNDRY WWW.FAMILYLAU CA	\$119.95	_____
04/26	04/25	0856	GREENS & GRAINS ALAMEDA CA	\$214.15	_____
04/26	04/24	4252	EMBASSY HOTELS 714-5393300 CA	\$5,587.00	_____
04/29	04/25	0258	7-ELEVEN 14193 ALAMEDA CA	\$37.37	_____
04/29	04/25	9827	NOB HILL #632 ALAMEDA CA	\$53.57	_____
05/02	05/01	5226	GOOGLE *SVCSaoaschools g.co/HelpPay# CA	\$42.01	_____
<b>Total for Account 4798 5101 5421 5764</b>				<b>\$9,367.40</b>	

**Transactions** BILLING ACCOUNT ACTIVITY

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Payments and Other Credits</b>					

Continued on Next Page



May 2024 Statement 04/02/2024 - 05/02/2024  
 ACADEMY OF ALAMEDA (CPN 001559617)

Page 3 of 3

Elan Financial Services ☎ 1-866-552-8855

**Transactions BILLING ACCOUNT ACTIVITY**

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
04/23	04/23	MTC	PAYMENT THANK YOU	\$29,218.15	CR
<b>Total for Account 4798 5100 5505 5830</b>				<b>\$29,218.15</b>	<b>CR</b>

2024 Totals Year-to-Date	
Total Fees Charged in 2024	\$70.00
Total Interest Charged in 2024	\$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	\$12,763.11	\$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



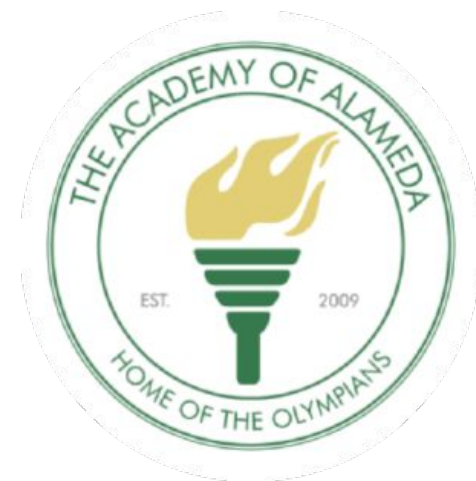
# Coversheet

## LCAP Presentation For Public Comment

**Section:** IV. Board Communication  
**Item:** A. LCAP Presentation For Public Comment  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Academy of Alameda\_LCAP\_Ed Partner Slides\_May.pdf  
Academy of Alameda LCAP Public Hearing Draft 2024-25.pdf

# LCAP Educational Partner Engagement

The Academy of Alameda  
Spring 2024



# Agenda



- 1. Overview of LCAP**
- 2. 24-25 Preliminary Budget Overview for Parents**
- 3. LCAP Goals, Actions, and Outcomes**
- 4. Educational Partner Input on Needs**

# Local Control Accountability Plan (LCAP)

## What is it?

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures.

## Focus Area

Explaining how additional funds for higher need student groups (*Low Income, English Learner, and Foster Youth*) are utilized.

# 2024-25 Preliminary Budget Overview for Parents

**A concise summary of revenues and expenditures for this 2024-25.**

## Budget Overview for Parents

Budget Item	Original Forecast 23-24	Current Forecast 23-24 Budget (as of Feb 2024)	Difference
Total LCFF funds	\$6,931,522	\$6,775,312	-\$156,210
LCFF supplemental and concentration grants	\$716,805	\$700,543	-\$16,262
All other state funds	\$1,552,052	\$1,562,325	\$10,273
All local funds	\$949,920	\$1,001,912	\$51,992
All federal funds	\$662,405	\$667,432	\$5,027
Total projected revenue	\$10,095,899	\$10,006,981	-\$88,918
Total budgeted general fund expenditures	\$10,549,165	\$10,602,244	\$53,079

# Goal Analysis

**An analysis of progress towards  
meeting the goals in 23-24**

# Goal 1

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





# Goal 1 Actions

## Strategies implemented to achieve Goal 1 in 2023-24

- Highly Qualified Staff
- Multi-Tiered Systems of Support
- Instructional Materials, Supplies, and Technology
- Professional Education
- Emerging Bilingual Support
- Special Education
- After School, Summer, and Extended Year Programs

# Goal 1 Outcomes Highlights

Metric	Actual Outcome ELA	Actual Outcome Math
CAASPP % meeting/exceeding ELA and Math standard for all students and all numerically significant subgroups  2023 CA Dashboard	2022-23 K-8 All Students: 56.1% SED: 42.3% EL: 17.1% SPED: 19.2% Asian: 61.3% Black: 33.7% Filipino: 73.3% Hispanic: 47.3% White: 72.8% Two or More Races: 58.6%	2022-23 K-8 All Students: 46.3% SED: 34.3% EL: 17.1% SPED: 5.8% Asian: 62.7% Black: 17.9% Filipino: 50.0% Hispanic: 39.8% White: 58.7% Two or More Races: 55.7%

STAR Data: % of students meeting growth goals  
 Not Yet Available

# 2023 California Dashboard

THE ACADEMY OF ALAMEDA

## Academic Performance



LEARN MORE

### English Language Arts

All Students State



Green

13.5 points above standard

Maintained -1.3 Points

EQUITY REPORT

Number of Student Groups in Each Level



LEARN MORE

### Mathematics

All Students State



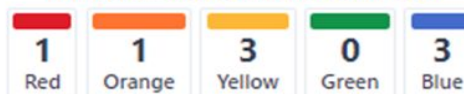
Green

16.2 points below standard

Increased 22 Points

EQUITY REPORT

Number of Student Groups in Each Level



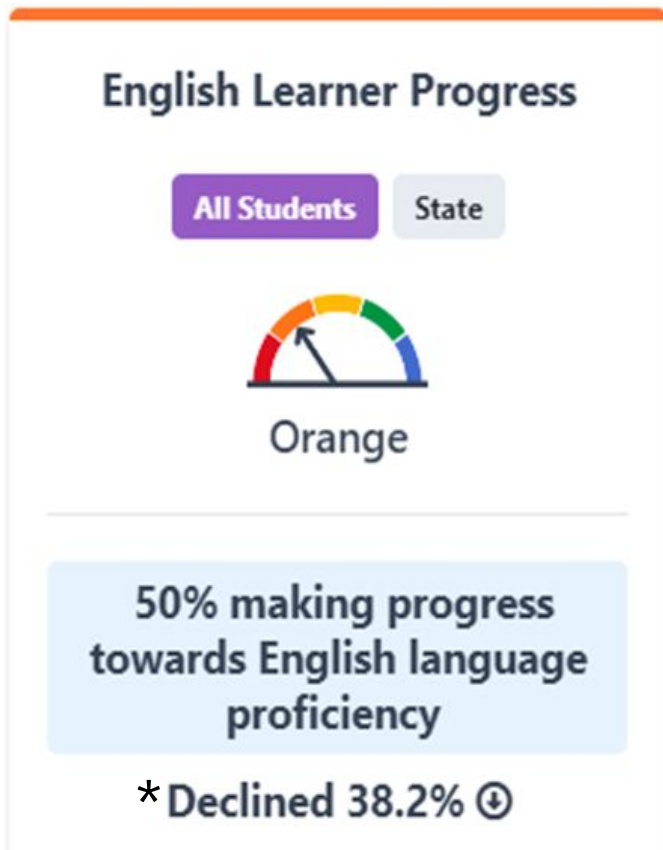
### 2023 CA State Dashboard

- **ELA: 13.6 points below standard (Orange)**
- **Math: 49.1 points below standard (Orange)**

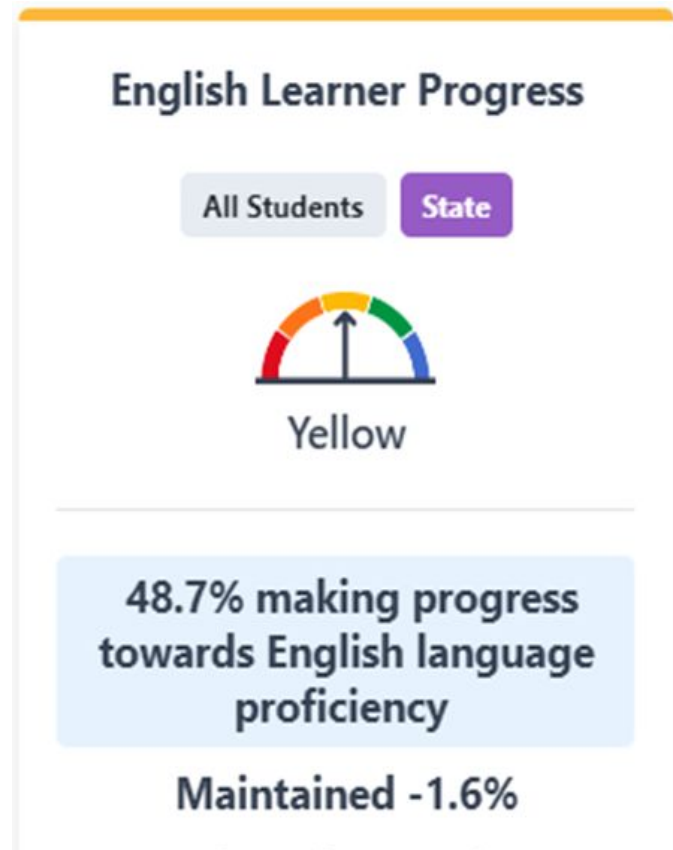
# Goal 1 Outcomes Highlights (cont.)

Metric	Actual Outcome	Desired Outcome
% English learners making progress on ELPAC	2022-23 K-8* 50% Low (Orange)	2022-23  Level > 55%
EL reclassification rate	2022-23 data release delayed by the CDE	>10%
% of teachers properly credentialed and assigned, including EL teachers	2021-22 (most recent data) 95.7%	100%

# 2023 California Dashboard - English Learner Progress Indicator (ELPI)



**Academy of Alameda**



**State Average**

\* Declined results are based on comparing 2023 ELs in Grades K-8 to 2022 ELs in Grades 6-8

# Goal 1 Outcomes Highlights (cont.)

Metric	Actual Outcome	Desired Outcome
% of students with access to their own copies of standards-aligned materials for use at home and at school	2023-24 100%	100%
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation for all except ELD at Initial Implementation	Full Implementation and Sustainability for all CCSS and ELD standards
% of students with access to and enrolled in a broad course of study including unduplicated students and students with exceptional needs	2023-24 100%	100%

# Goal 1 Implementation Successes & Challenges

<b>Successes</b>	<b>Challenges</b>
<ul style="list-style-type: none"><li>● Students provided access to effective instruction and challenging curriculum</li><li>● Retained highly qualified staff</li><li>● MTSS - on-going and effective interventions taking place</li><li>● Emerging Bilingual programs - providing small group instruction</li><li>● Increase in Special Education enrollment and school was able to serve students with resources available</li></ul>	<ul style="list-style-type: none"><li>● Number of participants in after-school enrichment programs lower than anticipated</li><li>● Although services and resources were available, school was heavily impacted by number of students with IEPs</li></ul>

# Goal 2

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





# Goal 2 Actions

## Strategies implemented to achieve Goal 2 in 2023-24

- Mental Health
- Social Emotional Learning
- Student Culture Activities, Athletics, and Events
- Attendance Support
- Restorative Justice
- Operations and Facilities

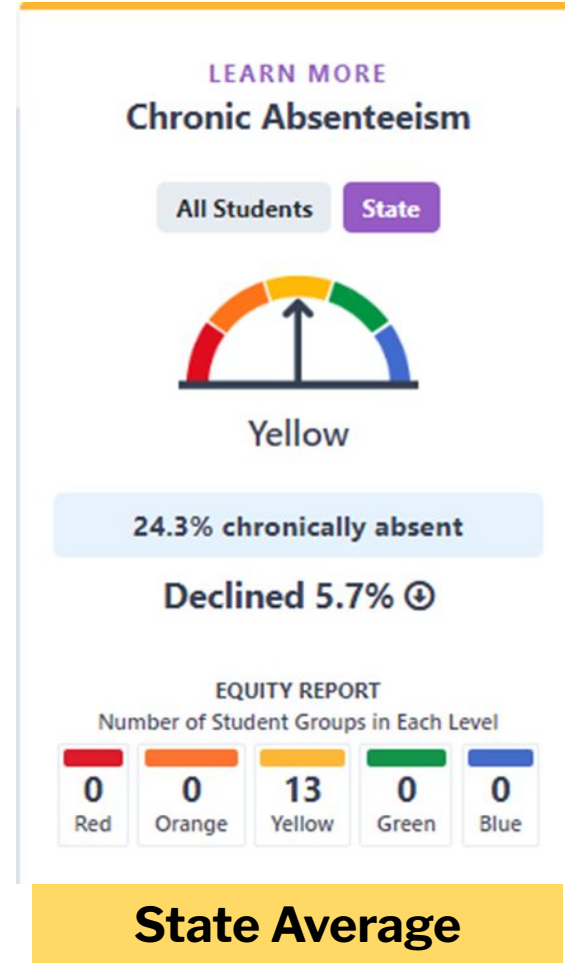
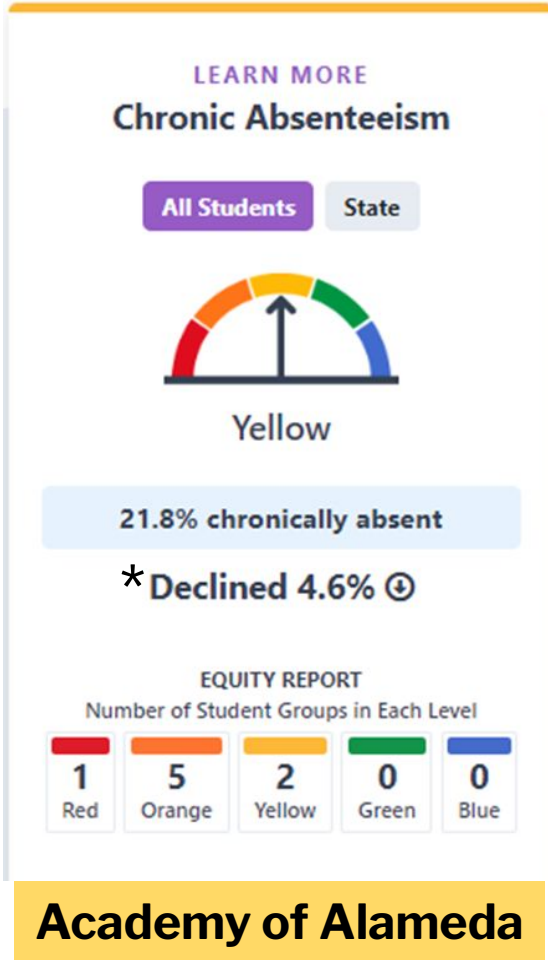
# Goal 2 Outcomes Highlights

Metric	Actual Outcome	Desired Outcome
Attendance Rate	2023-24 92.9%	2023-24 96%
Chronic Absence Rate	2022-23 K-8 All: 21.8% EL: 28.1% SED: 27.5% SWD: 29.6% African American: 28.0% Asian: 10.9% Hispanic/Latino: 27.9% Two/More Races: 15.1% White: 21.4% Filipino: 15.8%	2023-24 Decrease by 1% per year - 6.5%

