

The Academy of Alameda Charter School Board

Board Meeting

Date and Time

Thursday May 22, 2025 at 6:30 PM PDT

Location

The Academy of Alameda
401 Pacific Ave
Alameda, CA 94501
Room 203

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
A. Call the Meeting to Order	Discuss	William Schaff	1 m
B. Record Attendance		Damaris Espinosa	2 m
C. Public Comment		William Schaff	2 m
Public comment on any closed session item. Allotted time for comments is two (2) minutes per speaker.			
II. Open Session			6:35 PM
A. Public Comment	FYI	William Schaff	2 m

	Purpose	Presenter	Time
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Public comment on any item not listed on the agenda. Allotted time for comments is two (2) minutes per speaker.

III. Consent Agenda 6:37 PM

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| A. | Approve Draft Meeting Minutes | Approve Minutes | William Schaff | 2 m |
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Approve minutes for Board Meeting on April 24, 2025

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| B. | Check Registers | FYI | William Schaff | 1 m |
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| C. | Credit Card Statements | FYI | William Schaff | 1 m |
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| D. | Prop 28 Annual Spending Plan | FYI | William Schaff | 1 m |
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Approval for AoA's annual spending plan for the Prop 28 funds

Background:

Proposition 28—Arts and Music in Schools Funding

The Arts and Music in Schools (AMS) initiative provides additional funding for arts education in California public schools.

(California Department of Education Website)

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| E. | AUSD and AoA 25-26 General, Fiscal, and Operational MOU | FYI | William Schaff | 1 m |
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This Memorandum of Understanding between the Alameda Unified School District and Academy of Alameda for 2025-26

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| F. | Vote on Consent Agenda | Vote | William Schaff | 1 m |
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IV. Board Communication 6:44 PM

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| A. | Approve Provisional Internship Permit Request for the 2024-2025 School Year | Vote | William Schaff | 5 m |
|-----------|---|------|----------------|-----|

The Board will vote to approve Approve Provisional Internship Permit Request for the 2024-2025 for for Erica Aigia, History Teacher, Grades, 7th and 8th, at the Academy of Alameda Middle School.

RESOLUTION LANGUAGE:

	Purpose	Presenter	Time	
<p>Pursuant to State mandate, the Governing Board must approve Provisional Internship Permit requests allowing the Academy of Alameda to employ and assign teacher(s) who do not hold an appropriate credential authorization. After a diligent search for qualified teachers, the Provisional Internship Permit will allow the School to hire an individual who has not yet met the subject matter competence requirement needed to enter an internship program.</p> <p>The Academy of Alameda is requesting approval of the following staff to be employed on the basis of a Provisional Internship Permit for the 2024-25 school year: Single-Subject Provisional Internship Permit: Erica Aigia, History Teacher, Grade [7th and 8th] at the Academy of Alameda Middle School.</p> <p>Draft Motion: The Academy of Alameda Board of Directors votes to approve this Provisional Internship Permit request.</p>				
B.	Review LCAP	Discuss	Christine Chilcott	20 m
Executive Director Chilcott will give an overview on the LCAP (Local Control Accountability Plan) and accept any feedback for improvement.				
C.	Preview the 25-26 Executive Board Slate	Discuss	William Schaff	10 m
The board will preview the 25-26 Executive Board Slate and Board Slate which will be voted on at the June 2025 Board Meeting:				
<p>Nomination of 25-26 Board Officers</p> <p>President: David Forbes</p> <p>Vice President: Jennifer Laird</p> <p>Secretary: Carole Robie</p> <p>Treasurer: Bill Schaff</p>				
<p>Nomination of new three-year term, 25-28 Term:</p> <p>David Forbes</p> <p>Randy Rentschler</p> <p>Amy Price</p>				
D.	Board Retreat Discussion	Discuss	William Schaff	15 m
The board will discuss logistics for the August board retreat				

	Purpose	Presenter	Time
E. Board Committee Reports	Discuss	William Schaff	10 m
Reports from the following committees:			

- Finance Committee
- Student Success Committee
- Governance Committee

V. Closing Items 7:44 PM

A. Individual Board Member Reports	FYI	William Schaff	5 m
B. Executive Director Report	FYI	Christine Chilcott	2 m
C. Upcoming Board Meetings	Discuss	William Schaff	1 m

June 12:

Voting on:

25-26 Budget

25-26 Board Slate

25-26 Board Meeting Calendar

LCAP with Local Indicators

AUSD 25-26 ASES Grant, Food Services Contracts

FY26 EPA Expenditure Plan

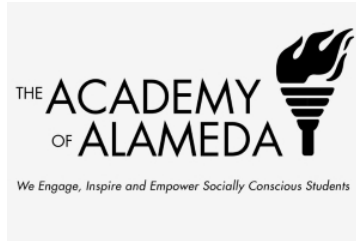
D. Adjourn Meeting	FYI	William Schaff	
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Coversheet

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 24, 2025

APPROVED



The Academy of Alameda Charter School Board

Minutes

Board Meeting

Date and Time

Thursday April 24, 2025 at 6:30 PM

Location

The Academy of Alameda
401 Pacific Ave
Alameda, CA 94501
Room 203

Directors Present

A. Price, C. Robie, D. Forbes, J. Laird, K. McCoy

Directors Absent

M. Payne, R. Rentschler, W. Schaff

Guests Present

C. Chilcott, D. Espinosa

I. Opening Items

A. Call the Meeting to Order

K. McCoy called a meeting of the board of directors of The Academy of Alameda Charter School Board to order on Thursday Apr 24, 2025 at 6:32 PM.

B. Record Attendance

C. Public Comment

No comment.

II. Open Session

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

In closed session the board decided to expel student #90879.

B. Public Comment

III. Consent Agenda

A. Approve Draft Meeting Minutes

D. Forbes made a motion to approve the minutes from Board Meeting on 03-27-25.

C. Robie seconded the motion.

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

B. Check Registers

C. Credit Card Statements

D. Vote on Consent Agenda

D. Forbes made a motion to approve the consent agenda.

C. Robie seconded the motion.

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

IV. Board Communication

A. Update on Strategic Plan

C. Chilcott reminded the board of last years strategic plan as well as how much has been accomplished in this school year. She advised of the Tk class that was added, the salary scales that have been updated and the PTA, along with other activities done to support student engagement. C. Chilcott also provided the board a reminder of their year 3 through year 5 goals.

A.Schlenk advised she is excited to see the new steps and to see them come into life.

D. Forbes asked if C. Chilcott was going to present this to the staff. C. Chilcott advised she was going to share it with the staff but she present it if requested. D. Forbes advised that this would help with being transparent with the staff. He also advised that it is always important to accelerate learning.

C. Robie echoed D. Forbes' comment of presenting this to the staff. C. Chilcott advised she will see if it can be done in a PD or another time.

A. Price advised she would like to know when each is being implemented so that they can be aware of such. C. Chilcott advised she will let them know.

B. Presentation on 24-25 SY Attendance

C. Chilcott presented the impact of absenteeism. She provided the difference between truancy and absent. She explained the process of when a student is absent and how sometimes the teacher is the first line of contact and then it will keep going on in the process until you reach a SART meeting. C Chilcott gave examples of how the team at AoA has helped students with truancy issues; ie buying an alarm clock or wellness check (rare). Out of 129 students who have met with Gretchen only 14 have received truancy letters giving proof of improvement . She advised of the benefits of the Gold Medal Attendance Initiative. She explained the reasons for excused reasons but also made note that AoA does not get paid even if it is excused. Chronic absentees were about the same between in district and Alameda students.

A. Schlenk said as a teacher she is not aware of which students get the truancy letter. She also advised that she is thankful that the school spirit has shifted to showing the importance of attendance.

A. Price said she was curious to know if pre-school takes attendance. C. Chilcott advised that she believes that the mistake is that the state shows it as a preschool replacement which it is not, it is actual school and the flexibility that preschool has is not here. A. Price asked if we have fewer students this year than we did last year. C. Chilcott advised at the beginning of year we did but now we do not have less. A. Price also voiced her shock at seeing how poverty is the driving force to absenteeism and asked if that last slide can be cross-referenced with race.

J. Laird asked what would be cross referenced between AoA and AUSD that would like to be asked. C. Chilcott asked about how they deal with certain issues, such as attention deficit or children with disorders that are not known. Basically ask them for what support they can give us that we may not be doing yet since they have been doing TK for longer than we have.

D. Forbes asked how much of the importance on attendance parents aware of. C. Chilcott advised that it was mentioned to parents when the students from 6th grade came to take their tests as well as during back to school night. D. Forbes asked if the open house probably pushed the attendance since we saw an increase after the open house event. D. Forbes said that 20% of tardies is due to oversleeping and asked if AoA has considered starting later. C. Chilcott asked if this would fix a problem or if it would enable

a problem more so. D. Forbes asked if we are aware of SED families or if they need to self identify. He wondered to what extent we have identified that population. C. Chilcott advised she has tried to identify them but not 100%.

C. Board Committee Reports

Finance committee- nothing to report

Student success committee- spent all the time talking about student absenteeism and how to communicate that to parents. No resolution on it yet.

Governance committee- spoke about new potential board members. She advised that one is a potential alumni that is now a teacher and asked if they would come in as an alumni or a board member.

V. Closing Items

A. Individual Board Member Reports

D. Forbes asked if there is a date for the August retreat.

B. Executive Director Report

The social justice awards will be voted on soon and she will send over the form soon.

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 8:56 PM.

Respectfully Submitted,
K. McCoy

Coversheet

Check Registers

Section:	III. Consent Agenda
Item:	B. Check Registers
Purpose:	FYI
Submitted by:	
Related Material:	AoA April 2025 Combined Board Check Register.pdf

Combined Board Check Register

School:	AoA						edtec	
Month:	April 2025							
				Total Paid By Check:			\$	387,969.57
				Total Paid By Credit Card:			\$	17,002.06
Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount		
Check	14481	Adriana San Millan School Psychology and Special Education Services, LLC	4/4/2025	Bill #9823--Behavior Intervention Implementation: 03/17 - 03/21/25 Bill #9780--Behavior Intervention Implementation: 03/03 - 03/14/25 Bill #9781--Behavior Intervention Implementation: 03/03 - 03/11/25 Bill #9822--Behavior Intervention Implementation: 03/17 - 03/21/25		\$ 21,713.54		
Check	14482	Amazon Capital Services	4/4/2025	Bill #1CMG-QGCH-6VTQ--Supplies Bill #1PCN-NDR3-9DN3--Supplies Bill #1GLY-T934-NRRY--Supplies Bill #1WYT-NKJM-JX1C--Supplies Bill #16NQ-RRJR-JNCW--Supplies Bill #1QFM-6G4C-YQXJ--Supplies Bill #11TF-FHYD-HDC4--Supplies Bill #1163-JGWQ-R33C--Supplies Bill #1KYV-LC6H-9441--Supplies Bill #1J9P-TQL7-7PW3--Supplies		\$ 1,401.64		
Check	14482	Amazon Capital Services	4/4/2025	Bill #1PGG-K967-LCQQ--Supplies Bill #1XM3-MRWQ-KKKT--Supplies Bill #19JY-JFVT-YD6P--Supplies Bill #1DJP-4PCT-N6XQ--Supplies Bill #1JDP-LRRF-99LT--Supplies Bill #16NQ-RRJR-6R6P--Supplies Bill #1G4D-1G4G-6TNX--Supplies Bill #1KYN-DPQY-G1MD--Supplies Bill #1YCV-K3DN-XQQG--Supplies		Cont'd		
Check	14483	Crisis Prevention Institute	4/4/2025	Bill #NAIN-146442--Membership: 06/09/25 - 06/08/26		\$ 200.00		

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14484	Bailey Hardman	4/4/2025	Bill #032425--Reimb: Band Performance		\$ 1,097.40
Check	14485	MRC Smart Technology Solutions	4/4/2025	Bill #IN4714380--Contract overage charge: 12/22/24 - 03/21/25		\$ 1,150.61
Check	14486	Office Team	4/4/2025	Bill #64774404--Substitute Svc w/e 03/14/25		\$ 1,014.00
Check	14487	Teachers on Reserve	4/4/2025	Bill #99020--Substitute Svc: 03/10 - 03/14/25		\$ 1,521.53
Check	14488	Teachers on Reserve	4/4/2025	Bill #98987--Substitute Svc: 03/10 - 03/14/25		\$ 2,002.92
Check	14489	The Education Team	4/4/2025	Bill #788248--BA Only: 03/03 - 03/06/25		\$ 840.92
Check	14490	Xerox Corporation	4/4/2025	Bill #023307601--Meter Usage - 02/21 - 03/21/25 Serial #ZQT-982112		\$ 327.07
Check	14491	Alameda County Industries	4/15/2025	Bill #0003549265--7 YD GARBAGE & 5 YD COMMINGLED RECYCLING - WEEKLY		\$ 3,939.44
Check	14492	Amazon Capital Services	4/15/2025	Bill #19VC-WVJH-JNDR--Supplies Bill #1XCL-RJM9-63JH--Supplies Bill #1NT9-G49G-TVTV--Supplies Bill #1CLN-YVCL-JN4J--Supplies Bill #1PPV-TKTD-43QH--Supplies Bill #1KMT-X6WX-RXXJ--Supplies Bill #1FCL-JFCV-HKR7--Supplies Bill #1CYP-GDJ3-NYG6--Supplies Bill #1T33-F6GK-1FD6--Supplies Bill #1QNQ-PNCL-7J76--Supplies Bill #1HD7-RL3K-1QKH--Supplies Bill #1QH9-7DCQ-NVPX--Supplies Bill #1Q9T-RR6W-6QJT--Supplies		\$ 1,710.26
Check	14493	Brady Industries	4/15/2025	Bill #9919696--Janitorial Supplies		\$ 1,535.78
Check	14494	Jana Chabre	4/15/2025	Bill #OC.10--Services: 03/05 - 03/27/25		\$ 800.00
Check	14495	Edlio, LLC	4/15/2025	Bill #2025-18369--Website Content Management System: 07/01/25 - 06/30/26		\$ 3,174.00
Check	14496	Gachina Landscape Management	4/15/2025	Bill #E 227832--#86220 - Maintenance Contract: April 2025		\$ 991.00
Check	14497	Larson Communications	4/15/2025	Bill #3693--Public Relations Retainer: April 2025		\$ 6,500.00
Check	14498	Emily Marsh	4/15/2025	Bill #6--Contracted Services: 02/28 - 03/20/25		\$ 640.00
Check	14499	Doran Morgan	4/15/2025	Bill #040325--Reimb: 6 month premium License for XtraMath		\$ 250.00
Check	14500	Open Up Resources	4/15/2025	Bill #INV-43565--Materials & Supplies		\$ 4,845.32

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14501	Office Team	4/15/2025	Bill #64799585--Substitute Svc w/e 03/21/25 Bill #64818051--Substitute Svc w/e 03/28/25 Bill #64792553--Substitute Svc w/e 03/21/25		\$ 4,877.98
Check	14502	Sergio's Janitorial & Yard Services	4/15/2025	Bill #133--Daily Cleaning - March 2025		\$ 11,800.00
Check	14503	Teachers on Reserve	4/15/2025	Bill #99077--Substitute Svc: 03/17 - 03/21/25		\$ 2,442.25
Check	14504	Teachers on Reserve	4/15/2025	Bill #99045--Substitute Svc: 03/17 - 03/21/25		\$ 826.10
Check	14505	Adriana San Millan School Psychology and Special Education Services, LLC	4/22/2025	Bill #9941--Behavior Intervention Design/Planning: 03/24 - 03/25/25 Bill #9971--Behavior Intervention Implementation: 03/31 - 04/04/25 Bill #9857--Behavior Intervention Implementation: 03/24 - 03/28/25 Bill #9942--Initial Psycho-educational with Social Emotional Rating Scales: 03/27/25		\$ 12,149.75
Check	14506	Amazon Capital Services	4/22/2025	Bill #139W-GY3D-71XG--Supplies Bill #1XKH-LC3L-DW17--Supplies Bill #1JNC-TVF9-3Q7L--Supplies Bill #1TLP-MRF4-6T1P--Supplies Bill #1LX1-1V43-1DFM--Supplies Bill #17HV-DRF9-CDWG--Supplies Bill #1G77-PY1P-3TJF--Supplies Bill #1FX4-G9GR-496N--Supplies Bill #1JTK-FDCQ-74H1--Supplies Bill #19PH-WG6T-MXWW--Supplies		\$ 799.34
Check	14507	Brady Industries	4/22/2025	Bill #9944531--Janitorial Supplies		\$ 31.86
Check	14508	Crisis Prevention Institute	4/22/2025	Bill #NAIN-151630--Instructor Certification Program: 07/29 - 09/24/25		\$ 6,499.00
Check	14509	Office Team	4/22/2025	Bill #64850955--Substitute Svc w/e 04/04/25 Bill #64849132--Substitute Svc w/e 04/04/25 Bill #64825317--Substitute Svc w/e 03/28/25		\$ 4,088.61
Check	14510	Teachers on Reserve	4/22/2025	Bill #99176--Substitute Svc: 03/31 - 04/04/25 Bill #99128--Substitute Svc: 03/24 - 03/28/25		\$ 1,671.72
Check	14511	Teachers on Reserve	4/22/2025	Bill #99098--Substitute Svc: 03/24 - 03/28/25 Bill #99147--Substitute Svc: 03/31 - 04/04/25		\$ 2,719.35

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14512	The Education Team	4/22/2025	Bill #1001909--BA Only & BA CBEST : 03/10 - 03/14/25 Bill #1003944--BA Only: 03/17 - 03/21/25 Bill #1005770 BA CBEST & BA Only: 03/24 - 03/28/25		\$ 7,056.94
Check	14513	WEX Health, Inc.	4/22/2025	Bill #0002134067-IN--Commuter & FSA - March 2025		\$ 132.10
Check	14514	Young, Minney & Corr, LLP	4/22/2025	Bill #15748--Legal Svcs' thru : 03/03 - 03/31/25		\$ 2,993.00
Check	14515	NatureBridge	4/22/2025	Bill #2502-000212--Field Trip 5/21 - 5/23/25		\$ 15,267.00
Check	14516	WEX Health, Inc.	4/22/2025	Bill #May 2025--Flex Benefits - Aggregate Balance		\$ 1,750.00
Check	14517	Alameda County Office of Education	4/24/2025	Bill #INV24-00407--4th Quarter STRS Processing Fee FY23-24 Bill #INV24-00306--3rd Quarter STRS Processing Fee FY23-24		\$ 708.00
Check	14518	United Coach Tours, Inc.	4/25/2025	Bill #23912ST--Field Trip to Nature Bridge		\$ 1,744.00
Check	14519	Alameda County Office of Education	4/30/2025	Bill #INV25-00294--3rd Quarter STRS Processing Fee FY24-25		\$ 354.00
Check	14520	Alameda Unified School District	4/30/2025	Bill #INV25-00174--Facilities Use Charge Qtr 03 & Utilities cost and Use-QTR 03. 24.25		\$ 101,614.39
Check	14521	Amazon Capital Services	4/30/2025	Bill #1F6V-MM9T-7N3L--Supplies Bill #1V9T-MG3V-RRXD--Supplies Bill #11ND-4F6H-Y3FM--Supplies Bill #1RC6-D9X4-6GTN--Supplies Bill #1KLH-6N4Q-V939--Supplies Bill #1NRM-V7CR-VT4J--Supplies Bill #1PCG-DKGV-Y4XW--Supplies Bill #1RCK-KXQY-QYDW--Supplies Bill #1P1Y-36G1-M4K4--Supplies Bill #1F7Y-9QDJ-JJ9H--Supplies Bill #19MM-NHXT-KK14--Supplies Bill #1Y63-TQMN-QJVY--Supplies Bill #1C1P-Y91T-HQD1--Supplies Bill #1XWY-DT4P-QV1V--Supplies		\$ 2,592.33

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14521	Amazon Capital Services	4/30/2025	Bill #1JWJ-GH13-RV7G--Supplies Bill #1RCK-KXQY-QYXM--Supplies Bill #1JXJ-L4L4-6R1T--Supplies Bill #1PCG-DKGV-JQCP--Supplies Bill #1DG7-MKFP-T6CK--Supplies Bill #1KC9-CN31-PKWX--Supplies Bill #1VG1-CGRT-43X6--Supplies Bill #1Q3G-QQ1V-71GR--Supplies Bill #1K1K-7TD3-KV73--Supplies Bill #1JWJ-GH13-TQYT--Supplies Bill #1LCG-WKC4-69L6--Supplies Bill #1D11-1GJW-TYG9--Supplies Bill #13LP-JKMW-GX6R--Supplies		Cont'd
Check	14522	Brady Industries	4/30/2025	Bill #10017214--Janitorial Supplies		\$ 120.37
Check	14523	ClassTracker LLC	4/30/2025	Bill #RET-00272--Retainer for Estimate EST-000482: FY 2025-2026		\$ 3,166.41
Check	14524	Department of Justice	4/30/2025	Bill #809436--Finger Print Apps & FBI: March' 25		\$ 314.00
Check	14525	Language Scientific	4/30/2025	Bill #20142911--Phone Interpreting: March 2025		\$ 145.81
Check	14526	MRC Smart Technology Solutions	4/30/2025	Bill #IN4759493--Contract overage charge: 03/15 - 04/14/25		\$ 58.69
Check	14527	OnScene Technologies, Inc.	4/30/2025	Bill #2955--K-12 Education & Electronic and Voice 911 Notification; 07/01/25		\$ 2,610.00
Check	14528	Office Team	4/30/2025	Bill #64876042--Substitute Svc w/e 04/11/25 Bill #64893278--Substitute Svc w/e 04/18/25		\$ 2,468.40
Check	14529	SchoolMint	4/30/2025	Bill #INV-15009--SchoolMint Enroll - Full solution for K-12 enrollment SchoolMint Enroll - Full solution for K-12 enrollment: 09/28/25 - 09/27/26		\$ 10,276.94
Check	14530	The Education Team	4/30/2025	Bill #1007634--BA CBEST & BA Only: 03/31 - 04/04/25		\$ 3,497.71
Check	14531	Jennifer Watt	4/30/2025	Bill #027--DIS Services for MaEn & Compensatory Services: 03/06 - 03/27/25 Bill #026--DIS Services for MaEn & Compensatory Services: 02/04 - 02/27/25		\$ 1,137.50
Check	ACH5026	EdTec Inc.	4/15/2025	Bill #CINV-00008093--Manual Payroll Checks Bill #CINV-00008551--EdTec Monthly - April 2025		\$ 16,916.67