# 2023 California Dashboard - Chronic Absenteeism

THE ACADEMY OF ALAMEDA

## Academic Engagement



\* Declined results are based on comparing 2023 students in Grades K-8 to 2022 students in Grades 6-8

# Goal 2 Outcomes Highlights (cont.)

Metric	Actual Outcome	Desired Outcome
Suspension Rate	2022-23 All Students: 3.1% EL: 3.3% SED 4.4% SWD: 4.8% African American: 6.4% Asian: 0% Filipino: 7.9% Hispanic: 3.1% Two or More Races: 1.2% White: 1.6%	<1%
Expulsion Rate	2022-23 0%	0%
Middle School Dropout Rate	2022-23 0%	0%

# 2023 California Dashboard - Suspension Rate


THE ACADEMY OF ALAMEDA

## Conditions & Climate



LEARN MORE  
Suspension Rate

All Students State



Orange

3.1% suspended at least one day

\* Increased 0.9% ⬆


EQUITY REPORT  
Number of Student Groups in Each Level

0	5	1	1	1
Red	Orange	Yellow	Green	Blue

**Academy of Alameda**

LEARN MORE  
Suspension Rate

All Students State



Orange

3.5% suspended at least one day

Increased 0.4% ⬆

EQUITY REPORT  
Number of Student Groups in Each Level

2	8	1	2	0
Red	Orange	Yellow	Green	Blue

**State Average**

\* Increased results are based on comparing 2023 students in Grades K-8 to 2022 students in Grades 6-8

# Goal 2 Outcomes Highlights (cont.)

Metric	Actual Outcome	Desired Outcome
% of students who respond favorably to questions about school safety, school climate, and sense of belonging	2023-24 Not Yet Available	Baseline +5% growth
% of families who respond favorably to questions about school safety	2023-24 Not Yet Available	85%
Measure that facilities meet good repair standard	2022-23 SARC (published in 2024) Condition: Fair	Condition: Good

# Goal 2 Implementation Successes & Challenges

<h2>Successes</h2>	<h2>Challenges</h2>
<ul style="list-style-type: none"> <li>● Mental Health supports with in-house counselors and Better Way provider; proactive in Tier I supports</li> <li>● Several student culture activities and events taking place</li> <li>● Attendance supports in place - attendance liaison</li> <li>● Facilities repairs and safety systems in place</li> </ul>	<ul style="list-style-type: none"> <li>● Continued focus on attendance and chronic absenteeism</li> </ul>

# Goal 3

Goal 3: Two-Way Communication and Effective Family Engagement: Provide transparent communication to our families through effective two-way communication that allows all families the ability to provide input and feedback on the school's program, and provides them a variety of opportunities to engage in the school and their children's education.





# Goal 3 Actions

## Strategies implemented to achieve Goal 3 in 2023-24

- Parent/Family Communication
- Family Engagement Events and Committees

# Goal 3 Outcomes Highlights

Metric	Actual Outcome	Desired Outcome
% of families responding favorably to questions on school climate, school fit, sense of belonging, and feeling welcome	2023-24 Not Yet Available	Maintain or increase 2% from baseline
Response Rate (Percentage of families who respond to Fall and Spring Family Surveys)	2023-24 Not Yet Available	2023-24 Increase by 20% (From baseline)
Representation of families who respond to the Family Survey: Race/Ethnicity, Language, Socioeconomic Status	2023-24 Not Yet Available	Equal representation of identified respondent groups (race/ethnicity etc) + or - 5%

# Goal 3 Outcomes Highlights (cont.)

Metric	Actual Outcome	Desired Outcome
Track the annual percentage rate of parents/guardians of English Learners (by grade level) who attend at least two DELAC/ELAC meetings during the year.	2023-24 Not Yet Available	2023-24 Increase the participation rate (percentage) by 5% annually
Evaluate the DELAC's perception (Using a 5 pt. rubric) of their efficacy to provide input and feedback that shapes the annual DELAC/ELAC plans for each school.	2023-24 Not Yet Available	2023-24 Improve the groups self-perception rating by .5%

# Goal 3 Implementation Successes & Challenges

<h2>Successes</h2>	<h2>Challenges</h2>
<ul style="list-style-type: none"> <li>● Increase in family engagement events (such as Fall Festival, Festival of Cultures, Gardening Day, Parent Night Out event)</li> <li>● Parent Volunteer Group (Middle School)</li> <li>● New school website with dedicated social media staff</li> </ul>	<ul style="list-style-type: none"> <li>● Continued focus on Family Engagement participation</li> </ul>

# Increased Services

**Plans to support our Foster Youth,  
Low Income students, and English  
Learners.**

# Increased Services for English Learners, Low Income, and Foster Youth



Actions funded with LCFF Supplemental Grant funding to meet the specific needs of our high need students



1. Multi-Tiered Systems of Support
2. English Language Development Support
3. Attendance Support

# Annual Update Review

# Areas of Need Identified from 23-24 Annual Update

- Chronic Absenteeism - focus on what a “Good Attendance” School is, not just with students but also with staff
- SPED increase - number of students with IEPs, transfers from other schools; ensure available services and resources for students
- Enhance after-school Enrichment programs
- Increase family engagement and participation



# Areas of Need for 24-25 LCAP Identified from 23-24 LCAP Annual Update



- Chronic Absenteeism - focus on what a “Good Attendance” School is, not just with students but also with staff
- SPED increase - number of students with IEPs, transfers from other schools; ensure available services and resources for students
  - Additional, targeted supports for ELA and Math
- Enhance after-school Enrichment programs
- Increase family engagement and participation
- New for 24-25: Long-Term English Learner progress monitoring and support

# Input

<b>Strengths</b>	<ul style="list-style-type: none"><li>●</li></ul>
<b>Needs</b>	<ul style="list-style-type: none"><li>●</li></ul>
<b>Suggestions</b>	<ul style="list-style-type: none"><li>●</li></ul>

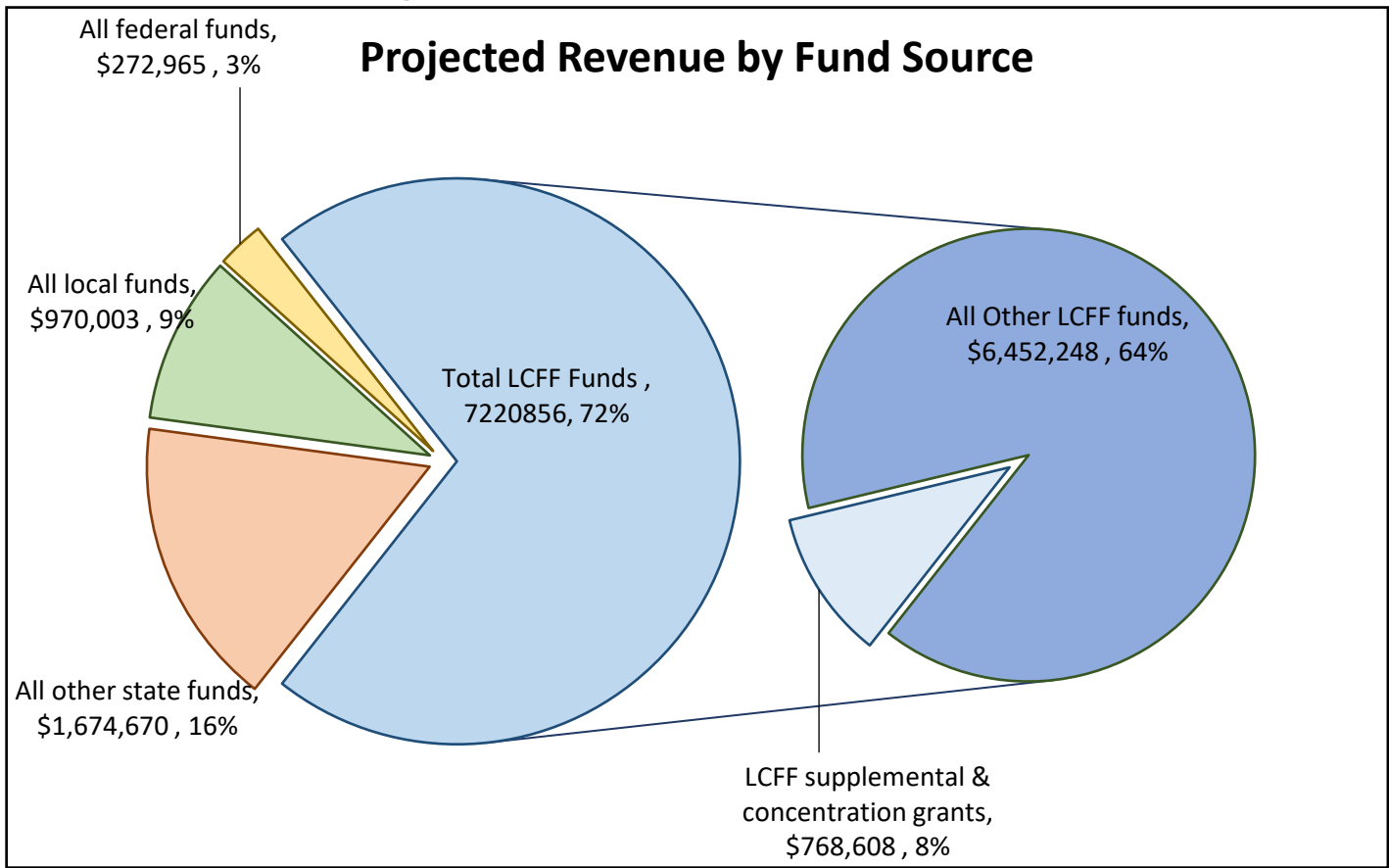
Thank you for working together to review our progress and provide input as we develop our LCAP!

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Academy of Alameda  
 CDS Code: 01 61119 0122085  
 School Year: 2024-25  
 LEA contact information: Christine Chilcott, Executive Director, (510) 748-4017, cchilcott@aoaschools.org

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

## Budget Overview for the 2024-25 School Year

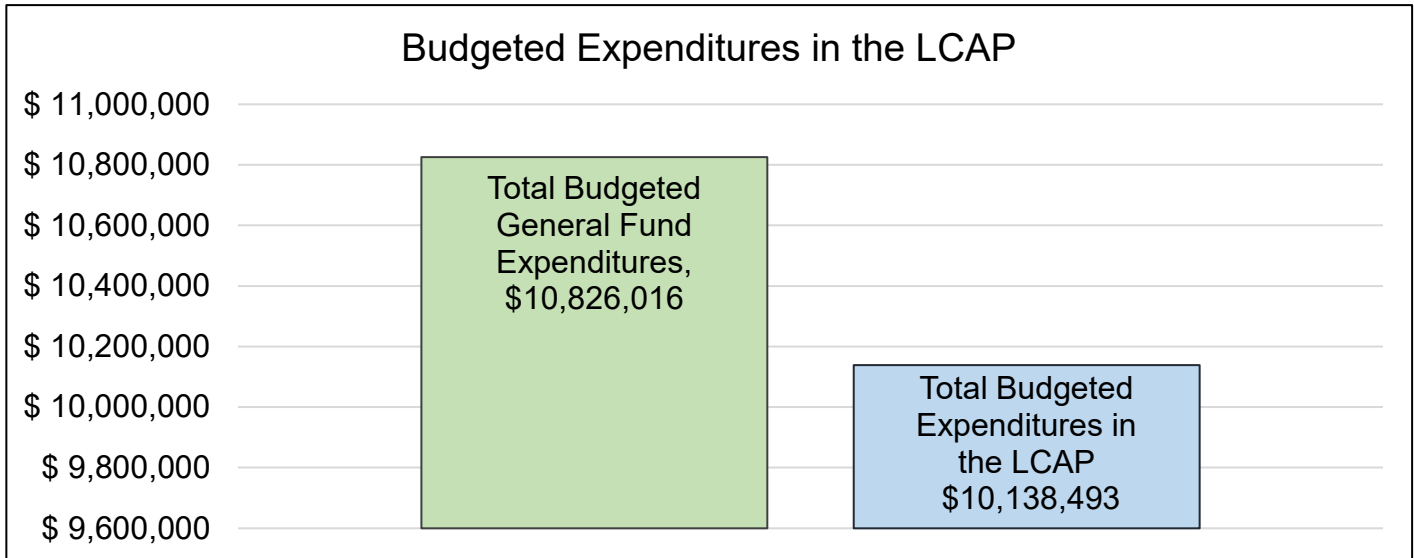


This chart shows the total general purpose revenue The Academy of Alameda expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for The Academy of Alameda is \$10,138,494.00, of which \$7,220,856.00 is Local Control Funding Formula (LCFF), \$1,674,670.00 is other state funds, \$970,003.00 is local funds, and \$272,965.00 is federal funds. Of the \$7,220,856.00 in LCFF Funds, \$768,608.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much The Academy of Alameda plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

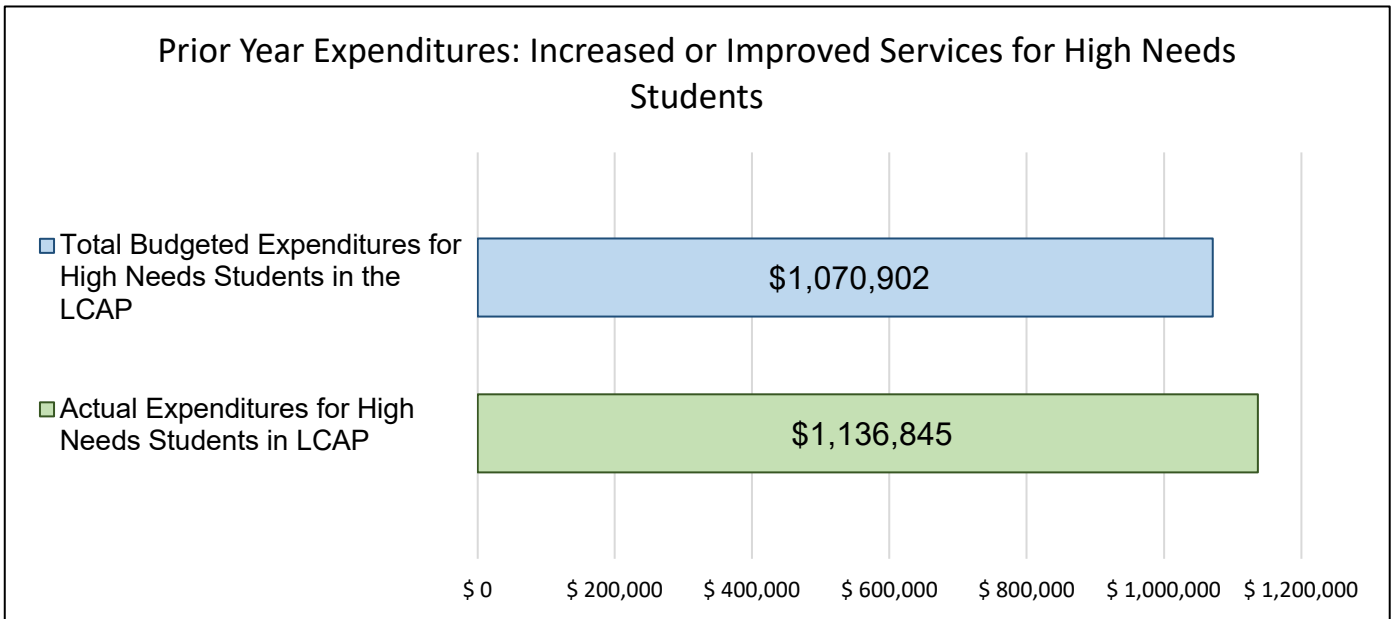
The text description of the above chart is as follows: The Academy of Alameda plans to spend \$10,826,016.00 for the 2024-25 school year. Of that amount, \$10,138,493.06 is tied to actions/services in the LCAP and \$687,522.94 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

### Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, The Academy of Alameda is projecting it will receive \$768,608.00 based on the enrollment of foster youth, English learner, and low-income students. The Academy of Alameda must describe how it intends to increase or improve services for high needs students in the LCAP. The Academy of Alameda plans to spend \$807,279.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, The Academy of Alameda's LCAP budgeted \$1,070,902.00 for planned actions to increase or improve services for high needs students. The Academy of Alameda actually spent \$1,136,845.00 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Academy of Alameda	Christine Chilcott Executive Director	<a href="mailto:cchilcott@aoaschools.org">cchilcott@aoaschools.org</a> (510) 748-4017

## Goals and Actions

### Goal 1

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle: STAR ELA and Math % of students meeting growth goals	MS: ELA 66% of students met growth goal MS: Math 53% of students met growth goal	MS: 66.4% of students met their growth goal in ELA and 66.8% of students met their Math growth goal.	MS: 68.4% of students met their growth goal in ELA and 76% of students met their growth goal in Math.  Data Year: 2022-23 Data Source: Local Assessment	<b>Not Yet Available</b>  Data Year: 2023-24 Data Source: Local Assessment	Baseline +5% growth for each area  Data Year: 2023-24 Data Source: Local Assessment
Elementary: STAR ELA and Math % of students meeting growth goals	Reading: 65% Math: 65%	STAR Overall READING: 71% Growth STAR Overall MATH 71% Growth	59% Reading 52% Math Data Year: 2022-23 Data Source: Local Assessment	<b>Not Yet Available</b>  Data Year: 2023-24 Data Source: Local Assessment	Baseline + 3% growth

<p>STAR Early Reading Assessment (K-2)</p>	<p>Early Reading: 65%</p>	<p>STAR EARLY READING (K-2) 84%</p>	<p>72%  Data Year: 2022-23 Data Source: Local Assessment</p>	<p><b>Not Yet Available</b>  Data Year: 2023-24 Data Source: Local Assessment</p>	<p>Baseline + 3% growth</p>
<p>CAASPP: % of students meeting or exceeding standard in ELA for all students and all numerically significant subgroups</p>	<p>MS: Baseline to be established 21-22</p>	<p>MS: Students took the SBAC in May 2022. Scores will be released this summer.</p>	<p>SBAC in May 2022. Scores will be released this summer.</p> <p>Elementary School All Students 63.7% SED: 50% EL: 33.34% SPED: 27.27% Asian: 63.34% Black: 38.89% Hispanic: 38.46% White: 77.78% Two or More Races: 91.3%</p> <p>Middle School All Students 58.07% SED: 48.79% EL: 14.64% SPED: 27.27% Asian: 68.26% Black: 35.39% Filipino: 72.73% Hispanic: 52.32% White: 70.58% Two or More Races: 61.71%</p> <p>Data Year: 2021-22 Data Source: Dataquest</p>	<p>K-8 ELA All Students 56.1% SED: 42.3% EL: 17.1% SPED: 19.2% Asian: 61.3% Black: 33.7% Filipino: 73.3% Hispanic: 47.3% White: 72.8% Two or More Races: 58.6%</p> <p>Data Year: 2022-23 Data Source: Dataquest CAASPP Results</p>	<p>Baseline +5% growth for each area</p> <p>Data Year: 2022-23 Data Source: Dataquest</p>



<p>CAASPP: % of students meeting or exceeding standard in Math for all students and all numerically significant subgroups</p>	<p>MS: Baseline to be established 21-22</p>	<p>MS: Students took the SBAC in May 2022. Scores will be released this summer.</p>	<p>Elementary School All Students 60.45% SED: 48.44% EL: 44.44% SPED: 27.27% Asian: 70% Black: 22.23% Hispanic: 40% White: 70.37% Two or More Races: 78.26%</p> <p>Middle School All Students 37.22% SED: 25.12% EL: 7.32% SPED: 9.1% Asian: 55.55% Black: 10.77% Filipino: 40.91% Hispanic: 27.9% White: 54.41% Two or More Races: 41.3%</p> <p>Data Year: 2021-22 Data Source: Dataquest</p>	<p>K-8 Math All Students: 46.3% SED: 34.3% EL: 17.1% SPED: 5.8% Asian: 62.7% Black: 17.9% Filipino: 50.0% Hispanic: 39.8% White: 58.7% Two or More Races: 55.7%</p> <p>Data Year: 2022-23 Data Source: Dataquest CAASPP Results</p>	<p>Baseline +5% growth for each area</p> <p>Data Year: 2022-23 Data Source: Dataquest</p>
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<p>% of students meeting or exceeding standards on the CA Science Test (CAST) for all students and all numerically significant subgroups</p>	<p>5th grade All students 40.91% SED 28.57%</p> <p>8th grade All students 32.21% SED 27.63% EL 0% Asian 55.17% Black 10.52% Hispanic 15.63% White 47.06% Two or more races 35.72%</p> <p>Data Year: 2021-22 Data Source: Dataquest</p>	<p>N/A Metric added in 2023</p>	<p>N/A Metric added in 2023</p>	<p>5 &amp; 8 All students 41.6% SED 30.6% EL 7.1% SPED 15.8% Asian 27.3% Black 19.4% Hispanic 38.9% White 58.5% Two or more races 56.5%</p> <p>Data Year: 2022-23 Data Source: Dataquest CAASPP</p>	<p>5th grade 50% 8th grade 41%</p> <p>Data Year: 2022-23 Data Source: Dataquest</p>
<p>% English learners making progress on ELPAC</p>	<p>Elementary School 48.4% Medium Middle School 88.2% Very High</p> <p>Data Year: 2021-22 Data Source: CA Dashboard</p>	<p>N/A Metric added in 2023</p>	<p>N/A Metric added in 2023</p>	<p>50% Low (Orange)</p> <p>Data Year: 2022-23 Data Source: CA Dashboard</p>	<p>High Progress Level &gt;55%</p> <p>Data Year: 2022-23 Data Source: CA Dashboard</p>
<p>EL reclassification rate</p>	<p>Elementary 12.2% MS 37.9%</p> <p>Data Year: 2019-20 Source: Dataquest</p>	<p>Elementary 6.5% MS 13.6%</p> <p>Data Year: 2020-21 Source: Dataquest</p>	<p>20.78%</p> <p>Data Year: 2021-22 Data Source: Dataquest</p>	<p>Current data is 2020-2021</p> <p>Data not released for 21-22</p> <p>Data Year: 2022-23 Data Source: Dataquest</p>	<p>&gt;10%</p> <p>Data Year: 2022-23 Data Source: Dataquest</p>

<p>% of students with access to their own copies of standards-aligned materials for use at home and at school</p>	<p>100% Source: 2022 CA Dashboard</p>	<p>N/A Metric added in 2023</p>	<p>N/A Metric added in 2023</p>	<p>100% for 2023 CA Dashboard Local Indicator</p>	<p>100% Source: 2024 CA Dashboard Local Indicator</p>
<p>% of teachers properly credentialed and assigned, including EL teachers</p>	<p>Elementary School 66.1% Middle School 83.8%  Data Year: 2020-21 Data Source: Dataquest</p>	<p>N/A Metric added in 2023</p>	<p>N/A Metric added in 2023</p>	<p>95.7%  Data Year: 2021-22 Data Source: Dataquest (Most recent data)</p>	<p>100%  Data Year: TBD Data Source: SARC</p>
<p>Implementation of standards for all students and enable ELs access to CCSS and ELD standards</p>	<p>Elementary School: Full Implementation  Middle School: Full Implementation for all except ELD at Initial Implementation  Source: 2021 CA Dashboard</p>	<p>N/A Metric added in 2023</p>	<p>N/A Metric added in 2023</p>	<p>Full Implementation and Sustainability for all CCSS and ELD standards Source: 2023 CA Dashboard Local Indicators</p>	<p>Full Implementation and Sustainability for all CCSS and ELD standards = Source: 2023 CA Dashboard Local Indicators</p>
<p>% of students with access to and enrolled in a broad course of study including unduplicated students and students with exceptional needs (metric added in 2023)</p>	<p>100%</p>	<p>100% Data Year: 2021-22 Source: Local Data</p>	<p>100% Data Year: 2022-23 Source: Local Data</p>	<p>100% Data Year: 2023-24 Source: Local Data</p>	<p>100% Data Year: 2023-24 Source: Local Data</p>

## Goal Analysis

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

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

Overall, the actions designed to support achievement of Goal 1 was implemented as planned.

### Successes:

Several initiatives were successful during the 2023-24 school year. The school's summer program ran for 30 days in the summer through ASES. In addition, the school established a community partner for sailing lessons for students. Students were provided access to effective instruction and a challenging curriculum. The school retained highly qualified staff. MTSS was on-going and the school succeeded in placing students in effective interventions. The school maintains a 1:1 chromebook ratio and smart boards were placed in 9 classrooms. Professional development was a success with a plan in development for next year. The Emerging Bilingual programs provided small group instruction for ELs. Special Ed enrollment increased and the school was able to serve those students with resources available.

### Challenges:

Despite the partnership established, the number of participants for the sailing program was much lower than expected. Although in the current year, the school was able to accommodate and serve students with resources available, the increase of Students with Disabilities will have sustainability impacts for next year.

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

Action 2 Multi-Tiered System of Support estimated actuals (\$751,215) were higher than the budgeted expenditures (\$520,572) due to an increase in unduplicated percentages. The school received an increase in total supplemental and concentration funding.

Action 4 Professional Education estimated actuals (\$160,789) were higher than the budgeted expenditures (\$136,548) due to recategorizing membership and dues to operations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Academy of Alameda Elementary School and The Academy of Alameda Middle School were approved by their authorizer to merge as a K-8 school (The Academy of Alameda) for the 2022-23 school year. 2022-23 CAASPP Results and the 2023 California Dashboard outcomes are now based on K-8 grade spans. Previous years data (2022 and prior) for CAASPP results for The Academy of Alameda (AOA) are from The Academy of Alameda Middle School (6-8). For the 2023 California Dashboard, calculations for change for performance levels (colors) are based on comparing The Academy of Alameda (K-8) with The Academy of Alameda Middle School (6-8). Therefore, it is important to exercise caution when comparing the 2023 Dashboard to previous Dashboards based on the schools merging and overall grade levels served.

The Highly Qualified Staff, Multi-Tiered Systems of Support, Instructional Materials, Supplies, and Technology, Professional Education, and After School Summer, & Extended Year Programs actions were effective as evidenced by CAASPP Proficiency Rates in ELA, Math and Science. AOA ELA proficiency rates (56.05%) are higher than the state average (46.66%) in ELA by 9.4%. The ELA proficiency rates are also higher than the state average for student groups with higher needs including English Learners (17.1%; state 10.9%), Socioeconomically Disadvantaged students (42.3%; state 35.3%), and Students with Disabilities (19.2%; state 15.8%). AOA Math proficiency rates (46.31%) are higher than the state average (34.6%) in Math by 11.7%. The proficiency rates are also higher than the state average for English Learners (17.1%; state 9.9%) and SED students (34.3%; state 22.9%). Math proficiency rates for Students with Disabilities were lower than the state average (5.8%; state 12.3%). This will be a focus area for the school given the increase in SWD being served by the school. The proficiency rates in Science (41.6%) are also higher for AOA than the state average (30.2%) by 11.4%. The proficiency rates were higher than the state average for English Learners (7.1%; state 2.32%), SED students (30.6%, state 19.3%) and SWD (15.8%; state 8.7%).

The Emerging Bilingual Support action was effective as evidenced by the English Learner Progress Indicator with 50% of ELs making progress towards English language proficiency.

The Special Education action was partially effective as evidenced by CAASPP results above in ELA, Math and Science.

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

There are no planned changes to the overall goal.

In terms of actions, the Emerging Bilingual Support action will be changed to English Language Development to encompass all English Learners at The Academy of Alameda including Emerging learners, current ELs and Long-term English Learners (LTEL). New action descriptions will describe how the school will monitor and LTELs progress in English language proficiency.

There are no changes to metrics in Goal 1.

The desired outcomes have been adjusted to create realistic three year targets based on the baseline data for the new 24-25 LCAP cycle.