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	ACH5027	EdTec Inc.	4/22/2025	Bill #CINV-00008673--AU/25-26 LCAP Meeting & Prep 25-26 LCAP Updates LCAP 25-26 & LCAP AU Tables; Engagement Slides		\$ 880.00
Check	DB040125	CharterSafe	4/1/2025	DB040125 - CharterSafe		\$ 15,556.00
Check	DB040125-1	Sonix AI	4/1/2025	DB040125-1 - Sonix AI		\$ 20.00
Check	DB040225	Square, Inc.	4/2/2025	DB040225 - Square, Inc.		\$ 35.00
Check	DB040225-1	EME Enterprise Inc.	4/2/2025	DB040225-1 - EME Enterprise Inc.		\$ 21.99
Check	DB040425	Office Team	4/4/2025	DB040425 - Robert Half International Inc. dba Office Team (C Corp)		\$ 1,954.65
Check	DB040725	Ease	4/7/2025	DB040725 - Ease		\$ 550.00
Check	DB040725-1	Google Ads	4/7/2025	DB040725-1 - Google Ads		\$ 85.75
Check	DB040825	Adobe Inc.	4/8/2025	DB040825 - Adobe Inc.		\$ 19.99
Check	DB041125	Equitable Financial Life Insurance Company of America	4/11/2025	DB041125 - Equitable Financial Life Insurance Company of America		\$ 8,566.48
Check	DB041525	Xerox Financial Services	4/15/2025	DB041525 - Xerox Financial Services (Contract #010-0082705-002)		\$ 190.37
Check	DB041625	Zoom	4/16/2025	DB041625 - Zoom		\$ 288.10
Check	DB042225	California Choice	4/22/2025	DB042225 - California Choice		\$ 62,266.41
Check	DB042225-1	Xerox Financial Services	4/22/2025	DB042225-1 - Xerox Financial Services (Contract #010-0082705-003)		\$ 708.34
Check	DB042325	Bank of Marin Visa Card	4/23/2025	DB042325 - Bank of Marin Visa Card 5830		\$ 17,002.06
Check	DB042525	U.S. Bank Equipment Finance	4/25/2025	DB042525 - U.S. Bank Equipment Finance (Acct #1375852)		\$ 367.34
Check	DB042825	Pitney Bowes, Inc.	4/28/2025	DB042825 - Pitney Bowes, Inc.		\$ 471.44
Check	DB043025	Google Ads	4/30/2025	DB043025 - Google Ads		\$ 500.00
Credit Card	9515-5830	PrecisionRoller	4/1/2025	03/04 - PrecisionRoller		\$ 52.89
Credit Card	9515-5830	Safeway	4/1/2025	03/31 - Safeway		\$ 47.29
Credit Card	9515-5830	IHIRE LLC	4/1/2025	03/05 - IHIRE LLC		\$ 299.00
Credit Card	9515-5830	Facebook	4/1/2025	03/05 - Facebook		\$ 500.00
Credit Card	9515-5830	Fanale Drinks	4/1/2025	03/07 - Fanale Drinks		\$ 94.03
Credit Card	9515-5830	USPS	4/1/2025	03/11 - USPS		\$ 31.40
Credit Card	9515-5830	Amazon Marketplace	4/1/2025	03/11 - Amazon Marketplace		\$ 42.08
Credit Card	9515-5830	Voyager Sopris Learning	4/1/2025	03/13 - Voyager Sopris Learning		\$ 89.36
Credit Card	9515-5830	Fanale Drinks	4/1/2025	03/13 - Fanale Drinks		\$ 72.04
Credit Card	9515-5830	California Academy of Science	4/1/2025	03/17 - California Academy of Science		\$ 2,105.40

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	9515-5830	Family Laundry	4/1/2025	03/17 - Family Laundry		\$ 68.95
Credit Card	9515-5830	Facebook	4/1/2025	03/18 - Facebook		\$ 397.63
Credit Card	9515-5830	Jetro Cash & Carry	4/1/2025	03/19 - Jetro Cash & Carry		\$ 180.81
Credit Card	9515-5830	Mystery Science	4/1/2025	03/19 - Mystery Science		\$ 1,695.00
Credit Card	9515-5830	PeerTeach, Inc.	4/1/2025	03/19 - PeerTeach, Inc.		\$ 2,520.00
Credit Card	9515-5830	Instacart	4/1/2025	03/19 - Instacart		\$ 95.99
Credit Card	9515-5830	1099, W2, & 1095 Electronic	4/1/2025	03/20 - 1099, W2, & 1095 Electronic		\$ 784.80
Credit Card	9515-5830	Southwest	4/1/2025	03/21 - Southwest		\$ 11.20
Credit Card	9515-5830	Southwest	4/1/2025	03/21 - Southwest		\$ 11.20
Credit Card	9515-5830	Books Inc.	4/1/2025	03/24 - Books Inc.		\$ 898.63
Credit Card	9515-5830	Books Inc.	4/1/2025	03/24 - Books Inc.		\$ 953.89
Credit Card	9515-5830	Books Inc.	4/1/2025	03/25 - Books Inc.		\$ 565.30
Credit Card	9515-5830	Books Inc.	4/1/2025	03/25 - Books Inc.		\$ 968.22
Credit Card	9515-5830	Books Inc.	4/1/2025	03/25 - Books Inc.		\$ 929.43
Credit Card	9515-5830	Books Inc.	4/1/2025	03/25 - Books Inc.		\$ 510.65
Credit Card	9515-5830	Books Inc.	4/1/2025	03/25 - Books Inc.		\$ 869.45
Credit Card	9515-5830	Scholastic Education	4/1/2025	03/26 - Scholastic Education		\$ 205.36
Credit Card	9515-5830	Aunt flow	4/1/2025	03/27 - Aunt flow		\$ 288.40
Credit Card	9515-5830	Wingstop	4/1/2025	03/31 - Wingstop		\$ 77.34
Credit Card	9515-5830	USPS	4/1/2025	04/01 - USPS		\$ 7.44
Credit Card	9515-5830	Costco Whse #0118	4/1/2025	03/27 - Costco Whse #0118		\$ 53.53
Credit Card	9515-5830	Greens & Grains	4/1/2025	03/28 - Greens & Grains		\$ 226.38
Credit Card	9515-5830	Michael's Transportation	4/1/2025	03/28 - Michael's Transportation		\$ 1,303.98
Credit Card	9515-5830	Amazon Marketplace	4/1/2025	03/05 - Amazon Marketplace		\$ 44.99

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.

[illegible]

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[illegible]

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[illegible]

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

Coversheet

Credit Card Statements

Section:	III. Consent Agenda
Item:	C. Credit Card Statements
Purpose:	FYI
Submitted by:	
Related Material:	AoA May 2, 2025 Combined CC Statement.pdf

**May 2025 Statement**

Open Date: 04/02/2025 Closing Date: 05/01/2025

Page 1 of 3

Account: 4798 5100 5505 5830

Visa® Community Card
**Elan Financial
Services**
BUS 30 ELN

 1-866-552-8855
1

ACADEMY OF ALAMEDA (CPN 001559617)

New Balance	\$29,926.14
Minimum Payment Due	\$300.00
Payment Due Date	05/28/2025

Activity Summary

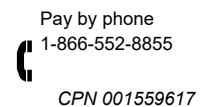
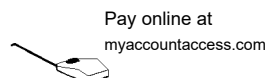
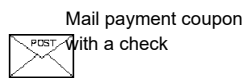
Previous Balance	+	\$17,002.06
Payments	-	\$17,002.06 ^{CR}
Other Credits		\$0.00
Purchases	+	\$29,926.14
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged		\$0.00
Interest Charged		\$0.00

New Balance = **\$29,926.14****Past Due** **\$0.00****Minimum Payment Due** **\$300.00**

Credit Line \$50,000.00

Available Credit \$20,073.86

Days in Billing Period 30

Payment Options:*No payment is required.*

0047985100550558300000300000029926147

Automatic Payment

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

to pay by phone
to change your address

106481326851632 E

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

Account Number: 4798 5100 5505 5830

Your new full balance of \$29,926.14 will be
automatically deducted from your account on
05/23/25.

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 2025 Statement 04/02/2025 - 05/01/2025

Page 2 of 3

ACADEMY OF ALAMEDA (CPN 001559617)

Elan Financial Services

1-866-552-8855

Important Messages

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

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

Your payment of \$29926.14 will be automatically deducted from your bank account on 05/23/2025. Please refer to your AutoPay Terms and Conditions for further information regarding this account feature.

Transactions	CHILCOTT,CHRISTINE	Credit Limit \$50000
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Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
Purchases and Other Debits					
04/02	04/01	2665	GOOGLE *SVCSaoaschools g.co/HelpPay# CA	\$57.38	_____
04/07	04/04	3028	IN *REPUTATION SIMPLE 843-3100340 SC	\$1,663.20	_____
04/07	04/04	3328	IHIRE, LLC 866-330-0196 MD	\$299.00	_____
04/09	04/09	2090	FACEBK *8N8FYQUFJ2 650-5434800 CA	\$500.00	_____
04/14	04/12	1699	IN *REPUTATION SIMPLE 843-3100340 SC	\$1,663.20	_____
04/18	04/17	0071	FACEBK *E3V7SNCFJ2 650-5434800 CA	\$189.70	_____
04/18	04/17	6058	FACEBK *MWD83QLFJ2 650-5434800 CA	\$30.45	_____
04/23	04/22	6055	FAMILYLAUNDRY FAMILYLAUNDRY CA	\$132.95	_____
04/24	04/23	9763	COSTCO BY INSTACART INSTACART.COM CA	\$185.81	_____
04/28	04/25	6057	DD *DOORDASH THESTAR DOORDASH.COM CA	\$163.62	_____
04/28	04/25	3626	DD *DOORDASH SAFEWAY DOORDASH.COM CA	\$16.81	_____
04/30	04/29	7768	AMAZON MKTPL*NB0I50MZ2 Amzn.com/bill WA	\$89.98	_____
04/30	04/29	3766	IC* INSTACART 888-246-7822 CA	\$173.47	_____
Total for Account 4798 5101 5421 5764				\$5,165.57	

Transactions	MCGEORGE,AMY	Credit Limit \$25000
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Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
Purchases and Other Debits					
04/21	04/18	8311	IN *EVENT MAGIC, INC. 415-2866568 CA	\$4,478.00	_____
04/22	04/22	0122	VIRCO INC. 310-533-0474 CA	\$1,772.62	_____
04/23	04/21	3147	COMMUNITY PLAYTHINGS 800-7774244 NY	\$5,487.67	_____
04/23	04/22	3444	IKEA 474441829 888-434-4532 MD	\$219.14	_____
04/23	04/22	4709	WL *Eval Systems Test 413-2560444 MA	\$99.00	_____
04/25	04/24	3344	MICHAELS TRANSPORTATIO 7076432099 CA	\$4,047.00	_____
04/25	04/24	3351	MICHAELS TRANSPORTATIO 7076432099 CA	\$121.41	_____
04/25	04/24	3108	CENTER FOR THE COLLABO 510-5330213 CA	\$587.81	_____
04/25	04/24	7335	AMPLIFY EDUCATION INC 212-2138177 NY	\$1,607.96	_____
04/25	04/24	2001	LAKESHORE LEARNING MAT 310-537-8600 CA	\$5,762.34	_____

Continued on Next Page



May 2025 Statement 04/02/2025 - 05/01/2025

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ACADEMY OF ALAMEDA (CPN 001559617)

Elan Financial Services

1-866-552-8855

Transactions	MCGEORGE,AMY	Credit Limit \$25000
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Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
04/28	04/25	4022	VOYAGER SOPRIS LEARN'G 800-547-6747 TX	\$249.96	_____
04/30	04/29	4716	2Pitney Bowes Inc. 844-2566444 CT	\$177.66	_____
05/01	04/30	1777	ACT*Alameda Rec&Pa 510-7477529 CA	\$150.00	_____
Total for Account 4798 5108 5975 0347				\$24,760.57	

Transactions	BILLING ACCOUNT ACTIVITY
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Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
Payments and Other Credits					
04/23	04/23	MTC	PAYMENT THANK YOU	\$17,002.06 _{CR}	_____
Total for Account 4798 5100 5505 5830				\$17,002.06_{CR}	

2025 Totals Year-to-Date	
Total Fees Charged in 2025	\$0.00
Total Interest Charged in 2025	\$0.00

Interest Charge Calculation

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


**APR for current and future transactions.


Balance Type	Balance By Type	Balance Subject to Interest Rate	Variable	Interest Charge	Annual Percentage Rate	Expires with Statement
**BALANCE TRANSFER	\$0.00	\$0.00	YES	\$0.00	18.24%	
**PURCHASES	\$29,926.14	\$0.00	YES	\$0.00	18.24%	
**ADVANCES	\$0.00	\$0.00	YES	\$0.00	28.24%	

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

Prop 28 Annual Spending Plan

Section:	III. Consent Agenda
Item:	D. Prop 28 Annual Spending Plan
Purpose:	FYI
Submitted by:	
Related Material:	AOA FY25 Proposition 28 Annual Report.pdf

Prop 28 - Annual Report

LEA	Academy of Alameda
Fiscal Year	2024-2025
Total Allocation	\$ 92,605
Enrollment > 500? (Y/N)	Yes

Narrative description of the Prop 28 art education program(s) funded.