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

## Goal 2

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Attendance Rates	96% (SY 19-20)	93% (SY 21-22)	93.24% Data Year: 2022-23 Data Source: P2	92.97% Data Year: 2023-24 Data Source: P2	96% Data Year: 2023-24 Source: P2
Chronic Absence Rate for all students and all numerically significant subgroups	MS: 9.5% (SY 19-20) Correction: 15.5% 2020-2021 (per DataQuest)	MS: 8.6% (SY 21-22) Correction: 26.4% (per DataQuest)	Elementary All 24.4% EL 28.6% SED 35% SWD 25% African American: 54.1% Asian 7.5% Hispanic/Latino 33.9% Two/More Races 20.5% White 20% Filipino 21.1%  Middle School All 26.4% EL 26.5% SED 34.8% SWD 42.3% African American: 30.4% Asian 17.4% Hispanic/Latino 32.3% Two/More Races 30.6% White 22.5% Filipino 18.2%  Data Year: 2021-22 Data Source: DataQuest	K-8 All 21.8% EL 28.1% SED 27.5% SWD 29.6% African American: 28.0% Asian 10.9% Hispanic/Latino 27.9% Two/More Races 15.1% White 21.4% Filipino 15.8%  Data Year: 2022-23 Data Source: DataQuest	Decrease by 1% per year - 6.5%  Data Year: 2022-23 Data Source: Dataquest

<p>% of students who respond favorably to questions about school safety, school climate, and sense of belonging</p>	<p>MS: Baseline to be established (21-22)</p>	<p>ES: Survey conducted 2022</p> <p>MS: Survey conducted 2022 School Safety: 82% favorable School Climate: 76% favorable Sense of Belonging: 71% favorable</p> <p>Data Year: 2021-22 Data Source: Local School Culture Survey</p>	<p>ES: Survey conducted 2023</p> <p>MS: Survey conducted 2023 School Safety: 78% favorable School Climate: 68% favorable Sense of Belonging: 69% favorable</p> <p>Data Year: 2022-23 Data Source: Local School Culture Survey</p>	<p><b>Not Yet Available</b></p> <p>Data Year: 2023-24 Data Source: Local School Culture Survey</p>	<p>Baseline +5% growth</p>
<p>Suspension Rate for all students and all numerically significant subgroups</p>	<p>MS: Baseline to be established (21-22)</p>	<p>Elementary 0%</p> <p>Middle School All Students 0%</p> <p>Data Year: 2020-21 Data Source: Dataquest</p> <p>(Data amended in 2023 with correct data from Dataquest entered for Year 1 and Year 2 Outcomes)</p>	<p>Elementary 0.7%</p> <p>Middle School All Students 2.1% African American 8.5% SED 3.1% Hispanic 1.1% SWD: 1.9%</p> <p>Data Year: 2021-22 Data Source: Dataquest</p>	<p>K-8 All Students 3.1% EL 3.3% SED 4.4% SWD: 4.8% African American 6.4% Asian 0% Filipino 7.9% Hispanic 3.1% Two or More Races 1.2% White 1.6%</p> <p>Data Year: 2021-22 Data Source: Dataquest</p>	<p>&lt;1% Data Year: 2022-23 Data Source: Dataquest</p>

Expulsion Rate for all students and all numerically significant subgroups (metric added in 2023)	0% Data Year: 2020-21 Data Source: Dataquest	N/A (Metric added in 2023)	Elementary 0% Middle School 0% Data Year: 2021-22 Data Source: Dataquest	0% Data Year: 2022-23 Data Source: Dataquest	0% Data Year: 2022-23 Data Source: Dataquest
Middle School dropout rate (metric added in 2023)	% Data Year: 2021-22 Data Source: Calpads 8.1c	N/A (Metric added in 2023)	N/A (Metric added in 2023)	0% Data Year: 2022-23 Data Source: CALPADS	0% Data Year: 2022-23 Data Source: Calpads 8.1c
Measure that facilities meet good repair standard (metric added in 2023)	Condition? Data Year: 2021-22 Data Source: SARC	N/A (Metric added in 2023)	N/A (Metric added in 2023)	Condition: Fair  Source: From 22-23 SARC (published in 2024)	Met: Good Source: SARC
% of families who respond favorably to questions about school safety (metric added in 2023)	85% Data Year: 2021-22 Data Source: Local Family Survey	N/A (Metric added in 2023)	90% Data Year: 2022-23 Data Source: Local Family Survey	<b>Not Yet Available</b>  Data Year: 2023-24 Data Source: Local Survey	85% Data Year: 2023-24 Source: Local Survey



## Goal Analysis

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

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

Overall, the actions designed to support achievement of Goal 2 was implemented as planned.

### Successes:

The Academy of Alameda saw great success with supporting students with mental health and social emotional learning. The school's in-house counselors as well as a partnership with Better Way, an outside provider, provided mental health support for students. The school was proactive with Tier 1 mental health support. The school also utilized the Ruler curriculum for social emotional learning. Teachers attending a conference to continue to integrate this curriculum next year. Several student events took place such as student culture activities, monthly assemblies, student spotlight awards/recognitions, which positively impacts student engagement. There was a high turnout for athletics offerings at the school, especially with basketball. In terms of attendance support, the Attendance/Engagement Coordinator was effective in identifying students with high absences and trancies and facilitating SART meetings with students. In terms of Operations and Facilities, several repairs took place to update the school, including playground surfaces and carpets in the classroom. The Director of Operations also installed a new security system that protects the school's front door entry as well as placing columbine locks on all doors on campus.

### Challenges

Attendance continues to be an area of identified progress for the school. The school will be updating its attendance policy so that we can be more proactive in our communication with families regarding attendance.

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

Action 1 Mental Health estimated actuals (\$202,862) were lower than the budgeted expenditures (\$364,010) due to shifting the counselor to Goal 1 Action 2 to cover the increased Supplemental and Concentration funding.

Action 3 Student Culture Activities, Athletics, and Events estimated actuals (\$151,060) were higher than the budgeted expenditures (\$104,880) due to increased field trips, offset by local revenue.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

As mentioned above in Goal 1, it is important to exercise caution when comparing the 2023 Dashboard to previous Dashboards based on the schools merging and overall grade levels served.

The Attendance Support action was partially effective as evidenced by the chronic absenteeism rates on the Dashboard compared to that of the state average. The Academy of Alameda's Chronic Absenteeism rate is lower than the state average for all students, SED students and students with disabilities. The school will continue to focus on the importance of being a "good attendance" school in 2024-25 in order to decrease the chronic absenteeism rate.

The Restorative Justice initiative is effective as evidenced by the Suspension Rate on the California Dashboard. The school maintains a lower Suspension rate compared to the state average for all students and student groups. In addition, the Expulsion Rate and Middle School dropout rate is at 0%.

The Mental Health, Social Emotional Learning, and Student Culture Activities, Athletics, and Events were [insert survey results data here].

The Operations and Facilities action was partially effective as evidenced by a “Fair” good repair rating. The school has continued working to address its needs in terms of a needed water/refill station, an additional bathroom, leak repairs in building, blacktop resurfacing and painting, fence repair and playground surface repairs.

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

There are no planned changes to the overall goal.

In terms of the Attendance Support action, the school will implement a Good Attendance Initiative that focuses on improving attendance and reducing absences and truancies.

There are no changes to metrics in Goal 2.

The desired outcomes have been adjusted to create realistic three year targets based on the baseline data for the new 24-25 LCAP cycle.

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

**Goal 3**

Goal #	Description
3	Two-Way Communication and Effective Family Engagement: Provide transparent communication to our families through effective two-way communication that allows all families the ability to provide input and feedback on the school's program, and provides them a variety of opportunities to engage in the school and their children's education.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

<p>% of families responding favorably to questions on school climate, school fit, sense of belonging, and feeling welcome</p>	<p>Families feel welcome 4.4 (on 5-point scale) SY 20-21 Two-Way Communication Satisfaction 4.4 (on a 5-point scale) SY 20-21 Families feel connected to school mission, value, and values 4.2 (on 5-point scale) SY 20-21 Families feel informed on the school's current news, activities, and decisions 4.4 (on a 5-point scale) SY 20-21 I feel updated on my child's learning and progress 3.6 (on a 5-point scale)</p>	<p>In the 21-22 school year we used a different survey than the one used in the 20-21 school year.  School Climate = 96% favorable School Fit = 92% favorable School Safety = 85% favorable  85% of respondents feel a sense of belonging in the school community 91% of respondents feel welcome 95% of respondents feel the school is preparing their child academically for the next school year</p>	<p>School Climate: 86% School Fit: 86% Sense of Belonging: 81% Feel Welcome: 90%  Data Year: 2022-23 Data Source: Local Family Survey</p>	<p><b>Not Yet Available</b>  Data Year: 2023-24 Data Source: Local Family Survey</p>	<p>Maintain or increase 2% from baseline  Data Year: 2023-24 Data Source: Local Family Survey</p>
<p>Response Rate (Percentage of families who respond to Fall and Spring Family Surveys)</p>	<p>Create Baseline in Fall, 2021/22</p>	<p>31% (K-8)</p>	<p>% Data Year: 2022-23 Data Source: Local Family Survey</p>	<p><b>Not Yet Available</b>  Data Year: 2023-24 Data Source: Local Family Survey</p>	<p>Increase by 20% (From baseline)  Data Year: 2023-24 Data Source: Local Family Survey</p>

<p>Representation of families who respond to the Family Survey: Race/Ethnicity, Language, Socioeconomic Status</p>	<p>Create Baseline in Fall, 2021/22</p>	<p>Race/Ethnicity                      Asian = 30%                      Black/African-American = 7%                      Latinx = 8%                      White 35%                      Two or More Races = 13%                      Other = 4%</p> <p>Language                      Chinese = 5%                      English = 80%                      Spanish = 5%                      Other = 7%</p> <p>Socioeconomic Status                      0-\$49,999 = 19%                      \$50,000-\$99,999 = 27%                      \$100,000-\$149,999 = 20%                      \$150,000-\$199,999= 16%                      \$200,000 and up = 19%</p>	<p>Race/Ethnicity                      Asian = %                      Black/African-American = %                      Latinx = %                      White %                      Two or More Races = %                      Other = %</p> <p>Language                      Chinese = %                      English = %                      Spanish = %                      Other = %</p> <p>Socioeconomic Status                      0-\$49,999 = %                      \$50,000-\$99,999 = %                      \$100,000-\$149,999 = %                      \$150,000-\$199,999= %</p> <p>Data Year: 2022-23                      Data Source: Local Family Survey</p>	<p><b>Not Yet Available</b></p> <p>Data Year: 2023-24                      Data Source: Local Family Survey</p>	<p>Equal representation of identified respondent groups (race/ethnicity etc) + or - 5%</p> <p>Data Year: 2023-24                      Data Source: Local Family Survey</p>
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<p>Track the annual percentage rate of parents/guardians of English Learners (by grade level) who attend at least two DELAC/ELAC meetings during the year.</p>	<p>Create Baseline in Fall, 2021/22</p>	<p>Will start in Fall 2022</p>	<p>Kindergarten: %                      First: %                      Second: %                      Third: %                      Fourth: %                      Fifth: %                      Sixth: %                      Seventh: %                      Eighth: %                      Data Year: 2022-23                      Data Source: DELAC Sign-in sheets</p>	<p><b>Not Yet Available</b>                       Data Year: 2023-24                      Data Source: Local Family Survey</p>	<p>Increase the participation rate (percentage) by 5% annually.                       Data Year: 2023-24                      Data Source: DELAC Sign-in sheets</p>
<p>Evaluate the ELAC's perception (Using a 5 pt. rubric) of their efficacy to provide input and feedback that shapes the annual DELAC/ELAC plans for each school.</p>	<p>Create Baseline in Fall, 2021/22</p>	<p>Will start in Fall 2022</p>	<p>%                       Data Year: 2022-23                      Data Source: DELAC Perception Survey</p>	<p><b>Not Yet Available</b>                       Data Year: 2023-24                      Data Source: Local Family Survey</p>	<p>Improve the groups self-perception rating by .5%                       Data Year: 2023-24                      Data Source: Local Data</p>

## Goal Analysis

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

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

Overall, the actions designed to support achievement of Goal 3 was planned and implemented.

Successes:

There was an increase in family events at the school this year, including the Festival of Cultures, Parent Coffee events, Gardening Day (which supported the Facilities action in Goal 1 where several parents volunteered), and the Parent Night out event. Many of these had a parent team that supported the event. A middle school parent volunteer group was established. The school also created a new website with a dedicated social media staff.

Challenges:

Despite the amount of events and opportunities to engage at and with the school, participation continues to be a focus for the school for next year.

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

Action 1 Parent/Family Communication estimated actuals (\$104,096) were lower than the budgeted expenditures (\$134,780) due to staff transitions and the timing with hiring resulting in cost savings.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Parent/Family Communication and Family Engagement Events and Committees actions were [insert survey results data here].

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

There are no planned changes to the overall goal.

The action descriptors will include its social media platforms, new engagement events and the middle school Parent Volunteer group.

The school will change the response rate percentage metric on surveys to a “goal number of responses” in 2024-25. The school will remove two metrics in regards to meetings and perception rates since the family survey is disaggregated by language to better capture English Learner response.

The desired outcomes have been adjusted to create realistic three year targets based on the baseline data for the new 24-25 LCAP cycle.

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

## **Instructions**

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## **Goals and Actions**

### **Goal(s)**

#### **Description:**

Copy and paste verbatim from the 2023–24 LCAP.

### **Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

#### **Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

#### **Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

#### **Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

#### **Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

#### **Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### **Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.



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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Academy of Alameda	Christine Chilcott Executive Director	<a href="mailto:cchilcott@aoaschools.org">cchilcott@aoaschools.org</a> (510) 748-4017

## Plan Summary 2024-25

### General Information

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

The Academy of Alameda was formerly two separate schools: The Academy of Alameda Middle School and The Academy of Alameda Elementary School. The schools were approved to merge by their authorizer - the Alameda Unified School District - beginning July 1, 2022. The new school is known as The Academy of Alameda and serves students in grades TK through 8. The Academy of Alameda is governed by The Academy of Alameda - a public Charter Management Organization (CMO), which has its own Board of Directors. The Academy of Alameda is in the top 1% of diverse schools in California serving six subgroups that account for over 5% of the population and is currently in its 12th year of operation.

In 2023-24, The Academy of Alameda School served 620 diverse students with 19.2% identifying as Asian, 20.3% as Hispanic or Latino, 16.8% as White, 13.9% as Two or more Races, 19.4% as African American or Black, 6% as Filipino, and 1% as Native Hawaiian or Pacific Islander. The school serves students with diverse needs as well with 12.7% of students identified as English learners, 57.6% as Socioeconomically disadvantaged, and 12.4% qualifying for special education services. The LCFF Unduplicated percentage is approximately 62%.

The Academy of Alameda organizes its program and resources to meet both its mission and envisioned future. The Academy of Alameda's Mission is to The Academy of Alameda equitably develops students into critical thinkers and life-long learners who navigate the world with integrity and who apply their learning to empower themselves and their communities. The Academy of Alameda envisions a future where all students are successful, and their destinies are not determined by their demographics. Since inception, The Academy of Alameda has been committed to transforming education so that all of its students are successful at a high level - academically, social-emotionally, and behaviorally. In order to fulfill its mission and envisioned future, the Board of Directors, leadership and staff have been committed to building strong relationships in and between staff, students, and families, distributing resources equitably, implementing a rigorous and engaging academic program that imbeds social justice and culturally relevant curriculum, and supporting the development of students' social emotional skills so that they are successfully prepared for the current and following school years. While The Academy of Alameda has been historically closely connected to its families, it is seeking to rebuild an even closer connection after the past years of being in a pandemic.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for The Academy of Alameda which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: Goal 1: Effective Instruction, Challenging Curriculum, and Enrichment Opportunities: Increase the academic outcomes of all students by providing them with multiple pathways to be successful through a culturally responsive and deeply engaging education. Goal 2: Empower Students and Eliminate Barriers: Implement comprehensive social-emotional programs that foster a sense of belonging and cultivate successful student outcomes and school engagement. Goal 3: Two-Way Communication and Effective Family Engagement: Provide transparent communication to stakeholders through effective two-way communication that develops an inclusive family involvement plan where all members have the opportunity to connect and provide feedback, and to get involved both at the school level and/or directly with their child's education.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The Academy of Alameda Elementary School and The Academy of Alameda Middle School were approved by their authorizer to merge as a K-8 school (The Academy of Alameda) for the 2022-23 school year. 2022-23 CAASPP Results and the 2023 California Dashboard outcomes are now based on K-8 grade spans. Previous years data (2022 and prior) for CAASPP results for The Academy of Alameda are from The Academy of Alameda Middle School (6-8). For the 2023 California Dashboard, calculations for change for performance levels (colors) are based on comparing The Academy of Alameda (K-8) with The Academy of Alameda Middle School (6-8). Therefore, it is important to exercise caution when comparing the 2023 Dashboard to previous Dashboards based on the schools merging and overall grade levels served.

### IDENTIFIED PROGRESS

#### ***State Indicators***

For Academic Performance in ELA, The Academy of Alameda was 13.5 points above standard and received a Green performance level. The following student groups received a Green or Blue performance level: Asian (+31.9 points), Two or More Races (+29.7 points), and White (+52.6 points).