The grant funds the middle school art teacher's salary who is employed to teach various artistic techniques to students in 6th, 7th, and 8th grades, averaging 100 students per year. They create engaging lessons, provide feedback, and encourage creativity. Additionally, they introduce art history, organize art shows, and foster art appreciation in the school community. This role allows them to inspire young artists and nurture their passion for art.

Number of full time equivalent teachers (certificated):	1
Number of full-time equivalent personnel (classified):	0
Number of full-time equivalent teaching aides:	0
Number of students served:	100
Number of school sites providing arts education:	1

[Link to website](#)

Coversheet

AUSD and AoA 25-26 General, Fiscal, and Operational MOU

Section: III. Consent Agenda
Item: E. AUSD and AoA 25-26 General, Fiscal, and Operational MOU
Purpose: FYI
Submitted by:
Related Material:
DRAFT_GENERAL FISCAL AND OPERATIONAL MOU 2025-2026_AOA_CLEAN.pdf

**GENERAL, FISCAL AND OPERATIONAL
MEMORANDUM OF UNDERSTANDING
BETWEEN THE ALAMEDA UNIFIED SCHOOL DISTRICT
AND ACADEMY OF ALAMEDA, INC.
2025-2026**

This Memorandum of Understanding (“Agreement”) is executed between the Alameda Unified School District and Academy of Alameda, Inc. (hereafter referred to as “AOA”), a 501c (3) tax exempt non-profit public benefit corporation, that operates Academy of Alameda Charter School (“Charter School”).

1. RECITALS

- 1.1. The Alameda Unified School District (hereinafter referred to as “District”) is a school district existing under the laws of the State of California.
- 1.2. AOA is a California non-profit public benefit corporation that operates The Academy of Alameda (Charter School) existing under the laws of the state of California and under supervisory oversight of Alameda Unified School District. AOA shall be responsible for and have all rights and benefits attributable to the Charter School, as further outlined herein.
- 1.3. The District is the authorizing agency of the Charter School. This Agreement is intended to outline the agreement of AOA and the District governing their respective fiscal and administrative responsibilities, legal relationship and operation of the Charter School.
- 1.4. If the terms of this Agreement conflict with the terms of the Charter documents (“Charters”), this Agreement will control the handling or resolution of the particular issue in question. In addition, if the Charter is silent on an issue addressed by this Agreement, this Agreement shall control.

2. AGREEMENTS

2.1. Terms

- 2.1.1. This Agreement will govern the relationship between the District and the Charter School regarding the operation of the Charter School and the relationship of the District and Charter School.
- 2.1.2. Any modification of this Agreement must be in writing, executed by duly authorized representatives of both parties, ratified by the respective Boards, and must indicate intent to modify or amend this Agreement.
- 2.1.3. The duly authorized representative of the Charter School is the Executive Director, or designee.
- 2.1.4. The duly authorized representative of the District is the Superintendent or any designee thereof. In order to ensure consistency in communications, all communication regarding any aspect of the operation of the Charter School shall be initiated by the designated representative of the Charter School with the Superintendent of the District, unless the Superintendent delegates this function to another officer of the District.
- 2.1.5. The term of this Agreement shall be one year, commencing effective July 1, 2025 and terminating June 30, 2026. This entire Agreement is subject to approval by the respective governing boards of the District and Charter School.

2.1.6. This Agreement shall terminate automatically upon closure of the Charter School for any reason, except as may be specified otherwise herein. “Closure” means that all legally required closure processes are completed.

2.1.7. Force Majeure. The Parties shall be excused from performance hereunder during the time and to the extent that it is prevented from performing in the customary manner by an act of God, fire, flood, war, riot, civil disturbance, terrorism, epidemic, quarantine/shelter in place order, strike, lockout, labor dispute, or any other occurrence which is beyond the control of the parties, when evidence thereof is presented to the other party. The District shall not be responsible for any costs associated with this Agreement while performance is so excused.

2.2. Student Records

2.2.1. District shall provide, within ten (10) working days of the request of a Charter School, or sooner if required by applicable state or federal law, any cumulative file information regarding any student who previously attended District and who has enrolled in that Charter School, including but not limited to information regarding special education and related services. District recognizes the receiving Charter School as its authorized agent under the Family Education Rights and Privacy Act of 1974 (20 U.S.C.A. Section 1232g) (“FERPA”), the Children’s Online Privacy Protection Act (“COPPA”) and other applicable state privacy laws and regulations for the actions described in this subsection.

2.2.2. Charter School shall be responsible for ensuring that student data is entered into a District-approved student information system, including average daily attendance, enrollment, standardized and alternative assessment data, emergency contacts, race/ethnicity, age, address, parent/guardian, immunization, discipline/suspension/expulsion and other information as provided in the student system available to individual District school sites.

2.2.3. Charter School, to the extent required by law, shall be responsible for establishing procedures and taking reasonable precautions to secure student data. Charter School shall notify the District promptly of any known breach.

2.3. Legal Relationship

2.3.1. The Parties recognize that AOA is a separate legal entity that operates the Charter School under the supervisory oversight of the District.

2.3.2. Any complaints or concerns (including complaints filed with OCR, EEOC, or FEHA) received by the District about any aspect of the operation of the Charter School or about that Charter School shall be forwarded by the District to the Charter School. District may request that the Charter School inform the District of how such concerns or complaints are being addressed, and Charter School shall provide such information. The Charter School shall handle its own uniform complaints pursuant to a Uniform Complaint Procedure adopted in accordance with California Code of Regulations, Title 5, Section 4600 et seq.

2.3.3. Charter School agrees to comply at all times with laws which generally apply to public agencies and to comply with applicable federal or state laws (which may be amended from time to time), including but not limited to the following:

- The Ralph M. Brown Act (“Brown Act”) (Cal. Gov. Code, §§54950 et seq.);

- The California Public Records Act (Cal. Gov. Code, §§6250 et seq.);
- State conflict of interest laws applicable to charter schools operated by nonprofit corporations, including but not limited to the Political Reform Act (Gov. Code, §§81000 et seq.);
- The Child Abuse and Neglect Reporting Act (Cal. Penal Code, §§11164 et seq.);
- The Individuals with Disabilities Education Act (“IDEA”) (20 U.S.C. §§1400 et seq.);
- The Americans with Disabilities Act (42 U.S.C. §§12101 et seq.);
- The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;
- The California Fair Employment and Housing Act (“FEHA”) (Cal. Gov. Code, §§12900 et seq.);
- The Age Discrimination in Employment Act (“ADEA”) (29 U.S.C. §§621 et seq.);
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §§794 et seq.);
- Education Code Sections 200 and 220 (prohibiting discrimination); • The Uniform Complaint Procedure (5 Cal. Code Regs., tit. 5, §§4600 et seq.);
- The Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. §§1232g et seq.);
- Local Control Funding Formula (California Assembly Bill 97, as codified);
- All applicable state and federal laws and regulations concerning the improvement of student achievement.

2.4. Oversight Obligations

District oversight obligations include, but are not necessarily limited to:

2.4.1 Review and revision of this Agreement and any subsequent agreements to clarify and interpret the Charter and amendments to the Charter and the relationship between the Charter School and the District.

2.4.2 Charter School shall promptly respond to all reasonable inquiries of the District, including, but not limited to inquiries regarding its financial records.

2.4.3 Any process conducted in compliance with Education Code Section 47607 related to the issuance of a notice to remedy or other corrective notice related to one or both Charter School’s operations, including document request, hearings, notices, and investigations, and monitoring efforts to remedy operational problems identified by the District.

2.4.4 For purposes of fiscal oversight and monitoring by the District, Charter School shall provide the District with a copy of the following documents, data and reports, in the form and at the times specified.

2.5. Student Data

For purposes of fiscal oversight and monitoring by the District, Charter School shall provide the District with a copy of the following documents, data and reports, in the form and at the times specified.

2.5.1. The Charter School shall submit student enrollment projections to the District by May 1 of the preceding school year each year. During the school year, monthly enrollment and ADA reports with respect to the Charter School shall be provided to the District. Charter School shall annually provide the District a list of names and addresses of students enrolled along with the school district of residence

of each respective student no later than September 1 of each year.

2.5.2. Charter School shall maintain contemporaneous written records of enrollment and ADA and make these records available to the District for inspection and audit upon request. Charter School shall provide copies of the P-1, P-2, and annual state attendance reports to the District by January 6, April 20, and June 20, respectively, each year. Copies of amended state attendance reports, if any, shall be provided to the District within 3 weeks of discovery of the need for making such an amendment. In addition, the Charter School shall provide all necessary information required to be submitted to the California Longitudinal Pupil Achievement Data System (CALPADS) by no later than October 31 of each year, including the R-30 Report. Such reports must be generated using the required Standardized Account Code Structure (SACS) and Attendance Reporting software. Charter School shall ensure that coding of student information conforms to District student information system requirements.

2.5.3. The Charter School's student discipline policies shall be provided to the District annually, by September 1 of each year, and as updated.

2.6 Special Education

2.6.1 A child with disabilities attending the Charter School shall receive special educational instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school. The agency that granted the charter shall monitor to ensure that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the Individuals with Disabilities Education Act (IDEA).

2.6.2 This agreement has the purpose of clarifying the roles and responsibilities of the parties with regard to students who are enrolled and attend the Charter School and are or may be eligible for special education and related services under the IDEA.

2.6.3. The Charter School is currently a member of Special Education Local Plan (SELPA) as a Charter School under the Local Education Agency (LEA).

2.6.4. Section 504 and the Americans with Disabilities Act: It is agreed that this Agreement is intended to address the responsibilities of the parties with respect to the provision and financing of special education services under the IDEA and does not cover services or accommodations required under Section 504 of the Rehabilitation Act (Section 504) nor under the Americans with Disabilities Act. Absent agreement of the parties to the contrary, the Charter School shall be solely responsible, at its own expense, for compliance with Section 504 and the Americans with Disabilities Act with respect to eligible students.

2.6.5. Identification and Referral of Students: Following all Special Education compliance requirements, the Charter School has the responsibility to make referrals for identification and assessments of any students who are enrolled in the Charter School who are believed to be eligible for special education assessment and/or services. Prior to making any referral, the Charter School shall conduct a student study team, if at all possible (given a parent's right to refuse such an option) to determine if alternative interventions are appropriate. All referrals shall be immediately processed by the Charter School or delivered to the contracted service provider for consultation, identification and assessment.

2.6.6. Assessment of Students: Pursuant to the Individuals with Disabilities Education Act (IDEA) Child

Find mandate, the Charter School will determine what assessments covering all areas of suspected disability or concern, and if any are necessary, arrange for such assessments for all referred students. They are also responsible for all annual assessments, for tri-annual assessments, and for any assessment for Related Instructional Service.

2.6.7. Individualized Education Program (IEP): The Charter School shall be responsible for arranging and conducting the necessary IEP meetings. The Charter School shall be responsible for providing adequate meeting rooms at the Charter School, having the designated representative of the Charter School in attendance at the IEP meeting, in addition to representatives who are knowledgeable about the regular educational program at the Charter School. Further, the Charter School responsibilities shall include documentation of the IEP meeting and the provision of parent rights in accordance with the current County SELPA and district requirements, as well as reporting into the designated District or County reporting system.

2.6.8. Eligibility and Placement: Decisions regarding eligibility, goals/objectives, program placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with federal and state law and shall include the representative of the Charter School or designee. Services and placement shall be provided to all eligible Charter School students in accordance with the IDEA, and the policies, procedures and requirements of the County SELPA, and shall be provided by the Charter School.

2.6.9 Interim Placement: For students who enroll in the Charter School with a current IEP, it is the responsibility of the Charter School to implement the existing IEP at the Charter School. The Charter School will also require, as part of its admissions process that prospective students consent to acquisition from the student's prior school of their cum files, including all special education files. For students who were previously enrolled in the district classes, the district agrees to forward the student's cumulative file including all special education files to the Charter School within ten (10) days of notification.

2.6.10. Educational Services and Program: To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than the Charter School staff, the Charter School shall provide such services through a contract with a third party special education provider(s). All services required by the IEP will be provided by the Charter School and its contractor(s).

2.6.11. Parent/Guardian Concerns: The Charter School shall ensure all parents of students with disabilities receive their parent's rights. Parent/guardian concerns regarding special education services shall be directed to the Charter School. The Charter School shall address the parent/guardian concerns. The Charter School shall distribute with its admissions material information pertaining to the provision of special education services provided by the Charter School.

2.6.12. Complaints: The Charter School shall address, respond, investigate, and take any and all necessary action to respond to all complaints received under, including but not limited to the uniform complaining procedure, involving special education and IDEA compliance, complaints received from the California Department of Education, Special Education Division, Office of Civil Rights (OCR) or other entities or parties.

2.6.13. Due Process Hearing: The Charter School may initiate a due process hearing or mediation on behalf of the student enrolled in the Charter School as the Charter School determines is legally necessary to meet the Charter School's responsibilities under federal and State law. In the event that parents/guardians file for a due process hearing, the Charter School shall be responsible for the

defense, resolution, **costs**, and implementation of the required actions.

2.6.14 SELPA Activities and Meetings: Reports to the Charter School regarding SELPA decisions, policies, etc., shall be communicated to the Charter School. To the extent that the district and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to the Charter School and its staff. To the extent that site staff has the opportunity to participate in committee meetings of the SELPA as representatives of the district, such opportunities shall be made available to Charter School Staff.

2.6.15. Special Education Funding: The cost of all special education services and instruction shall be borne by the Charter School.

2.7 Personnel Data/Credential Data

Actual staffing data shall be provided to the District on an annual basis and prior to commencement of each school year. Teacher credentials, clearances, and permits shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District. Copies of credentials and a list of teaching/class assignments for each teacher shall be provided to the District by the Charter School at the commencement of each school year and no later than September 15, and whenever any changes in credentials or assignments occur during the school year, along with written verification by the Charter School that credentialing requirements imposed on the Charter School under NCLB have been met. Charter School shall also provide to the District at the commencement of each school year and no later than September 15, all available information to demonstrate compliance with Education Code Section 44237 for Charter School's employees.

2.8 Budget/Financial Data

2.8.1 Budget Data

A preliminary budget shall be provided to the District and the Alameda County Superintendent of Schools for review at least ten days prior to the Charter School's Board meeting at which the budget is to be approved. All key budget variables, including revenue, expenditures, debt, beginning and ending balance variables shall be defined, and the budget shall be accompanied by summary certificated and classified employee salary data, and health benefit plans and policies as supporting documents.

A copy of the adopted budget shall be provided to the District by no later than June 25 of each year. Copies of budget revisions shall be provided to the District within two weeks of revision, upon approval by the Charter School's Boards of Directors.

A copy of any revisions to Charter School's budget guidelines, policies, and internal controls shall be provided to the District within four weeks of adoption of revisions, and then, followed by annual updates.

2.8.2 Cash Flow Data

District shall be notified at least three weeks in advance of Board of Directors action to incur short- or long-term debt on behalf of a Charter School, and financing documents shall be made available for District review upon request.

2.8.3 Financial Data

Bank account reconciliations for the Charter School will be the responsibility of the Charter School.

The First Interim Financial Report shall be provided to the District and the Alameda County Superintendent of Schools by December 1 of each year, and shall reflect changes through October 31; the Second Interim Financial Report shall be provided to the District by March 1 of each year, and shall reflect changes through January 31.

The Unaudited Actuals Financial Report shall be provided to the District and the Alameda County Superintendent of Schools by September 5 of each year.

Charter School is required to provide the District with reasonable written assurances that demonstrate fiscal responsibility and planning in each financial decision over \$50,000, including entering into contracts and loans, within ten (10) days of entering into such financial commitments.

2.8.4 Financial Audit

The Charter School shall provide a copy of Charter School's Audited Financial Report to the District, the Alameda County Superintendent of Schools, the State Controller, and the California Department of Education by December 15 of each year. Audit exceptions or deficiencies identified in the audit report shall be addressed by the Charter School through the development of a remediation plan outlining how and when they will be resolved, subject to District approval. The remediation plan will be provided to the District by January 15 of each year or within 4 weeks following the finalization of the Audited Financial Report, whichever is later. Failure to obtain an approved remediation plan will be considered fiscal mismanagement within the meaning of Education Code Section 47607(c) (3).

2.9 Payment of Fees and Charges

On a quarterly basis, District shall bill Charter School for the fees and charges set forth in the Alternative Facilities Use Agreement in force between the parties. Charter School shall pay the invoice within 45 days of receipt.

2.10 Governance Data Meeting Information

Copies of meeting agendas for meetings of the Charter School Board of Directors shall be posted to the Charter School's facility and website at the time they are distributed to the public pursuant to the Brown Act. Copies of meeting minutes shall be posted at the facility and to the Charter School's website within 5 days after their approval by the governing board. Charter School shall provide the District with notice of all meetings by providing copies of agendas at the same time the agenda is posted and will provide copies of minutes to the District from each meeting upon approval of same.

The Charter School shall annually (on or before July 1 of each year) send to the District a list of its directors and officers, and shall notify the District within 30 days of any change in the composition of these directors and officers.

2.11 Personnel Policies

A copy of Charter School's personnel and payroll policies shall be provided by September 1.

2.12 Insurance

As detailed in the long-term lease between the Charter School and District, Charter School shall maintain:

- (1) **Liability Insurance.** Commercial general liability insurance with respect to the Site and Dedicated Space, if any, and the operations of or on behalf of the Charter School in, on or about the Site, including but not limited to: bodily injury, product liability (if applicable), blanket contractual, broad form property damage liability coverage and host liquor liability in an amount not less than Five Million Dollars (\$5,000,000) in the aggregate, and excess liability coverage on a basis consistent with coverage for schools or a type similar to the School as required by the District as a school district. Coverage shall be maintained with no Self-Insurance Retention above \$15,000 without the prior written approval of the District. The policy shall be endorsed to name the Alameda Unified School District as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the AOA Charter School's insurance primary; provided, however, that District's insurance shall be primary for claims caused by the actions of third parties, except to the extent that the third party's actions arose as a result of the negligence, intentional disregard or malfeasance of the AOA Charter School.
- (2) **Property Insurance.** Property insurance against fire, vandalism, malicious mischief and such other additional perils as now are or hereafter may be included in a standard "All Risks" coverage, including sprinkler leakage, insuring all of the AOA Charter School's trade fixtures, furnishings, equipment, stock, loss of income or extra expense, and other items of personal property ("Charter's Property") in an amount not less than one hundred percent (100%) of replacement value. Such insurance shall contain a waiver of subrogation in favor of the District. With regard to such property insurance, the District agrees that the AOA Charter School shall have the right to participate in insurance policies obtained by the District where such policies are less expensive or otherwise more advantageous to the AOA Charter School than coverage otherwise available in the marketplace. Any such participation shall be in a separate written agreement. The Parties further acknowledge and agree that the AOA Charter School has no obligation hereunder to purchase earthquake coverage.
- (3) **Workers' Compensation, Employer Liability.** Workers' compensation insurance in accordance with provisions of the California Labor Code adequate to protect the AOA Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act, and employer's liability insurance in an amount not less than One Million Dollars (\$1,000,000).
- (4) **Insurance Against Employee Theft or Dishonesty.** The Charter School shall maintain coverage against employee theft and dishonesty with a minimum coverage of \$1 M per occurrence.
- (5) **Automobile Insurance.** The Charter School shall maintain coverage for all owned (if applicable), non-owned, borrowed, leased or hired automobiles in an amount of not less than one million dollars (\$1,000,000) per occurrence..

Copies of all policies of insurance, endorsements and memoranda of coverage detailed above shall be included in this contract with Charter School execution and provided automatically when renewed to

the District's Business Services Department at 2060 Challenger Drive, Alameda, CA 94501. Failure to carry required insurance coverage detailed above shall be considered breach of contract terms.

A copy of the Charter School's Health and Safety Plans shall be provided to the District at least annually no later than two weeks prior to the commencement of school.

2.13 Hold Harmless

Under this Amendment, Charter School agrees to indemnify, defend and hold the District harmless, including its officers, trustees, agents, representatives and employees from any and all liabilities and claims of any nature or damages of any character whatsoever, including death, sickness, or injury to persons or property from any cause whatsoever arising from or connected with the activities under this Agreement and the Charter School and the rights, responsibilities, and obligations of Charter School hereunder, resulting from the conduct, in whole or in part (comparative liability), of Charter School, its officers, trustees, agents, representatives, or employees under this Agreement, to the extent permitted by law, those claims, demands, actions, suits, losses, liability, expenses and costs arising out of the negligent or intentional acts of AUSD, its officers, employees, agents, representatives, and invitees.

2.14 Programmatic/Performance Audit

The Charter School will prepare an annual performance report and shall provide all information necessary to demonstrate that the Charter School is pursuing adequately and/or meeting the applicable accountability standards defined by the State of California. The report shall also include: an analysis of whether student performance is meeting the goals specified in the Charter, using data displayed on a school-wise basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality; an overview of the Charter School's admissions practices during the year and data regarding the number of students enrolled and the number on waiting lists; analysis of the effectiveness of the Charter School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints. The performance audit shall be provided to the District by December 31 of each year.

2.15 Instructional Materials

The Charter School shall provide a list of core instructional materials by grade and content annually, no later than two weeks prior to the commencement of each school year.

2.16 Other

2.16.1 The Charter School shall provide such other documents, data and reports as may be reasonably requested or required by the District or the Alameda County Office of Education.

2.16.1.1 Data required to be submitted pursuant to this Section shall be submitted in electronic form if requested by the District.

2.16.1.2 The Charter School shall comply with Generally Accepted Accounting Principles (GAAP) applicable to public school finance and fiscal management. In keeping with GAAP, the Charter School must maintain a minimum reserve for economic uncertainties (designated fund balance) of at least 3% of year-end expenditures of the Charter School.

2.17 Other Services to be provided to Charter School

At the option of the Charter School, the District agrees to negotiate to provide Other Services in addition to the Administrative Services and Oversight Obligations set forth herein. The Parties agree that these Other Services will be billed at rates and at times to be determined through negotiations.

2.18 Legal Counsel

The Charter School shall retain the right to use its own legal counsel and will be responsible for procuring such counsel and associated costs.

2.19 Enrollment of Expelled Students

Neither the Charter School nor the District shall be obligated to accept enrollment of any student who has been expelled from the other entity during the term of the expulsion except as may be required by federal or state law.

2.20 Provision of Documents

With all Parties understanding that some state, federal, and county documents directed toward one party may be mailed to the other party, the Parties agree to pass on such documents and forms to the addressed recipient in a timely manner so it may complete its legal obligations. The Charter School has full responsibility for the forms and documents it receives directly and those which are accessible on the internet on its own.

2.21 Non-Assignment

No party shall assign its rights, duties or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties or privileges under this Agreement on any third party, without the written consent of the other party. The replacement of AOA with any other nonprofit corporation or other operating body or governance structure shall be treated as a material revision of the Charter, subject to the review and approval of the District pursuant to applicable provisions of the Education Code.

2.22 Severability

If any provision or any part of this Agreement is for any reason held to be invalid or unenforceable or contrary to public policy, law, or statute and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

2.23 Reimbursement of Mandated Costs

The Charter School shall seek reimbursements of its mandated costs, if any, directly from the State.