For Academic Performance in Math, The Academy of Alameda was 16.2 points above standard and received a Green performance level. The following student groups received a Blue performance level: Asian (+27.4), Two or More Races (+3.2), and White (+17.7). In addition, the following student groups received a Yellow performance level for maintaining their DFS from the previous year: English Learners (53.6 points below), Hispanic (36.5 points below) and SED (45.1 points below).

For Chronic Absenteeism, 21.8 % of all students were chronically absent and received a Yellow performance level.

#### ***Local Indicators***

All state-mandated local indicator requirements were met.

## IDENTIFIED NEEDS

### *State Indicators*

For Academic Performance in ELA, Students with Disabilities received a Red performance level due to a decline of 14.8 points (79.7 points below standard). The following student groups received an Orange performance level: African American (49.3 points below), English Learners (27.1 points below), Hispanic (12 points below) and Socioeconomically Disadvantaged (16.1 points below).

For Academic Performance in Math, Students with Disabilities received a Red performance level and was 119.4 points below standard. African American students received an Orange performance level and was 95.6 points below standard.

For the English Learner Progress Indicator, the school received an Orange performance level for 50% of ELs making progress towards English language proficiency. It is important to note that despite a 38.2% decline from the previous year, with the combining of the Elementary and Middle Schools in the previous academic year, the comparison used on the Dashboard was based on Academy of Alameda Middle school being compared to all English Learners in K-8.

Despite maintaining chronic absenteeism rates from the previous year for all students, the school continues to focus on Chronic Absenteeism. English Learners (28.1%) received a Red Performance Level. The following student groups received an Orange performance level: African American (28%), Hispanic (27.9%), Two or More Races (21.2%), Students with Disabilities (29.6%), and White (21.4%).

The school received an Orange performance level for Suspension Rate with 3.1% of students suspended at least one day. The following student groups received an Orange performance level as well: English Learners (3.3%), Hispanic (3.1%), Two or More Races (3%), SED (4.4%) and SWD (4.8%).

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

## Comprehensive Support and Improvement

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

### *Schools Identified*

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

Academy of Alameda is a single school LEA that is not eligible for comprehensive support and improvement.

### ***Support for Identified Schools***

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

Not Applicable

### ***Monitoring and Evaluating Effectiveness***

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

Not Applicable

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was influenced by feedback in the following areas: (To be completed in the final draft)



# Goals and Actions

## Goal 1

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

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Implementation of State Standards, Priority 4 Student Achievement, Priority 7 Course Access, Priority 8 Pupil Outcomes

An explanation of why the LEA has developed this goal.

The Academy of Alameda is very proud of each student’s achievements. There is still great need for increased academic achievement for all students and all subgroups of students. By providing highly qualified staff including administrators, teachers and aides supported by professional development, a Multi-Tiered System of Supports including an English Language Development program, special education services, and high-quality instructional materials, supplies, and technology we believe that students will have the necessary resources to demonstrate academic gains on the assessments listed below. In both the Middle and Elementary Schools, we know that differentiation will be essential following the loss of learning opportunities during the COVID pandemic, especially in math classes, as students will be coming in at different levels.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	<p>CAASPP proficiency ELA - % Met/Exceeded the Standard for all students and all numerically significant subgroups</p> <p><i>Data Source: DataQuest CAASPP Test Results</i></p>	<p>All Students 56.1% SED: 42.3% EL: 17.1% SPED: 19.2% Asian: 61.3% Black: 33.7% Filipino: 73.3% Hispanic: 47.3% White: 72.8% Two or More Races: 58.6%</p> <p>Data Year: 2022-23</p>			<p>All Students 60% SED: 46% EL: 21% SPED: 23% Asian: 65% Black: 38% Filipino: 76% Hispanic: 51% White: 75% Two or More Races: 60%</p> <p>Data Year: 2025-26</p>	N/A for 2024
1.2	<p>CAASPP proficiency Math- % Met/Exceeded the Standard for all students and all numerically significant subgroups</p> <p><i>Data Source: DataQuest CAASPP Test Results</i></p>	<p>All Students: 46.3% SED: 34.3% EL: 17.1% SPED: 5.8% Asian: 62.7% Black: 17.9% Filipino: 50.0% Hispanic: 39.8% White: 58.7% Two or More Races: 55.7%</p> <p>Data Year: 2022-23</p>			<p>All Students: 50% SED: 38% EL: 21% SPED: 10% Asian: 66% Black: 22% Filipino: 54% Hispanic: 44% White: 53% Two or More Races: 59%</p> <p>Data Year: 2025-26</p>	N/A for 2024

1.3	<p>CA Science Test (CAST) % Met/Exceeded standard for all students and all numerically significant subgroups</p> <p><i>Data Source: DataQuest CAASPP Test Results</i></p>	<p>All students 41.6%                  SED 30.6%                  EL 7.1%                  SPED 15.8%                  Asian 27.3%                  Black 19.4%                  Hispanic 38.9%                  White 58.5%                  Two or more races 56.5%</p> <p>Data Year: 2022-23</p>			<p>All students 45%                  SED 34%                  EL 11%                  SPED 20%                  Asian 32%                  Black 23%                  Hispanic 43%                  White 62%                  Two or more races 60%</p> <p>Data Year: 2025-26</p>	N/A for 2024
1.4	<p>STAR ELA - % of students meeting growth goals</p> <p><i>Data Source: Local Data STAR</i></p>	<p>Not Yet Available</p> <p>Data Year: 2023-24</p>			<p>Baseline + 5% growth</p> <p>Data Year: 2026-27</p>	N/A for 2024
1.5	<p>STAR Math - % of students meeting growth goals</p> <p><i>Data Source: Local Data STAR</i></p>	<p>Not Yet Available</p> <p>Data Year: 2023-24</p>			<p>Baseline + 5% growth</p> <p>Data Year: 2026-27</p>	N/A for 2024
1.6	<p>STAR Early Reading Assessment (K-2)</p> <p><i>Data Source: Local Data STAR</i></p>	<p>Not Yet Available</p> <p>Data Year: 2023-24</p>			<p>Baseline + 3% growth</p> <p>Data Year: 2026-27</p>	N/A for 2024

1.7	ELPI - % of English Learners improving on the ELPAC  <i>Data Source: CA School Dashboard</i>	50%  Data Year: 2022-23			>55%  Data Year: 2025-26	N/A for 2024
1.8	% of LTEL scoring at Level 3 and 4 on ELPAC  <i>Data Source: ELPAC Results</i>	12.5%  Data Year: 2022-23			16%  Data Year: 2025-26	N/A for 2024
1.9	EL Reclassification rate  <i>Data Source: DataQuest - Annual Reclassification (RFEP) Counts and Rates</i>	20.8%  Data Year: 2021-22			>10%  Data Year: 2025-26	N/A for 2024
1.10	% of teachers properly credentialed and appropriately assigned  <i>Data Source: SARC</i>	95.7%  Data Year: 2021-22			100%  Data Year: 2024-25	N/A for 2024

1.11	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home  <i>Data Source: SARC</i>	100%  Data Year: 2023-24			100%  Data Year: 2026-27	N/A for 2024
1.12	Implementation of standards for all students and enable ELs access to CCSS and ELD standards  <i>Data Source: 2023 CA Dashboard Local Indicators</i>	Full Implementation and Sustainability for all CCSS and ELD standards  Data Year: 2023-24			Full Implementation and Sustainability for all CCSS and ELD standards  Data Year: 2025-26	N/A for 2024
1.13	% of students, including unduplicated pupils and individuals with exceptional needs, that have access to and are enrolled in a broad course of study  <i>Data Source: Local Indicator - Master Schedule in SIS</i>	100%  Data Year: 2023-24			100%  Data Year: 2026-27	N/A for 2024

Insert or delete rows, as necessary.

## Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
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<p>1.1</p>	<p>Highly Qualified Staff</p>	<p>We will continue to provide strong Tier 1 instruction across the curriculum in math, science, ELA, social studies, physical education, and electives. In addition, we will provide adequate supervision staffing, instructional support staffing, as well as staffing to maintain operations.</p> <p>In the Elementary School, we will have a ratio of 26:1 across K-5, TK 12:1 (24-25). In Kindergarten, dedicated Kindergarten Aides will make the ratio 13:1 in kindergarten classes. All lead teachers hold a credential from the State of California.</p> <p>In Middle School, we will have a ratio of 26:1 in all core classes and electives, with rotating Aides to support classrooms. All lead teachers hold a credential or are in the process of clearing their credentials from the State of California.</p>	<p>\$5,941,876</p>	<p>No</p>
<p>1.2</p>	<p>Multi-Tiered Systems of Support</p>	<ul style="list-style-type: none"> <li>● We will continue to provide targeted Tier 2 and Tier 3 supports to students including the following:</li> <li>● We utilize EdEfficiency (MS), a web-based program, to support monitoring and scheduling prioritization for Tier 2 support.</li> <li>● The Math Support Specialist will be assigned to specific math classes with higher academic support needs. These math aides will work with math teachers to look at student data from STAR testing and teacher-created formative and summative assessments to pull small groups for targeted intervention connected to specific skills and learning targets. This will allow us to increase access to grade-level material for all students, while also targeting any gaps in math skills that will lead to learning acceleration. Math aides will also provide 1:1 support to students who need additional support at lunch and after school.</li> <li>● Two Literacy Aides in the elementary school program who will support students with researched based phonics instruction in a differentiated setting. In addition, one Math Aide supports students with learning gaps in math.</li> <li>● Math Support Specialist (Grades 6-8) will work with Math teachers with tutorial time, running small groups, and working in conjunction with the 6th grade math teacher</li> </ul>	<p>\$251,853</p>	<p>Yes</p>

1.3	Instructional Materials, Supplies, and Technology	<ul style="list-style-type: none"> <li>● We provide high-quality instructional materials and supplies to students to ensure quality instructional experiences. In addition, we provide additional materials requested by teachers to support their work with students. We provide technology to support learning, including classroom Chromebook carts, document cameras, and projectors for all teachers. We work with Techabee to provide additional support for software and hardware.</li> <li>● Elementary School: SIPPS, Making Meaning and Being a Writer (K-1), Wit and Wisdom, Eureka Squared, Zearn</li> <li>● In Middle School, we utilize a variety of curricular and instructional materials. This includes Open-Up Resources, Peer Teach, and Zearn Math curriculum, Language Live!, novels for literature circles and units of study in ELA and Social Studies, materials for science labs for our NGSS-aligned science courses, and curriculum for our Reading Lab intervention course. We also provide access to educational technology to enhance learning experiences and increase learning personalization in the classroom (SIPPS, Summit K12). We also provide our PE, Music, Art, and Technology elective teachers with a budget to provide high-quality and engaging materials for students. We utilize EdEfficiency, a web-based program, to support scheduling prioritization for Tier 2 support.</li> </ul>	\$342,782	No
1.4	Professional Education	<ul style="list-style-type: none"> <li>● The school provides opportunities for professional development throughout the school year. We believe that strong, ongoing professional development and planning is key to student success. This includes curriculum training and consulting, and education conferences. Additionally, Principals receive coaching through UC Berkeley.</li> <li>● Specifically in the Middle School, we are pursuing several strands of professional development for teachers and staff in order to make sure we are increasing intellectual achievement and providing multiple pathways to success. One important strand of professional development relates to the implementation of deeper learning, student-centered instructional models, and competency-based grading. We are partnering with Building 21, an organization supporting our implementation of these initiatives.</li> </ul>	\$69,735	No



1.5	English Language Development	<ul style="list-style-type: none"> <li>● Summit K-12 - small tutorial group, individualized support; Work 1:1 or in small groups with students during the Middle School flex Tutorial period.</li> <li>● Continue implementation of the Project GLAD model and other high-leverage strategies and teaching strategies through Professional Development and teacher coaching.</li> <li>● We provide a structured English Immersion program to support English learners in acquiring academic and conversational English. The Emerging Bilingual Coordinator coordinates and strengthens the Emerging Bilingual Student Support program through the following actions:</li> <li>● Work with parents/guardians of our emerging bilingual students through the ELAC structure to provide additional support and to get feedback on our EL program. (Dean of Academics)</li> <li>● EL Support embedded in curriculum and support systems (professional development, planning, ensuring ELs have access to curriculum (front loading vocabulary)</li> <li>● New students are identified in the enrollment process; the ELPAC provides reclassification data for current ELs</li> <li>● Long Term English Learner Support - AOA will monitor Long Term English Learner data to identify LTELs at the beginning of the year to provide supports and ensure they are making progress towards English language proficiency. Students and parents will receive information about the importance of taking and trying one's best on the ELPAC, so that students can move towards qualification for reclassification as fluent English proficient.</li> </ul>	\$92,257	Yes
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<p>1.6</p>	<p>Special Education</p>	<ul style="list-style-type: none"> <li>● The Academy continues to enroll and support students with disabilities with focused services. The Academy ensures that a free and appropriate education is provided to all students with exceptional needs. The Academy provides related services, such as Speech, OT/AT, DHH, and APE, by hiring credentialed or licensed providers through private agencies or independent contractors. Specialized Academic Instruction is provided by our three Education Specialists in the Middle School, and two Education Specialists in the Elementary School. Special Education Instructional Aides support general education teachers with the implementation of students' accommodations, and provide some targeted specialized academic instruction under the direct supervision of the Education Specialists. One-to-one Instructional Aides will be hired as needed, as documented in students' IEPs.</li> <li>● To continue to strengthen our full inclusion program, Education Specialists will continue to receive training through the SELPA regarding IEP goal writing and Universal Design for Learning (UDL) techniques to support the collaboration with general education teachers. Instructional Aides will take part in weekly professional development meetings to increase their positive impact in supporting students with disabilities in general education classes. As a part of our Special Education plan, the SPED department will continue to engage in co-teaching training and exploration in order to better support students with disabilities in general education classrooms, as well as all students through increased support for differentiation. Education specialists and general education teachers will engage in increased collaborative planning time.</li> <li>● Our Extended Year Programs are offered for students with IEPs through our SPED department as needed.</li> <li>● Small groups, 1-1 push in, pull out supports; aides support students IEP</li> <li>● Looking at different curriculum, goal writing platform (SPED)</li> <li>● Ed Specialist providing additional reading supports (curriculum)</li> </ul>	<p>\$312,033</p>	<p>No</p>
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1.7	After School, Summer, & Extended Year Programs	<ul style="list-style-type: none"> <li>• Our afterschool program runs from 3:30pm to 6:00pm five days a week. Students in the afterschool program receive homework support and can take enrichment classes offered by our afterschool staff, such as art, basketball, and entrepreneurship. Some of our afterschool staff work as campus supervisors during the school day to increase the connection between the regular school day and the after-school program.</li> <li>• In addition to our afterschool program, the school will offer afterschool enrichment programs to our students to enhance what we offer during the school day. Sports camp</li> <li>• Our after-school staff also runs our summer program for approximately 6 weeks during the summer. This program focuses on academic and enrichment opportunities for students.</li> <li>• For the Middle School, we utilize the ASES (middle school) grant to offer the program at a low cost to our families.</li> <li>• Expanding Learning Opportunities Program grant (TK-8)</li> </ul>	\$523,220	No
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## Goal 2

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

State Priorities addressed by this goal.