2.24 Dispute Resolution

All disputes regarding this Agreement shall be resolved in accordance with the dispute resolution provision included in the Charter, provided, however, that disputes related to revocation of the

Charter or acts or omissions of the Charter School that constitute grounds for revocation of the Charter shall be handled pursuant to Education Code Section 47607.

2.25 Enforcement of Agreement

It is understood and agreed that any material violation of the Agreement is subject to the provisions of Education Code Section 47607(c), and the terms of the Agreement may be enforced by civil action. If any action is necessary to enforce or interpret the terms of this Agreement, the prevailing party or parties (as determined by the Court) in such action shall be entitled to its/his/her reasonable attorneys' fees and costs, including court costs and expert fees, whether or not such proceeding is prosecuted to judgment.

For: Alameda Unified School District

For: Academy of Alameda, Inc.

Kirsten Zazo, Assistant Superintendent
of Educational Services

Christine Chilcott, Executive Director

Dated: _____

Dated: _____

Approved and ratified this _____ day of _____, 2025 by the AOA Board by the following vote:

AYES: _____

NOES: _____

ABSTAINS: _____

Certification by the AOA Executive Director: _____

Christine Chilcott

Approved and ratified this _____ day of _____, 2025 by the Board of Education of the Alameda Unified School District by the following vote:

AYES: _____

NOES: _____

ABSTAINS: _____

Gary K. Lym
President, AUSD Board of Education

Certified by: Pasquale Scuderi
Secretary, Board of Education

Coversheet

Review LCAP

Section:	IV. Board Communication
Item:	B. Review LCAP
Purpose:	Discuss
Submitted by:	
Related Material:	Academy of Alameda 2024-25 LCAP Ed Partner Engagement.pdf Academy of Alameda 2025-26 LCAP Public Hearing Draft.pdf

LCAP Engagement

The Academy of Alameda Spring 2025



Agenda

- Overview of Requirements
- Updated Budget Overview for Parents
- 2024-25 LCAP Progress
- 2025-26 LCAP Input
- Educational Partner Feedback Opportunity

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

How additional funds are being used to benefit higher need student groups (*Low Income, English Learner, and Foster Youth*)

Local Control Accountability Plan (LCAP)

LCAP as SPSA

Charter schools may use the LCAP to also serve as the School Plan for Student Achievement (SPSA) to describe how federal funds will be used to increase student achievement.

Budget Overview for Parents

Budget Overview for Parents

Budget Item	Original Forecast 24-25	Current Forecast 24-25 Budget
Total LCFF funds	\$7,249,707	\$7,098,375
LCFF supplemental and concentration grants	\$771,343	\$755,310
All other state funds	\$1,675,746	\$1,715,307
All local funds	\$970,353	\$874,732
All federal funds	\$265,100	\$251,387
Total projected revenue	\$10,160,906	\$9,939,801
Total budgeted general fund expenditures	\$10,884,197	\$10,728,538

LCAP Goals: Progress



Goal 1

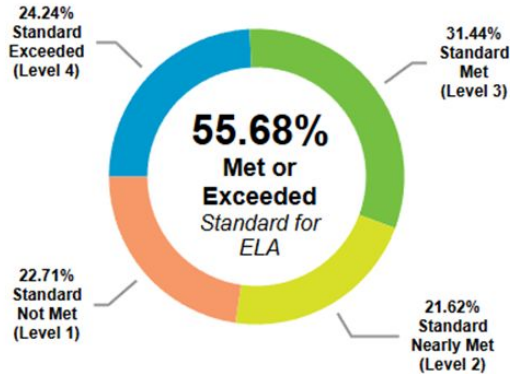
Effective Instruction, Challenging Curriculum, and Enrichment Opportunities:
 Increase the academic outcomes of all students by providing them with multiple pathways to be successful through a culturally responsive and deeply engaging education.

Action #	Action Title (* increased service for high need students)
1.1	Highly Qualified Staff
1.2	Multi-Tiered Systems of Support
1.3	Instructional Materials, Supplies, and Technology
1.4	Professional Education
1.5	English Language Development
1.6	Special Education
1.7	After School, Summer, & Extended Year Programs

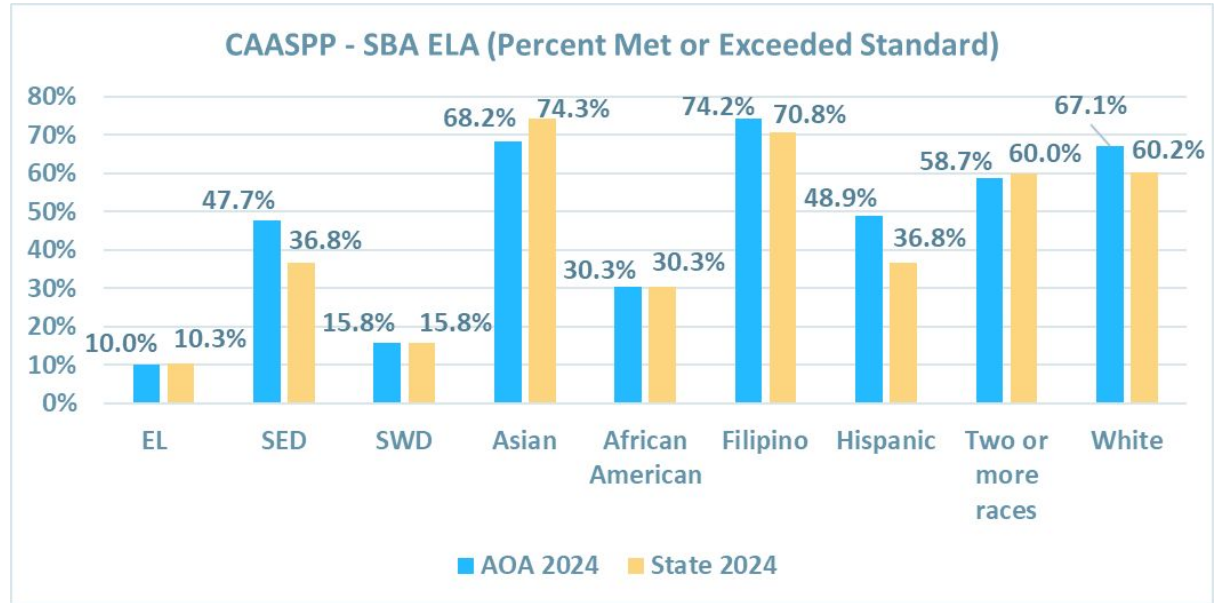
Goal 1 Outcomes - CAASPP ELA

ELA

Percent of students within each achievement level



2024 CA State Average: 47.0% Met or Exceeded ELA Standard

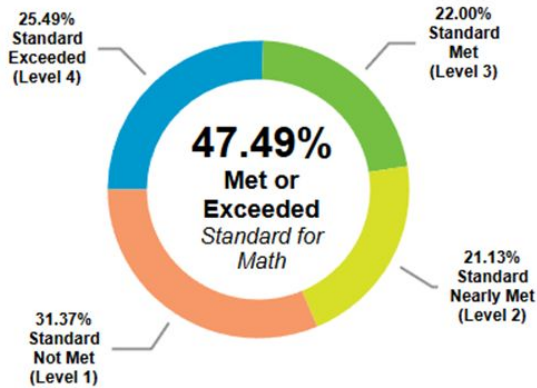


California Assessment of Student Performance and Progress

Goal 1 Outcomes - CAASPP Math

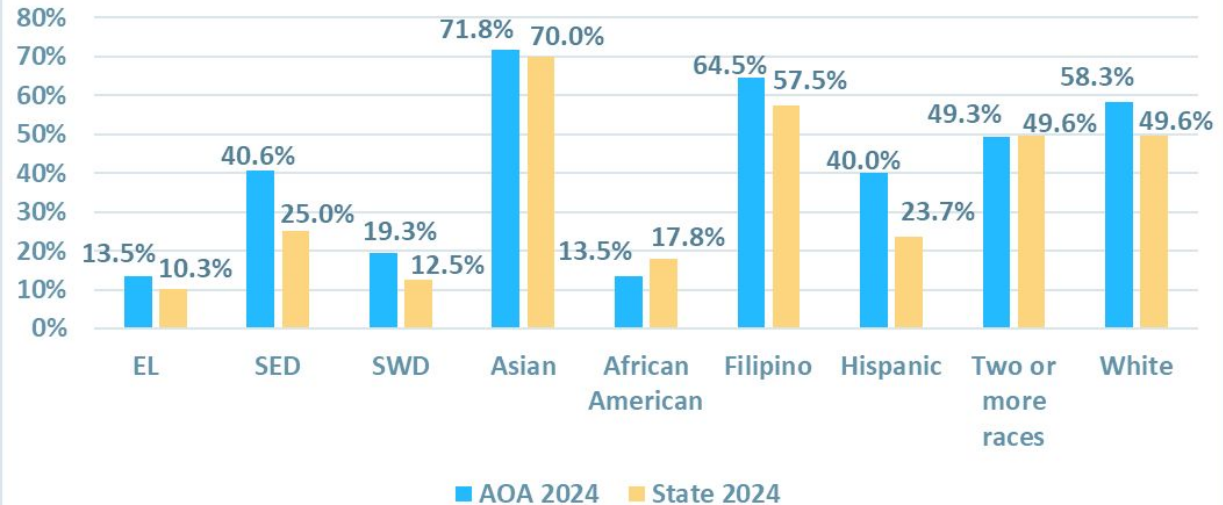
Mathematics

Percent of students within each achievement level



2024 CA State Average: 35.5% Met or Exceeded Math Standard

CAASPP - SBA Math (Percent Met or Exceeded Standard)



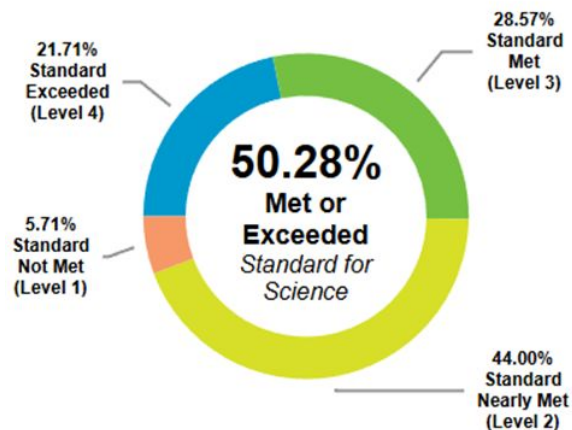
California Assessment of Student Performance and Progress

The Academy of Alameda Charter School Board - Board Meeting - Agenda - Thursday May 22, 2025 at 6:30 PM

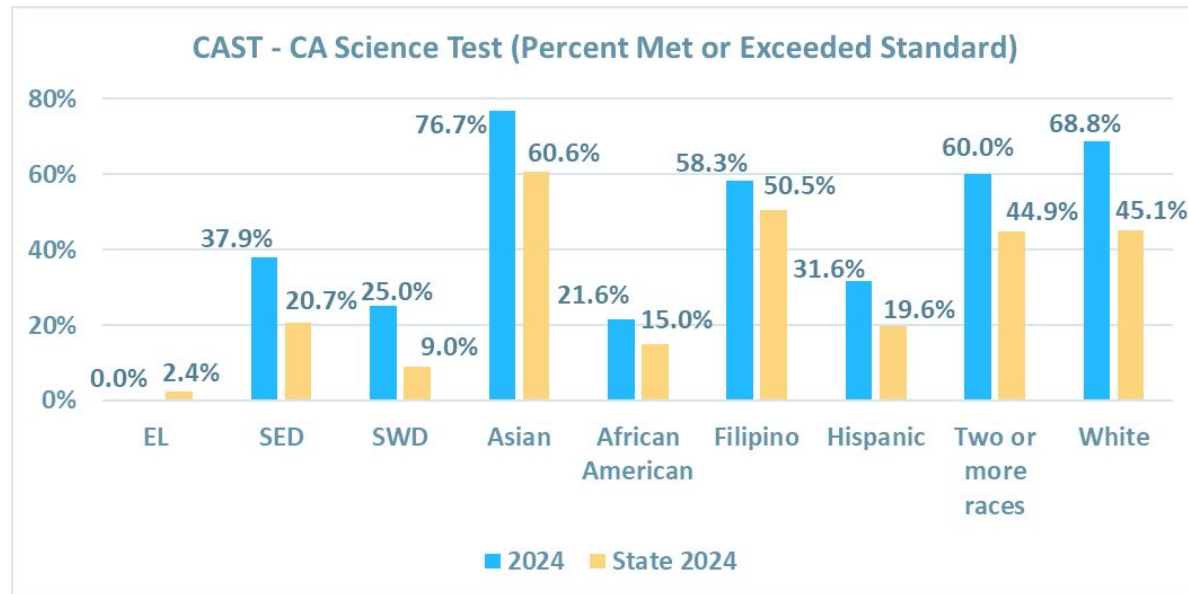
Goal 1 Outcomes - CA Science Test (CAST)

Science

Percent of students within each achievement level



**2024 CA State Average: 30.7%
Met or Exceeded Science
Standard**



California Assessment of
Student Performance and Progress

GOAL 1 Outcomes

METRICS	BASELINE	Year 1 Outcome	Year 3 Target	Current Difference from Baseline
STAR ELA - % of students meeting growth goals	2023-24 72.9%	2024-25 Not Yet Available	2026-27 Baseline + 5% growth	N/A
STAR Math - % of students meeting growth goals	2023-24 64.8%	2024-25 Not Yet Available	2026-27 Baseline + 5% growth	N/A
STAR Early Reading Assessment (K-2)	2023-24 65.3%	2024-25 Not Yet Available	2026-27 Baseline + 3% growth	N/A
ELPI - % of ELs improving on the ELPAC	2022-23 50%	2023-24 40.3%	2025-26 >55%	Decrease by 9.7%
% of LTEL scoring at Level 3 and 4 on ELPAC	2022-23 62.5%	2023-24 53.8%	2025-26 16%	2025-26 16%
EL Reclassification rate	2021-22 18.6%	2021-22 18.6%	2025-26 >10%	N/A

GOAL 1 Outcomes

METRICS	BASELINE	Year 1 Outcome	Year 3 Target	Current Difference from Baseline
% of teachers properly credentialed and appropriately assigned	2021-22 95.7%	2022-23 100%	2024-25 100%	Increase by 4.3%
% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	2023-24 100%	2024-25 100%	2026-27 100%	Maintained
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	2023-24 Full Implementation and Sustainability	2024-25 Full Implementation and Sustainability	2025-26 Full Implementation and Sustainability	Maintained
% of students, including unduplicated pupils and individuals with exceptional needs, that have access to and are enrolled in a broad course of study	2023-24 100%	2024-25 100%	2026-27 100%	Maintained

Goal 1 Implementation Successes & Challenges

SUCCESSES	CHALLENGES (Opportunity for Growth)
<ul style="list-style-type: none"> School has maintained a strong team of highly qualified staff After-school program has seen increased participation and engagement Curriculum and professional development effectively implemented Using assessments and early intervention strategies effectively, resulting in fewer students being assessed for special education Strong outcomes in early literacy tied to effective phonics-based curriculum Effective small group instruction 	<ul style="list-style-type: none"> Special education department undergoing restructuring next year, aiming to improve placement and support for students with disabilities Increase in enrollment of students with disabilities and optimizing resource allocation Class sizes may increase next year Professional development for instructional aides, focus on supporting ELA and Math instruction to better support students across all areas of learning vs. single area



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.

Action #	Action Title (* increased service for high need students)
2.1	Mental Health
2.2	Social Emotional Learning
2.3	Student Culture Activities, Athletics, and Events
2.4	Attendance Support
2.5	Restorative Justice
2.6	Operations and Facilities

GOAL 2 Outcomes

METRICS	BASELINE	Year 1 Outcome	Year 3 Target	Current Difference from Baseline
Attendance Rate	2023-24 92.97%	2024-25 93.81%	2026-27 96%	Increase by 0.84%
Chronic Absence Rate for all students and all numerically significant subgroups	2022-23 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: 21.2% White: 21.4% Filipino: 15.8%	2023-24 All: 22.6% EL: 24.4% SED: 29.3% SWD: 33.3% African American: 32.5% Asian: 10.1% Hispanic/Latino: 27.4% Two/More Races: 23.6% White: 19.4% Filipino: 20.5%	2025-26 All: 15% EL: 23% SED: 22% SWD: 24% African American: 23% Asian: 5% Hispanic/Latino: 22% Two/More Races: 10% White: 16% Filipino: 10%	All Students: 0.8% EL: -3.7% SED: 1.8% SWD: 3.7% African American: 4.5% Asian: -0.8% Black: -3.4% Hispanic: -0.5% White: -2.0% Two or More Races: 2.4% Filipino: 4.7%

GOAL 2 Outcomes

METRICS	BASELINE	Year 1 Outcome	Year 3 Target	Current Difference from Baseline
Suspension Rate for all students and all numerically significant subgroups	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: 3.0% White: 1.6%	2023-24 All Students: 3.8% EL: 3.4% SED: 5.0% SWD: 7.5% African American: 10.0% Asian: 0.8% Filipino: 0.0% Hispanic: 2.1% Two or More Races: 4.5% White: 2.7%	2025-26 <1%	All Students: 0.7% EL: 0.1% SED: 0.6% SWD: 2.7% African American: 3.6% Asian: 0.8% Filipino: -7.9% Hispanic: -1.0% Two or More Races: 1.5% White: 1.1%
Expulsion Rate for all students and all numerically significant subgroups	2022-23 0%	2023-24 0%	2025-26 0%	Maintained
Middle School Dropout Rate	2023-24 0%	2024-25 0%	2025-26 0%	Maintained

GOAL 2 Outcomes

METRICS	BASELINE	Year 1 Outcome	Year 3 Target	Current Difference from Baseline
Facilities meet the “good repair” standard	2022-23 Condition: Fair	2023-24 Condition: Good	2025-26 Met: Good	Maintained
% of students who respond favorably to questions about school safety, school climate, and sense of belonging	2023-24 School Safety: 78% School Climate: 74% Sense of Belonging: 79%	2024-25 Not Yet Available	2026-27 Baseline +5% growth	N/A
% of families who respond favorably to questions about school safety	2023-24 92%	2024-25 Not Yet Available	2026-27 85%	N/A

Goal 2 Implementation Successes & Challenges

SUCCESSES	CHALLENGES (Opportunity for Growth)
<ul style="list-style-type: none"> ● Counselor-led monthly lessons in classroom covering various topics on mental health, identity and safety ● Counselors running small groups to support students addressing behavior and mental health, with differentiated strategies. ● Collaboration between counselors and teachers to tailor support for students' needs ● Efforts to reduce chronic absenteeism, including small groups for chronically absent students and collaboration with school nurse to address health-related attendance issues. 	<ul style="list-style-type: none"> ● Need for targeted interventions especially in early grades <ul style="list-style-type: none"> ○ TK grade has lowest attendance ○ Overall elementary grades are experiencing lower attendance rates compared to middle school grades



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.

Action #	Action Title (* increased service for high need students)
3.1	Parent/Family Communication
3.2	Family Engagement Events and Committees

GOAL 3 Outcomes

METRICS	BASELINE	Year 1 Outcome	Year 3 Target	Current Difference from Baseline
% of families responding favorably to questions on school climate, school fit, sense of belonging, and feeling welcome	2023-24 School Climate: 94% School Fit: 83%	2024-25 Not Yet Available	2026-27 85%	N/A
Number of Responses to Spring Family Survey Goal	2023-24 166 Respondents	2024-25 Not Yet Available	2026-27 175 respondents	N/A
Percentage of parents participating in Parent Teacher Conferences, including Students with Disabilities and English Learners	2023-24 74.5%	2024-25 Not Yet Available	2026-27 80%	N/A

GOAL 3 Outcomes

METRICS	BASELINE	Year 1 Outcome	Year 3 Target	Current Difference from Baseline
Representation of families who respond to the Family Survey: Race/Ethnicity, Language, Socioeconomic Status	<p>2023-24</p> <p><i>Race/Ethnicity</i></p> <p>Asian: 26%</p> <p>Black/African-American: 14%</p> <p>Latinx: 8%</p> <p>Whit: 33%</p> <p>Two or More Races: 9%</p> <p>Other: 6%</p> <p><i>Language</i></p> <p>Arabic: 4%</p> <p>Chinese: 4%</p> <p>English: 58%</p> <p>Spanish: 7%</p> <p>Tagalog: 4%</p> <p>Other: 23%</p>	<p>2024-25</p> <p>Not Yet Available</p>	<p>2026-27</p> <p>Equal representation of identified respondent groups (race/ethnicity etc) + or - 5%</p>	N/A

Goal 3 Implementation Successes & Challenges

SUCCESSIONS	CHALLENGES (Opportunity for Growth)
<ul style="list-style-type: none">• Fully implemented Parent Teacher Student Association (PTSA) that supports school and students• Several opportunities for engagement events and communication with families	<ul style="list-style-type: none">• Implementing Collaborative Academic Advisor Team

2025-26 LCAP Input

2025-26 LCAP Areas of Need

- Goal 1: Optimizing resources given class sizes may increase and an increase in enrollment of students with disabilities
- Goal 2: Need for targeted interventions especially in early grades to address chronic absenteeism
- Goal 3: Implementing Collaborative Academic Advisor Team

Your Feedback is Valued!

Strengths	
Needs	
Suggestions	



Thank you for working together to review our progress towards meeting our LCAP goals!