Priority 1 Basic, Priority 5 Student Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate  <i>Data Source: P-2 Attendance Report</i>	92.97% Data Year: 2023-24			96% Data Year: 2026-27	N/A for 2024
2.2	Chronic Absence Rate for all students and all numerically significant subgroups  <i>Data Source: CA School Dashboard</i>	All 21.8% EL 28.1% SED 27.5% SWD 29.6% African American: 28.0% Asian 10.9% Hispanic/Latino 27.9% Two/More Races 15.1% White 21.4% Filipino 15.8%  Data Year: 2022-23			All 15% EL 23% SED 22% SWD 24% African American: 23% Asian 5% Hispanic/Latino 22% Two/More Races 10% White 16% Filipino 10%  Data Year: 2025-26	N/A for 2024

2.3	Suspension Rate for all students and all numerically significant subgroups  <i>Data Source: CA School Dashboard</i>	All Students 3.1% EL 3.3% SED 4.4% SWD: 4.8% African American 6.4% Asian 0% Filipino 7.9% Hispanic 3.1% Two or More Races 1.2% White 1.6%			<1%  Data Year: 2025-26	N/A for 2024
2.4	Expulsion Rate for all students and all numerically significant subgroups  <i>Data Source: DataQuest Expulsion Rate</i>	0%  Data Year: 2022-23			0%  Data Year: 2025-26	N/A for 2024
2.5	Middle School Dropout Rate  <i>Data Source: CALPADS Fall 1 Report 8.1c</i>	0%  Data Year: 2023-24			0%  Data Year: 2025-26	N/A for 2024
2.6	Facilities meet the “good repair” standard  <i>Data Source: SARC</i>	Condition: Fair  2022-23 SARC (published in 2024)			Met: Good  Data Year: 2025-26	N/A for 2024

2.7	% of students who respond favorably to questions about school safety, school climate, and sense of belonging  <i>Data Source: Panorama Survey</i>	Not Yet Available  Data Year: 2023-24			Baseline +5% growth  Data Year: 2026-27	N/A for 2024
2.8	% of families who respond favorably to questions about school safety  <i>Data Source: Panorama Survey</i>	Not Yet Available  Data Year: 2023-24			85%  Data Year: 2026-27	N/A for 2024

## Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

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

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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

To be completed in 2025

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

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Mental Health	Providing mental health support, social-emotional learning opportunities, and creating a strong school culture are critical components of our school plan to make sure that students are able to get the support they need to make sure they can engage in learning. We have school counselors at both the Elementary and Middle School levels, who provide counseling support to students on both a regular and drop-in basis. We also have a K-8 mental health clinician who provides counseling to students who require additional mental health services. In addition, we partner with a non-profit, A Better Way, to provide an additional mental health clinician who supports students who qualify for MediCal. All of these support providers work together on our Counseling Team to coordinate support for new student referrals and to provide opportunities for thought partnership and support for specific students. We also employ a part-time Nurse to provide health care support to students.	\$311,550	Yes

2.2	Social Emotional Learning	<ul style="list-style-type: none"> <li>• We believe that maintaining a strong social-emotional learning program is critical for student success. We use the Panorama Student Culture survey as a universal screener to determine areas of success and growth for students. Both the Elementary and Middle Schools are implementing social-emotional learning curriculum.</li> <li>• In Elementary School, we will continue to utilize the RULER curriculum for socio-emotional learning.</li> <li>• In Middle School, we utilize our flex period for advisory. Teachers will implement a new, teacher-driven SEL curriculum. In the Middle School, our counseling team and other staff members hold groups for students based around common identity or issues that emerge.</li> <li>•</li> </ul>	\$61,322	No
2.3	Student Culture Activities, Athletics, and Events	<ul style="list-style-type: none"> <li>• We will support a variety of school culture events and programs to build and maintain positive school culture and opportunities for joy. We have created a yearlong culture calendar that includes heritage months, regular school culture activities, such as spirit weeks, assemblies, student recognition opportunities, and dances, as well as other fun activities spread throughout the school year. Our School Culture Leadership Team, led by our Counselor and Dean of Students, will implement these activities. The School will continue to provide enrichment and community-building field trips for students.</li> <li>• In the Middle School, we provide a sports program, through a partnership with the Alameda Education Foundation. We have volleyball, basketball, and track teams that compete with students at other local middle schools. These teams practice and have games after school.</li> <li>• Student merchandise is available to students to increase school representation and promote school culture and student togetherness.</li> <li>• Emerging bilingual students will have a group that meets monthly to help them create a positive identity as a bi- or multilingual person through activities that celebrate multilingualism.</li> </ul>	\$101,245	No



2.4	Attendance Support	<ul style="list-style-type: none"> <li>The school will provide an Attendance/Engagement Coordinator who will work with our Middle and Elementary schools. This person will pull and review attendance data and follow up with students and families to provide support to increase attendance. This person will also schedule and facilitate SART meetings. In addition, we are updating our attendance policy so that we can be more proactive in our communication with families regarding attendance.</li> <li>The school will implement a Good Attendance Initiative that focuses on improving attendance and reducing absences and trancies.</li> </ul>	\$64,400	Yes
2.5	Restorative Justice	We have a Dean of Students at both the Elementary and Middle School levels, as well as a Restorative Justice Coordinator in the Middle School. These staff members create positive school culture opportunities for students, create and maintain behavior support plans for specific students, support teachers with behavior and classroom management, and respond to behavioral incidents.	\$90,364	No
2.6	Operations and Facilities	We commit to maintaining a safe, up-to-date facility that is adequate for student learning and creates a space that enhances school culture and student learning. This includes rent, custodial staff, utilities, repairs, maintenance, and beautification projects. This also includes operations staff.	\$1,713,253	No

### Goal 3

Goal #	Description	Type of Goal
3	Two-Way Communication and Effective Family Engagement: Provide transparent communication to our families through effective two-way communication that allows all families the ability to provide input and feedback on the school's program, and provides them a variety of opportunities to engage in the school and their children's education.	Broad

State Priorities addressed by this goal.

Priority 3 Parental Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of families responding favorably to questions on school climate, school fit, sense of belonging, and feeling welcome  <i>Data Source: Panorama Survey</i>	Not Yet Available  Data Year: 2023-24			85%  Data Year: 2026-27	N/A for 2024
3.2	Number of Responses to Spring Family Survey Goal  <i>Data Source: Panorama Survey</i>	Not Yet Available  Data Year: 2023-24			175 respondents  Data Year: 2026-27	N/A for 2024

3.3	Representation of families who respond to the Family Survey: Race/Ethnicity, Language, Socioeconomic Status  <i>Data Source: Panorama Survey</i>	Not Yet Available  Data Year: 2023-24			Equal representation of identified respondent groups (race/ethnicity etc) + or - 5%  Data Year: 2026-27	N/A for 2024
3.4	Percentage of parents participating in Parent Teacher Conferences, including Students with Disabilities and English Learners  <i>Data Source: Local Data</i>	Not Yet Available  Data Year: 2023-24			80%  Data Year: 2026-27	N/A for 2024

## Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

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

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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

To be completed in 2025

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

## Actions

Action #	Title	Description	Total Funds	Contributing
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<p>3.1</p>	<p>Parent/Family Communication</p>	<ul style="list-style-type: none"> <li>● We utilize multiple methods of communication to keep our families informed and to respond to questions. We have two front office staff members, an Office Manager and Office Assistant, who greet families and respond to questions. The Elementary and Middle School Principals send weekly newsletters through ParentSquare to update families on what is happening in the classroom and to share information about upcoming events. We also utilize ParentSquare groups to use to communicate to specific groups, such as athletic teams, or the students in the school play. Teachers also use ParentSquare to communicate information to families about their specific classes or to make requests of families, such as reminding students to complete an assignment or volunteer for a field trip. ParentSquare sends emails, text messages, and robocalls. We use SchoolMint to communicate with families during the enrollment process. Additionally, the school also utilizes social media platforms to keep families informed.</li> <li>●</li> <li>● We also use our school website to communicate information and to share important documents, such as our LCAP, with families. Families can use our website to find the school calendar and to get contact information for specific staff members.</li> <li>●</li> <li>● As we have a wide variety of languages spoken in our community, we hire translators for meetings, such as IEPs, SSTs, and conferences to make sure communication is clear. We utilize the translation feature in ParentSquare when sending messages. When there is an important document being sent, we hire a translation service, use staff with knowledge, or Google Translate to translate the document.</li> <li>●</li> </ul>	<p>\$68,723</p>	<p>No</p>
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<p>3.2</p>	<p>Family Engagement Events and Committees</p>	<ul style="list-style-type: none"> <li>● Families’ voices informed the school’s Strategic Planning Process. This effort was led by an outside firm that supported the school’s 5-year Strategic Planning Process. Teachers, alongside parents and families provided input on strengths and areas of needs for the school through in-person interviews, small focus groups, surveys, information gathering (from parent, staff, teachers); after-school; flexible schedule; gathered input, then parent/teachers selected to work on in-person workshop on strategic plan.</li> <li>● We hold a number of family engagement events throughout the year to support family education and to help families to connect to the school and each other. We hold school-wide events, including Back to School Night, Fall Festival, Spring Open House, Parent Coffee Events, Science Fair, Festival of Cultures and Field Day. These events include food provided to families and opportunities to connect with teachers and other staff members. We work with staff and parent volunteers to plan these events. We utilize part of our school culture budget to cover costs, including childcare, for these events.</li> <li>● We hold parent education events in the evenings throughout the year. Topics covered include sessions on supporting students with executive functioning and study skills led by a local organization, understanding adolescent development and mental health, drug education, and meetings for specific grade-level families. These events include opportunities for families to connect with each other and the staff. We always solicit feedback from families after these events to help with our future planning. We also hold Middle School conferences for families to engage with teachers.</li> <li>● We hold town halls as necessary to share information with families about any important planning or changes to our program.</li> <li>● We have a Parent Volunteer Group in Middle School to help with school-wide events and parents also volunteer for Field Trip activities.</li> <li>● Parents sit on interview panel for principals.</li> <li>●</li> </ul>	<p>\$193,881</p>	<p>No</p>
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Insert or delete rows, as necessary.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$768,608	\$-

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12%	0%	\$0	12%

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 2	Low income students and English Learners received an Orange performance level on the CA Dashboard for ELA. Low income students were 16.1 points below standard and English Learners were 27.1 points below standard. .	The MTSS will provide targeted Tier 2 and Tier 3 supports to students. Edificancy will be used to support monitoring and scheduling prioritization for Tier 2 support. Literacy aides will support all students, including low income and English Learners, with research based phonics instruction in a differentiated setting.	1.1, 1.2 CAASPP Proficiency in ELA and Math 1.4, 1.5, 1.6 STAR ELA, Math and Early Reading Assessment
Goal 2 Action 4	Despite maintaining chronic absenteeism rates from the previous year for all students, the school continues to focus on Chronic Absenteeism. English Learners (28.1%) received a Red Performance Level. Low income students have a chronic absenteeism rate of 27.5%. Both rates are in the “Very High” status.	The Attendance/Engagement Coordinator will work with students with high absences and tardies, including low income and English Learners, through targeted support to increase attendance. The school will be implementing a “Good Attendance” initiative to improve attendance rates.	2.1 Attendance Rate 2.2 Chronic Absence Rate

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 5	50% of English Learners are making progress towards English Language proficiency; 12.5% of Long-Term English Learners are scoring at a Level 3 and 4 on the ELPAC	The English Language Development action has been updated to address all levels of English Learners (from emerging, current, long-term) and the plan and supports in place. The school provides a structured English Immersion program to support ELs in acquiring academic and conversational English. EL Support is embedded in curriculum such as front-loading vocabulary. The school will also monitor LTEL data at the beginning of the year to identify those students and ensure they are making progress towards English Language proficiency.	1.7 ELPI 1.8 LTEL - % scoring at Level 3 or 4 1.9 EL Reclassification Rate

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

Not applicable

**Additional Concentration Grant Funding**

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

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

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

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**2024-25 Total Planned Expenditures Table**

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)		
2024-25	\$ 6,383,784	\$ 768,608	12.040%	0.000%	12.040%		
<b>Totals</b>	<b>LCFF Funds</b>	<b>Other State Funds</b>	<b>Local Funds</b>	<b>Federal Funds</b>	<b>Total Funds</b>	<b>Total Personnel</b>	<b>Total Non-personnel</b>
Totals	\$ 7,220,856	\$ 1,674,670	\$ 970,003	\$ 272,965	\$ 10,138,493.06	\$ 6,558,954	\$ 3,579,539

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Highly Qualified Staff	All	No	LEA-wide	All	All	Ongoing	\$ 4,971,873	\$ 970,003	\$ 5,557,304	\$ 325,107	\$ -	\$ 59,466	\$ 5,941,876	0.000%
1	2	Multi-Tiered Systems of Support	All	No	LEA-wide	All	All	Ongoing	\$ 251,853	\$ -	\$ -	\$ 251,853	\$ -	\$ -	\$ 251,853	0.000%
1	3	Instructional Materials, Supplies, and Technology	All	Yes	LEA-wide	All	All	Ongoing	\$ -	\$ 342,782	\$ 342,782	\$ -	\$ -	\$ -	\$ 342,782	0.000%
1	4	Professional Education	All	No	LEA-wide	All	All	Ongoing	\$ -	\$ 69,735	\$ 7,895	\$ 37,600	\$ -	\$ 24,240	\$ 69,735	0.000%
1	5	English Language Development	English Learners	No	Limited	English Learners	All	Ongoing	\$ 92,257	\$ -	\$ -	\$ 73,805	\$ -	\$ 18,451	\$ 92,257	0.000%
1	6	Special Education	SWD	No	LEA-wide	N/A	All	Ongoing	\$ 189,123	\$ 122,910	\$ -	\$ 207,250	\$ -	\$ 104,783	\$ 312,033	0.000%
1	7	After School, Summer, & Extended Year Programs	All	No	LEA-wide	All	All	Ongoing	\$ 518,811	\$ 4,409	\$ -	\$ 523,220	\$ -	\$ -	\$ 523,220	0.000%
2	1	Mental Health	All	Yes	LEA-wide	All	All	Ongoing	\$ 311,550	\$ -	\$ 209,295	\$ 102,255	\$ -	\$ -	\$ 311,550	0.000%
2	2	Social Emotional Learning	All	Yes	LEA-wide	All	All	Ongoing	\$ -	\$ 61,322	\$ 61,322	\$ -	\$ -	\$ -	\$ 61,322	0.000%
2	3	Student Culture Activities, Athletics, and Events	All	No	LEA-wide	All	All	Ongoing	\$ -	\$ 101,245	\$ 101,245	\$ -	\$ -	\$ -	\$ 101,245	0.000%
2	4	Attendance Support	All	No	LEA-wide	All	All	Ongoing	\$ 64,400	\$ -	\$ -	\$ 64,400	\$ -	\$ -	\$ 64,400	0.000%
2	5	Restorative Justice	All	No	LEA-wide	All	All	Ongoing	\$ 90,364	\$ (0)	\$ -	\$ 48,579	\$ -	\$ 41,785	\$ 90,364	0.000%
2	6	Operations and Facilities	All	No	LEA-wide	N/A	All	Ongoing	\$ -	\$ 1,713,253	\$ 678,410	\$ 40,600	\$ 970,003	\$ 24,240	\$ 1,713,253	0.000%
3	1	Parent/Family Communication	All	No	LEA-wide	All	All	Ongoing	\$ 68,723	\$ -	\$ 68,723	\$ -	\$ -	\$ -	\$ 68,723	0.000%
3	2	Family Engagement Events and Committees	All	Yes	LEA-wide	All	All	Ongoing	\$ -	\$ 193,881	\$ 193,881	\$ -	\$ -	\$ -	\$ 193,881	0.000%

## 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,383,784	\$ 768,608	12.040%	0.000%	12.040%	\$ 807,279	0.000%	12.646%	<b>Total:</b>	\$ 807,279
								<b>LEA-wide Total:</b>	\$ 807,279
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Instructional Materials, Supplies, and Technology	Yes	LEA-wide	All	All	\$ 342,782	0.000%
2	1	Mental Health	Yes	LEA-wide	All	All	\$ 209,295	0.000%
2	2	Social Emotional Learning	Yes	LEA-wide	All	All	\$ 61,322	0.000%
3	2	Family Engagement Events and Committees	Yes	LEA-wide	All	All	\$ 193,881	0.000%

## 2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 10,060,555.00	\$ 10,678,412.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Highly qualified staff	No	\$ 5,052,230	\$ 5,537,328
1	2	Multi-Tiered Systems of Support	Yes	\$ 520,572	\$ 751,215
1	3	Instructional Materials, Supplies, and	No	\$ 345,999	\$ 376,077
1	4	Professional Education	No	\$ 136,548	\$ 160,789
1	5	Emerging Bilingual Support	Yes	\$ 108,859	\$ 110,990
1	6	Special Education	No	\$ 786,707	\$ 768,878
1	7	After School, Summer, & Extended Year	No	\$ 541,301	\$ 499,221
2	1	Mental Health	Yes	\$ 364,010	\$ 202,862
2	2	Social Emotional Learning	No	\$ 25,250	\$ 26,520
2	3	Student Culture Activities, Athletics, and	No	\$ 104,880	\$ 151,060
2	4	Attendance Support	Yes	\$ 77,461	\$ 71,778
2	5	Restorative Justice	No	\$ 233,989	\$ 216,209
2	6	Operations and Facilities	No	\$ 1,444,939	\$ 1,508,761
3	1	Parent/Family Communication	No	\$ 134,780	\$ 104,096
3	2	Family Engagement Events and Committees	No	\$ 183,030	\$ 192,628

## 2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 723,099	\$ 1,070,902	\$ 1,136,845	\$ (65,943)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Multi-Tiered Systems of Support	Yes	\$ 520,572	\$ 751,215	0.00%	0.00%
1	5	Emerging Bilingual Support	Yes	\$ 108,859	\$ 110,990	0.00%	0.00%
2	1	Mental Health	Yes	\$ 364,010	\$ 202,862	0.00%	0.00%
2	4	Attendance Support	Yes	\$ 77,461	\$ 71,778	0.00%	0.00%

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 6,045,977	\$ 723,099	0.00%	11.96%	\$ 1,136,845	0.00%	18.80%	\$0.00 - No Carryover	0.00% - No Carryover

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:



- o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

### *General Information*

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### *Reflections: Annual Performance*

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### ***Reflections: Technical Assistance***

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### ***Comprehensive Support and Improvement***

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

#### **Schools Identified**

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

- Identify the schools within the LEA that have been identified for CSI.

#### **Support for Identified Schools**

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### **Monitoring and Evaluating Effectiveness**

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

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

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

### Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### ***Respond to the prompts as follows:***

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

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Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

***Complete the table as follows:***

**Educational Partners**

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

**Process for Engagement**

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the target outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

### Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

### ***Focus Goal(s)***

#### Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

#### Type of Goal

Identify the type of goal being implemented as a Focus Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.



- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding***

#### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
  - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
  - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
    - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

#### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## **Broad Goal**

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

### ***Maintenance of Progress Goal***

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>● Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>● Enter the baseline when completing the LCAP for 2024–25.                             <ul style="list-style-type: none"> <li>○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).</li> </ul> </li> </ul>

- o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- o Indicate the school year to which the baseline data applies.
- o The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

#### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

#### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

#### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

**Current Difference from Baseline**

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

- Include a discussion of relevant challenges and successes experienced with the implementation process.
- This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

**Action #**

- Enter the action number.

**Title**

- Provide a short title for the action. This title will also appear in the action tables.

**Description**

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

**Total Funds**

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

**Contributing**

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.



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

### **Required Actions**

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### **Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### ***Statutory Requirements***

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

### ***LEA-wide and Schoolwide Actions***

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

### ***For School Districts Only***

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state

and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### LCFF Carryover — Percentage

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

### LCFF Carryover — Dollar

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

### Total Percentage to Increase or Improve Services for the Coming School Year

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

## Required Descriptions:

### ***LEA-wide and Schoolwide Actions***

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### **Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

#### **How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

#### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### ***Limited Actions***

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

#### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

#### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

#### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are

foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### ***Additional Concentration Grant Funding***

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.



- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the

LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### ***Contributing Actions Table***

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

### ***Contributing Actions Annual Update Table***

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

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

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

### ***LCFF Carryover Table***

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education  
November 2023

# Coversheet

## Special Education Mid-Year Update

**Section:** IV. Board Communication  
**Item:** B. Special Education Mid-Year Update  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** SPED Board Presentation 5.23.24.pdf



# AoA SPED Board Presentation

May 23, 2024






# Agenda

- IEP student breakdown from November until now
- Eligibility update from November until now
- Range of student needs
- Breakdown of 2024 new student IEP needs
- Incoming students for 2024/2025
- 2023/2024 Assessment breakdown
- Staffing update
- Successes for the program
- Goals for the program
- Next Steps

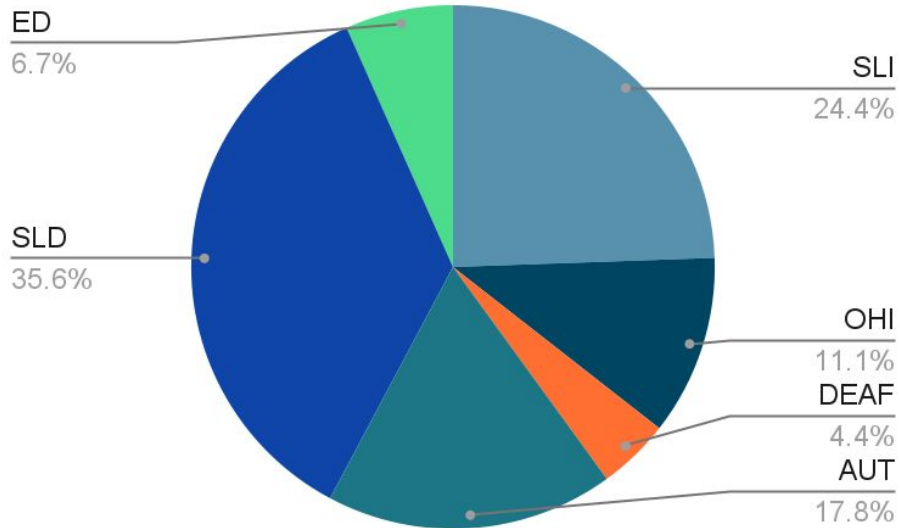
# How many AoA students have IEPs?

	<b>AoA Elementary School</b>	<b>AoA Middle School</b>	<b>Alameda Unified</b>
<b>% In Special education 11/14/2023</b>	<b>14%, Or 43 students</b>	<b>13%, Or 43 students</b>	<b>11.8% (2022)</b>
<b>% In Special Education 5/23/2024</b>	<b>14.6% Or 45 students (1 pending)</b>	<b>15.5% or 47 students (3 pending)</b>	<b>Maya Lin: 14.9%</b>

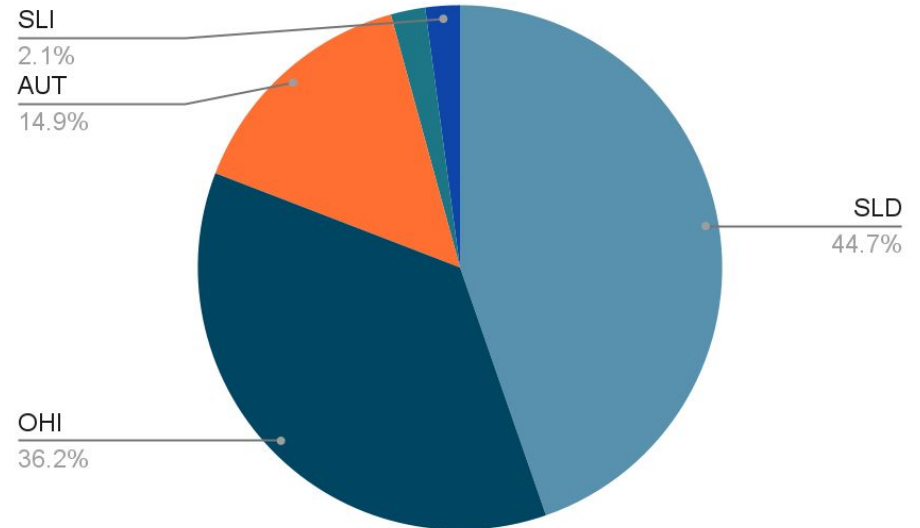
# Eligibility Areas



## Elementary School



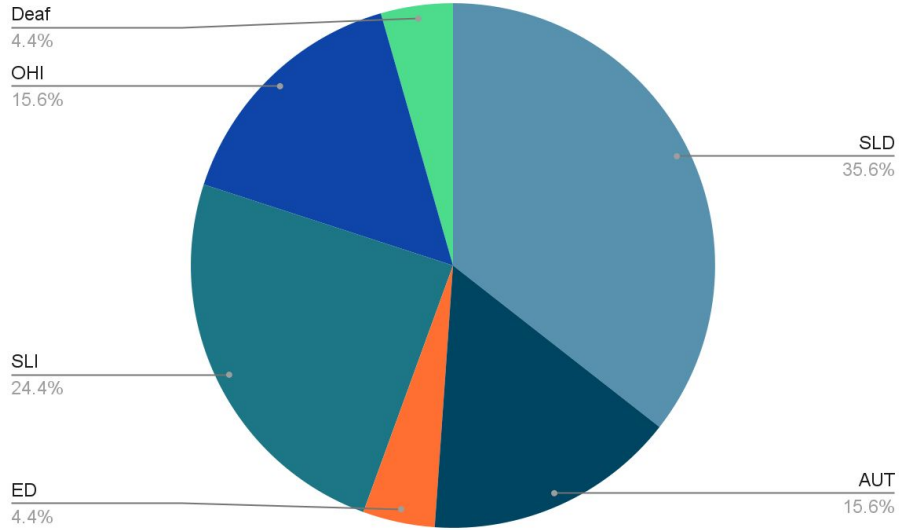
## Middle School



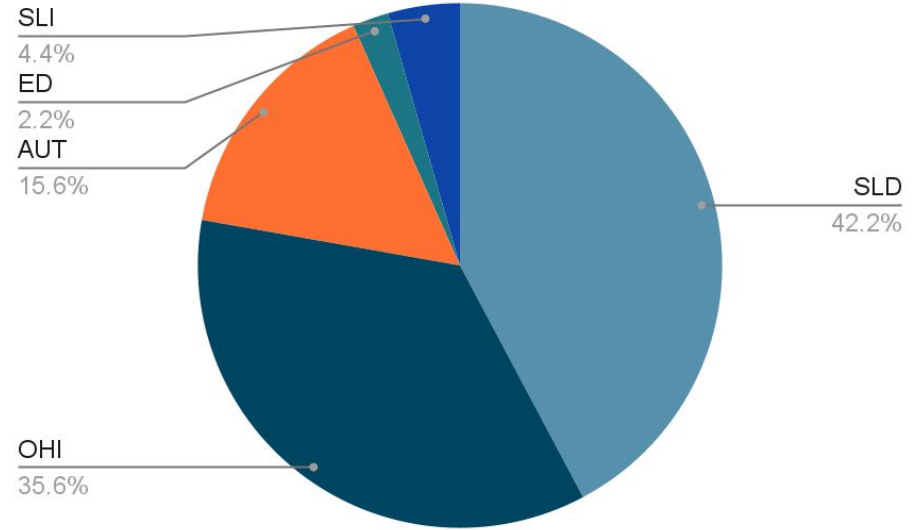
# 5/16/24 Eligibility Areas



## Elementary School



## Middle School



# Range of Student Needs and Services Fall '23

	Elementary School	Middle School
Range in Number of Goals (academic)	2-5	2-5
Range in Service Minutes	60 minutes to 500 minutes	45 min to 1000 minutes
IA Needs	4 students requiring 1:1, 2 Students requiring 1:2	1 Student requiring 1:1, Possible 1:1 services for new student
Current Number of Students With BIPs or Behavioral Goals	12 (7 BIPs and 5 students with behavioral goals)	10 (6 BIPS and 4 students with behavioral goals)

# Range of Student Needs and Services Spring '24

	Elementary School	Middle School
Range in Number of Goals (academic)	2-5	2-5
Range in Service Minutes	60 minutes to 1800 minutes (1:1 setting)	30 min to 1800 minutes (1:1 setting)
IA Needs	5 Students requiring 1:1 or 1:2 needs	3 IAs in all classes
Current Number of Students With BIPs or Behavioral Goals	13 (8 BIP 4 Behavioral Goals). Since last meeting, two students with BIPs left and we've created two more	12 (6 BIPS 6 Behavioral Goals)



## Incoming Student Needs - 23/24

	Elementary School	Middle School
Total new/incoming students	14 Fall '23 21 End of Year '24	24 32
1:1/1:2 IA needs	3 new students	1 new student
BIPs	3 BIPs	4 BIPs (two pending)
Coming from boarding school or SDC	2 students	2 students



## Incoming Student Needs - 24/25

	<b>Elementary School</b>	<b>Middle School</b>
Total new/incoming students with IEPs	13	23
1:1/1:2 IA needs	N/A	2 Students (that we are aware of)
BIPs (Behavior Intervention Plans)	N/A	N/A
Coming from boarding school or SDC	3 students	3 students






## Caseload size increase

- 22-23 School Year - 68 students with IEPs (10.9%)
- End of 23-24 School Year - 92 students with IEPs (15.1%)
- Incoming 2024 school year, confirmed 36 incoming students and 13 confirmed outgoing
- Expected beginning of the year caseload size: 115 (about 18.5%)

# Completed Special Education Assessments Fall 23/Spring 2024



Assessment Type	Total Assessments	Total Students Qualified
Triennial	7 (Fall '23) 17 (Spring '24)	6 16
Initial	17 (Fall '23) 37 (Spring '24)	12 (4 pending) 31 (4 pending, 2 DNQ)
ERMHS (Educationally Related Mental Health Services)	7 (Fall '23) 15 (Spring '24)	7 13
FBA (Functional Behavior Analysis)	1 (Fall '23) 5 (Spring '24)	1 5



## Contracted cost

2 Functional Behavioral Assessments = \$5000

2 Behavioral Intervention Plans = \$5000

3 Psycho Educational Assessments = \$7100

1 Academic Assessment = \$950

1 Educationally Related Mental Health Service = \$2500

**Total cost = \$20,550**

Average School Psychologist salary in California = \$109,000

# SPED staffing update



## Current K-8 Staff:

- 1 K-8 SPED Coordinator
- 5 Instructional Aides for Elementary School
- 3 Instructional Aides for Middle School
- 1 Behavioral Technician for Elementary School
- 1 Educational Specialist for Elementary School
- 3 Educational Specialists for Middle School
- 1 ERMHS counselor
- 1 School Psychologist
- 1 Speech Pathologist
- 1 DHH Specialist (contracted)
- 1 OT/Assistive Technology provider (contracted)

[ES staffing breakdown](#)



## Successes for the Program

So far this year, our team has:

- Provided professional development for gen ed teachers to align thinking regarding behavioral supports.
- We have completed 15 ERMHS assessments and 37 initial assessments
- All IEPs have been held on time (or delay code “parent did not make child available”)
- Established pre meetings with teachers to collaborate on academic goals
- Held or scheduled all 504 meetings (45 compared to 35 last year)
- Worked with SPED consultant



## Successes for the Program, continued....

- Created a streamlined process for RTI in both elementary and middle schools
- Implemented consistent pull out services to develop students' basic skills
- Created an IEP Hub, IEP notes template, bi lingual IEP agenda and systems for consistent communication with families
- Hired an in house speech pathologist
- Consistent and robust collaboration with gen ed Academic Deans
- Created a school environment that supports student needs and has decreased severity of student behavioral needs



# Hiring Next Steps

## Goals:

- Coordinate with new contracted medical provider company
- Hire a .5 FTE School Psychologist
- Hire in-house ERMHS clinician
- Hire a contracted Physical therapist and an Occupational Therapist

# Next Steps

As we move forward with the school year, our programs next steps include:

- Hold proactive informative conversations with incoming families about the structure of AoA's current SPED model
- Attending professional development to deepen understanding of supports for students with ADHD, students requiring behavioral supports, students with dyslexia/dysgraphia, etc.
- Collaborate with the SELPA to see what portion of their ERMHS budget we might be able to utilize



# Coversheet

## Vote on By-Law and Policy Revisions

**Section:** IV. Board Communication  
**Item:** C. Vote on By-Law and Policy Revisions  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 24-05-23- Board Revised AoA Bylaws.pdf  
24-05-23 Updated Student Accidents Policy.pdf  
24-05-23 - AoA Classroom Based Attendance Policy.pdf

**BOARD APPROVED 4/25/2019**

**BYLAWS  
OF  
THE ACADEMY OF ALAMEDA  
(A California Nonprofit Public Benefit Corporation)**

**ARTICLE I  
NAME**

Section 1. NAME. The name of this Corporation is The Academy of Alameda.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 401 Pacific Avenue, Alameda, State of California, 94501. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

**ARTICLE V  
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or association that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3), or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

**ARTICLE VI  
CORPORATIONS WITHOUT  
MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. The Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

**ARTICLE VII  
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or Bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these Bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are

consistent with the law, the Articles of Incorporation, and these Bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

### Section 3. DESIGNATED DIRECTORS.

Excluding ex officio members, the Board shall consist of not fewer than five nor greater than fifteen directors and shall comprise community members that reflect the diversity of the community served and have diverse expertise in areas that include finance, non-profit governance, fundraising, school leadership, and academic program development. The exact number of seats shall be fixed from time to time by resolution of the Board. All directors shall be designated by the existing Board of Directors. In addition, in accordance with the Education Code Section 47604 (c), the chartering authority shall be entitled to a single representative on the Board. If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members.

Section 4. BOARD MEMBER TERMS. Each Board member shall hold office for a term of three (3) years unless otherwise removed from office in accordance with these Bylaws. A Board member can serve no more than three (3) consecutive terms unless the majority of the Board votes to extend their service or until a qualified Board member has been designated as their successor.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. **NOMINATIONS BY COMMITTEE.** The Chair of the Board or designee may appoint a committee to designate qualified candidates for appointment to the Board of Directors. Candidates will be nominated at the meeting of the Board preceding the Board meeting where candidates will be appointed. This process may be used for all Board vacancies. For the annual appointment of directors, the committee will present a slate of recommended candidates for appointment to the Board at the June Board meeting (after nominating them at the previous Board meeting). Any current Board member can make a nomination of a qualified candidate to the committee.

Section 7. **BOARD OF DIRECTOR RESPONSIBILITIES AND OBLIGATIONS.** In keeping with The Academy of Alameda's Board's Bylaws, each Board member acknowledges that they have the following responsibility to believe in and be an active and positive advocate and ambassador for the mission, core values, and vision of The Academy of Alameda. Other obligations include but are not limited to:

- Work with fellow members in a spirit of co-operation to fulfill the obligations of Board membership.
- Behave in ways that clearly contribute to the effective operations of the Board.
- Focus on the good of the organization and group, not on a personal agenda.
- Exercise his or her own independent judgment when making decisions, including whether to accept or reject proposals, recommendations or advice from others.
- Support the Board decisions once they are made.
- Build awareness of and vigilance towards governance matters rather than management.
- Understand and respect the authority of the Executive Director to direct the work of the Administration and staff via day-to-day supervision and decision-making.
- Respect the confidentiality of information.
- Avoid speaking publicly on behalf of the Board regarding issues upon which the Board has not yet voted.
- Adopt, evaluate and update organizational policies consistent with the law and The Academy's mission.
- Adopt a fiscally responsible budget based on the organization's vision and goals and regularly monitoring the fiscal health of the school.
- Hire and support an Executive Director so that the vision, goals and policies of the organization can be effectively implemented.
- Conduct regular and timely evaluations of the Executive Director based on the vision, goals and performance of the organization, and ensure the Executive Director holds school personnel accountable.
- Regularly attend board and committee meetings. Prepare for these meetings by reviewing materials and bring the materials to the meetings. Observe the Board's rules of order for the conduct of board meetings. If unable to attend, notify the Executive Director and Chair of the Board.
- Actively participate in at least one Board committee.

Section 8. **USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** No corporation funds may be expended to support a nominee for the Board.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Corporation Law, Part 2, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair of the Board, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may appoint a successor to take office as of the date when the resignation becomes effective.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly appointed director or directors.

Section 12. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by a chartering authority, may be removed, without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting is given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) ("Brown Act"). The representative appointed by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Directors may be removed for cause by order of the superior court in case of fraudulent or dishonest acts or gross abuse of authority or discretion with reference to the Corporation or breach of any duty arising under Article 3 (commencing with Section 5230 of the Corporations Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 13.

Section 13. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of a chartering authority shall be filled by the chartering authority.

Section 14. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 15. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another

location in accordance with these Bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of Alameda County. g All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 16. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

The Board of Directors shall meet annually for the purpose of organization, election of officers, adoption of the regular Board meeting schedule, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 17. REGULAR MEETINGS. The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Chair of the Board shall have the authority to reschedule a regular meeting as necessary to establish a quorum of directors.

Section 18. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board, if there is such an officer, or a majority of the Board of Directors. If a Chair of the Board has not been elected then the Vice-Chair of the Board is authorized to call a special meeting in place of the Chair of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 19. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in following the manner: Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

- a. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient

whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

- b. The notice of a special meeting shall state the time and place of the meeting place and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 20. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 21. TELECONFERENCE MEETINGS<sup>1</sup>. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within Alameda County;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda, and members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;<sup>2</sup>

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<sup>1</sup> Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e).

<sup>2</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.



- e. Members of the public must be able to hear what is said during the meeting; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>3</sup>

Section 22. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 23. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 24. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors, to serve at the pleasure of the Board. Only committees composed solely of directors may exercise delegated authority of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

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<sup>3</sup> The Brown Act prohibits requiring members of the public to provide the names as a condition of attendance at the meeting.

Section 25. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 27. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The Charter School and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Government Code Section 1090, et seq. ("Government Code Section 1090"), as said chapter may be modified by subsequent legislation.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of the Corporation shall be a Chair of the Board, a Vice Chair of the Board, a President (herein referred to as Executive Director), a Secretary, and a Treasurer. The Corporation, at the Board's direction, may also have one or more Vice-Chairs, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VII, Section 4, of these Bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as Chair of the Board or Executive Director.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chair of the Board, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the Bylaws or established by the

Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by the Chair of the Board or by a vote of the Board.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIR OF THE BOARD. If a Chair of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chair of the Board is elected, there shall also be a Vice-Chair of the Board of Directors. In the absence of the Chair of the Board, the Vice-Chair of the Board shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. In the absence of the Chair of the Board and the Vice-Chair of the Board, the Secretary shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time

Section 9. Executive Director. Subject to such supervisory power as the Board of Directors may give to the Executive Director, if any, and subject to the control of the Board, the Executive Director shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Executive Director shall have such other powers and duties as the Board of Directors or the Bylaws may require.

Section 10. VICE-CHAIR(S) OF THE BOARD. If the Chair of the Board is absent or disabled, the Vice-Chair(s) of the Board, if any, in order of their rank as fixed by the Board, or if not ranked, a Vice-Chair of the Board designated by the Board, shall perform all duties of the Chair of the Board. When so acting, a Vice-Chair of the Board shall have all powers of and be subject to all restrictions on the Chair of the Board. The Vice-Chair(s) of the Board shall have such other powers and perform such other duties as the Board of Directors or the Bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book

of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these Bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the Bylaws may require.

Section 12. Treasurer. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the Executive Director, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the Bylaws may require.

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall comply with Government Code Section 1090.

## **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.**

The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in The Academy of Alameda Conflict of Interest Code have been fulfilled.

## **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

## **ARTICLE XII INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

## **ARTICLE XIII INSURANCE**

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

## **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

## **ARTICLE XV INSPECTION RIGHTS**

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the Articles of Incorporation and Bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these Bylaws; and

- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with Corporations Code section 6322.

### **ARTICLE XVII BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall materially change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these Bylaws inconsistent with such charter, the Corporation's Articles of Incorporation, or any laws, unless approved by the chartering authority.

### **ARTICLE XVIII FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

### CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of The Academy of Alameda, a California nonprofit public benefit corporation; that these Bylaws, consisting of 14 pages, are the Bylaws of the Corporation as adopted by the Board of Directors on \_\_\_\_; and that these Bylaws have not been amended or modified since that date.

Executed on \_\_\_\_\_ at \_\_\_\_\_, California.

\_\_\_\_\_

\_\_\_\_\_, Secretary  
4893-2610-6496, v. 3



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## **STUDENT ACCIDENTS POLICY**

Although The Academy of Alameda (“AoA” or “the Charter School”) makes every reasonable effort to prevent student accidents and injuries, accidents can occur. The Executive Director or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents. Parents/Guardians shall maintain current student medical information (including insurance information) on file with AoA.

Universal precautions (such as handwashing, personal protective equipment such as gloves, respiratory hygiene/cough etiquette principles ex. "cover your cough") shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident. The AoA staff shall appropriately report and document student accidents.

If Parents/Guardians would like a copy of the affordable care [handout](#), please request a copy at the front office.

4890-2746-7626, v. 1

Adopted/Ratified: May 17, 2011

Revision Date: August 13, 2023



## CLASSROOM-BASED ATTENDANCE POLICY

It is the intent of the Board of Directors (“Board”) of The Academy of Alameda (“AoA” or the “Charter School”) to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

### Definitions

- *“Tardy”*: AoA starts at 8:10am for elementary school and 8:30am for middle school. Students shall be classified as tardy if the student arrives after that time.
- *“Unexcused Absence”*: A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse as defined below.
- *“Truant”*: A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Executive Director or designee.
- *“Habitual Truant”*: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period

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during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.

- *“Chronic Truant”*: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- *“School Attendance Review Team (“SART”)*”: The SART panel will be composed of designated personnel including the principal, dean of students, dean of academics and the attendance/family liaison. The SART panel will discuss the absence problem with the student’s parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student’s family, and establish a plan to resolve the attendance issue.
  1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
  2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
    - a. Parent/guardian to attend school with the child for one day
    - b. Student retention
    - c. After school detention program
    - d. Required school counseling
    - e. Loss of field trip privileges
    - f. Loss of school store privileges
    - g. Loss of school event privileges
    - h. Mandatory Saturday school
    - i. Required remediation plan as set by the SART
    - j. Referral to [Lincoln’s School Engagement Program](#)
    - k. Notification to the County District Attorney (as a last resort)
  3. The SART panel may discuss other school placement options.
  4. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

### **Excused Absences for Classroom Based Attendance**

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

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A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, orthodontic, optometric, psychosocial or chiropractic appointments:
  - a. Students in grades 7-8, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. Attendance at funeral services for a member of the student's immediate family:
  - a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state unless otherwise approved by school leadership.
  - b. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household.
5. Participation in religious instruction or exercises as follows:
  - a. The student shall be excused for this purpose on no more than four (4) school days per month.
6. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excuse).
7. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
8. Attendance at the student's naturalization ceremony to become a United States citizen.
9. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
10. Authorized at the discretion of the Executive Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
11. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period

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that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

12. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
13. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
14. For the purpose of a middle school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
  - a. A middle school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
  - b. A middle school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
15. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the school principal or designee pursuant to uniform standards:
  - a. Appearance in court.
  - b. Observance of a holiday or ceremony of the pupil's religion.
  - c. Attendance at religious retreats for no more than four hours during a semester.
  - d. Attendance at an employment conference.
  - e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

### **Method of Verification**

When a student who has been absent returns to school, the student must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from the student's parent/guardian or parent representative.

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2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
  - a. Name of student;
  - b. Name of parent/guardian or parent representative;
  - c. Name of verifying employee;
  - d. Date or dates of absence; and
  - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including the information outlined above.
4. Healthcare provider verification:
  - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
  - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had fourteen (14) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency.

### **Unexcused Absences/Truancy for Classroom Based Attendance**

The Executive Director, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

### **Process for Addressing Truancy**

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. The student's classroom teacher may also call home.

Adopted/Ratified: May 17, 2011

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2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an email notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "**Truancy Letter #1 – Truancy Classification Notice**" from the Charter School notifying the primary parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4<sup>th</sup>) unexcused absence.
3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "**Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request,**" notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract.
4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "**Truancy Letter #3 – Referral to SART Meeting**" and the student will be referred to a Student Success Team (SST) and the SART.
5. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.
6. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.
7. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

### **Process for Students Who Are Not in Attendance at the Beginning of the School Year**

Adopted/Ratified: May 17, 2011

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When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6<sup>th</sup>) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1<sup>st</sup>) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (3<sup>rd</sup>) day of the school year and do not have an excused absence will be emailed indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5<sup>th</sup>) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6<sup>th</sup>) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the California Department of Education (CDE) Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

### **Involuntary Removal Process**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided



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to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The allegations against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

### **Referral to Appropriate Agencies or County District Attorney**

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

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If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the Charter School shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

### **Non-Discrimination**

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

### **Reports**

The Executive Director, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

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