LCFF Budget Overview for Parents

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

CDS Code: 01 61119 0122085

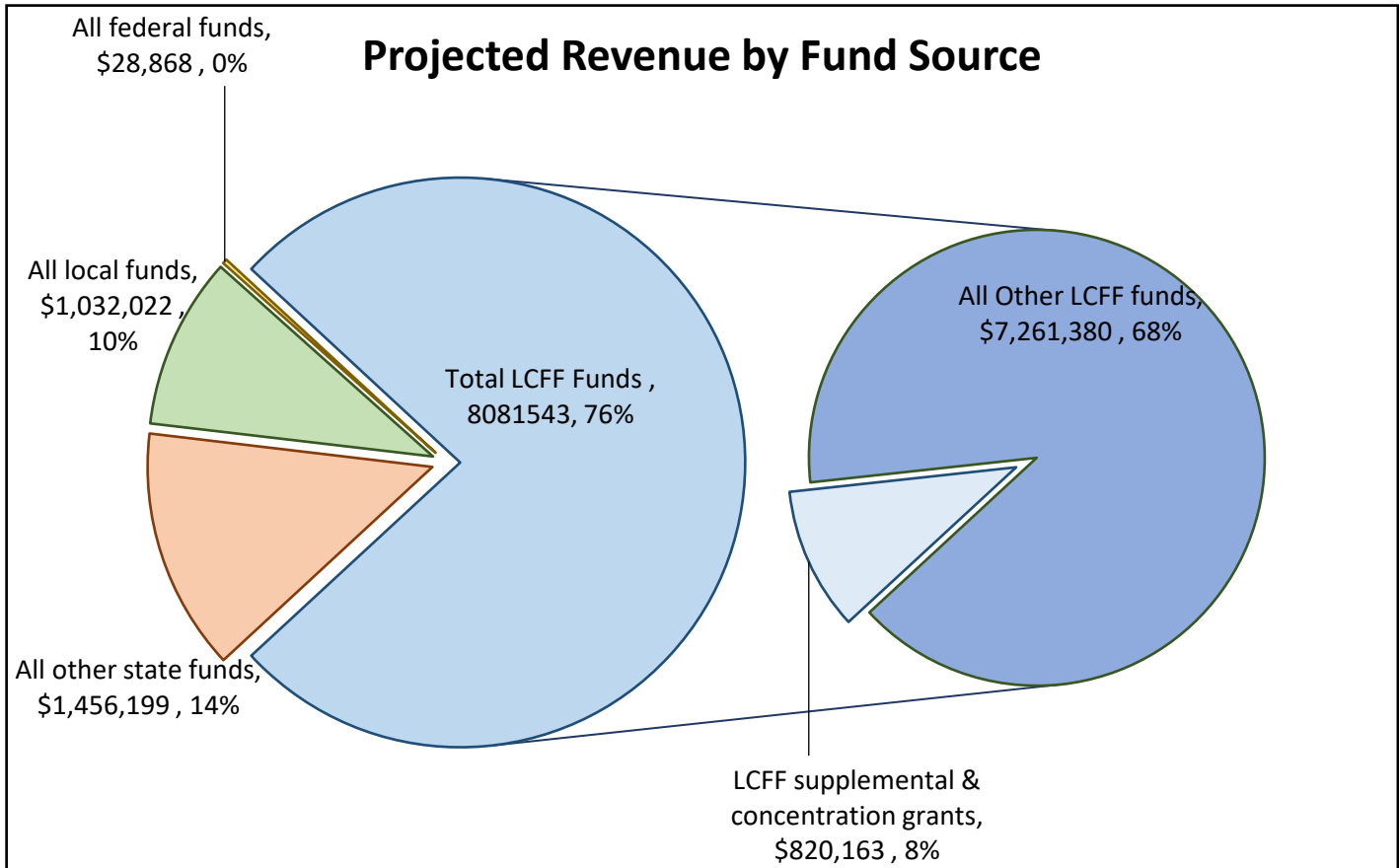
School Year: 2025-26

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 2025-26 School Year

Projected Revenue by Fund Source

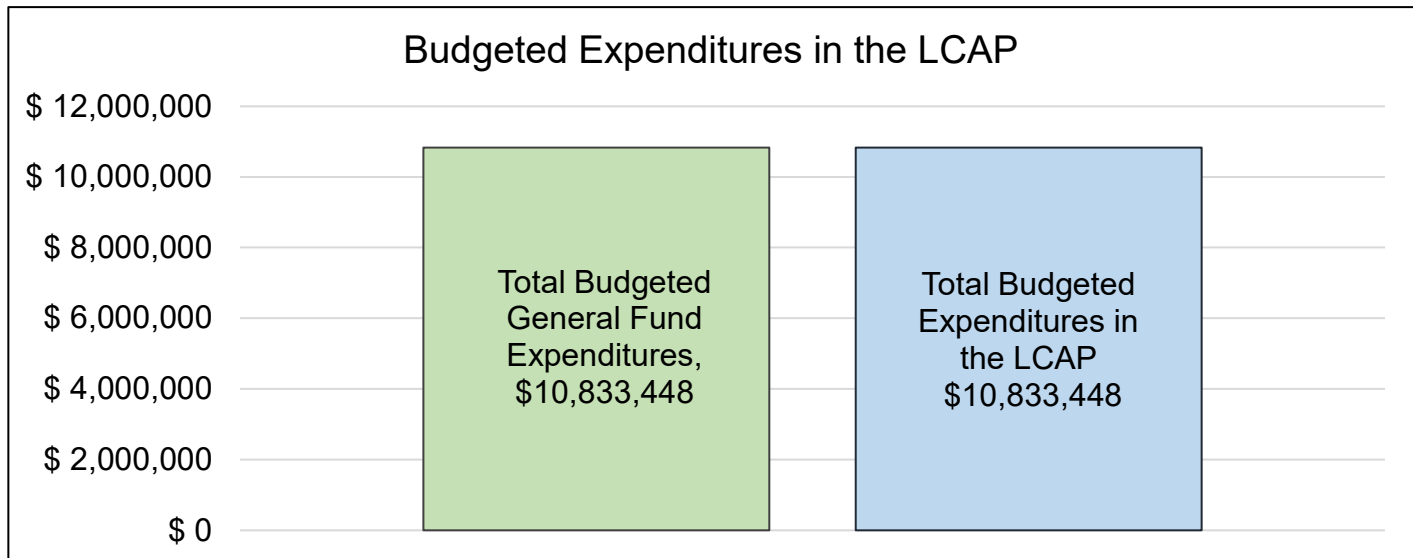


This chart shows the total general purpose revenue The Academy of Alameda expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for The Academy of Alameda is \$10,598,632.00, of which \$8,081,543.00 is Local Control Funding Formula (LCFF), \$1,456,199.00 is other state funds, \$1,032,022.00 is local funds, and \$28,868.00 is federal funds. Of the \$8,081,543.00 in LCFF Funds, \$820,163.00 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

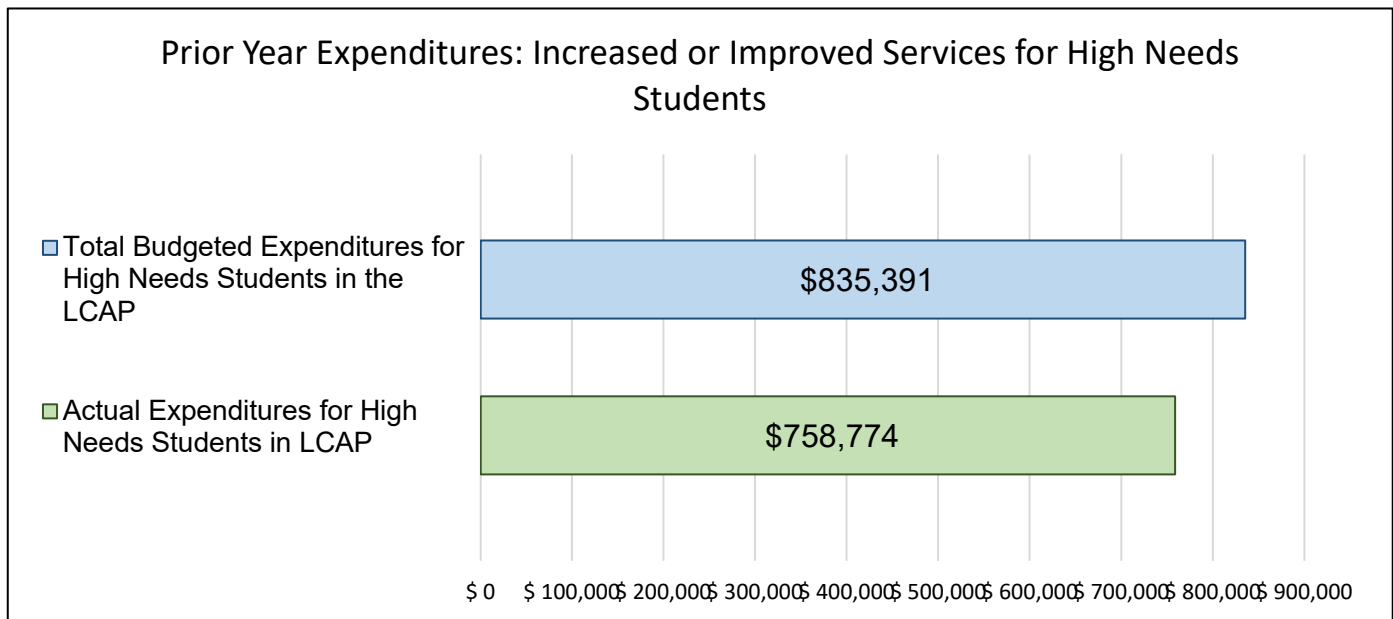
The text description of the above chart is as follows: The Academy of Alameda plans to spend \$10,833,448.00 for the 2025-26 school year. Of that amount, \$10,833,448.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, The Academy of Alameda is projecting it will receive \$820,163.00 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 \$910,569.00 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 2024-25



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 2024-25, The Academy of Alameda's LCAP budgeted \$835,391.00 for planned actions to increase or improve services for high needs students. The Academy of Alameda actually spent \$758,774.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$76,617.00 had the following impact on The Academy of Alameda's ability to increase or improve services for high needs students:

The school had reduced expenditures with technology purchases.

Local Control and Accountability Plan

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

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

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 (AOA) 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 13th 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 55%.

The Academy of Alameda organizes its programs and resources to meet both its mission and envisioned future. The Academy of Alameda's Mission is to equitably develop 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, socially-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.

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.

2024 Dashboard Performance

Academic Performance in English Language Arts: Overall, The Academy of Alameda maintained a Green performance level with all students achieving 12.6 points above standard. Notable growth was seen with socioeconomically disadvantaged students (+2.4), students with disabilities (+3.1), African American students (+4.6), Asian students (+6.1) and Filipino students (+31.9). The following student groups saw a decrease in distance from standard (DFS): English Learners (-7.7), Hispanic/Latino students (-4.4), students identifying as two or more races (-4.6) and White students (-4.2). The school had no student groups with a Red performance level.

Academic Performance in Math: The Academy of Alameda received a Yellow performance level with all students scoring 16.8 points below standard. The following student groups saw an increase in DFS: socioeconomically disadvantaged students (+1.7), students with disabilities (+10.9), Asian students (+14), Filipino students (+37.5) and White students (+2.6). The following student groups saw a decrease in distance from standard (DFS): English Learners (-4.7), Hispanic/Latino students (-16) and students identifying as two or more races (-10.7). African American students maintained its DFS of -95.6 and received a "red" performance level. Additional focus will be provided to increase the distance from standard in Math.

English Learner Progress Indicator: AOA saw a decline in the percentage of students making progress towards English language proficiency or maintaining the highest level. The school received an Orange performance level, with 40.3% of English Learners making progress - a 9.7% decrease from the previous year.

Suspension Rate: The Academy of Alameda again received an Orange performance level, with 3.8% of all students suspended at least one day - an increase of 0.7% from the previous year. The following student groups saw an increase in suspension rates compared to the previous year: English Learners (+0.1%), socioeconomically disadvantaged (+0.6%), students with disabilities (+2.7%), African American students (+3.6%), Asian students (+0.8%), students identifying as two or more races (+1.5%) and White students (+1.1%). Filipino students (-7.9%) and Hispanic students (-1.0%) saw a decrease in suspension rates. The school will continue to focus on decreasing the overall suspension rate for all students.

Chronic Absenteeism: AOA continues to prioritize reducing its chronic absenteeism rates. The school received a Red performance level overall, with 22.6% of students chronically absent, an increase of 0.8% from the previous year. Chronic absenteeism decreased among English Learners, Asian students, Hispanic/Latino students and White students.. However, it increased among socioeconomically disadvantaged students, students with disabilities, Filipino students and students identifying as two or more races. These student groups received a Red performance level, indicating a need for targeted efforts to improve attendance.

Local Indicators: All state-mandated local indicator requirements were met.

Lowest Performing Student Groups

The LCAP includes required actions to address the need for improvement related to chronic absenteeism rates, English Language Arts and Mathematics on the 2023 Dashboard:

Chronic Absenteeism for English Learners (Action 2.4 Attendance Support): The Academy of Alameda continues to prioritize reducing its chronic absenteeism rates. The school implemented a Good Attendance Initiative that focused on improving attendance and reducing absences for all students. Counselors and the school nurse have collaborated with instructional staff to increase attendance and engagement.

English Language Arts and Mathematics for students with disabilities (Actions 1.2 and 1.6): The school emphasized targeted academic supports. Special education instructional aides assisted teachers in implementing student accommodations and provided specialized academic instruction in both ELA and Math. Dedicated collaboration time between education specialists and general education teachers supported the development of effective differentiation strategies. Additionally, the school implemented a new phonics-based curriculum and offered small group instruction to better meet the learning needs of students with disabilities.

Learning Recovery and Emergency Block Grant

The Academy of Alameda does not have any unexpended LREBG funding.

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 in the spring which provides feedback on the goals and services.

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

Based on the feedback of our educational partners, the focus will be on strengthening existing systems as a school serving TK-8 versus a separate elementary school and middle school. In addition, the school will focus on continuing to serve the higher population of students with IEPs. Chronic absenteeism and being a good attendance school will also be an area for continued progress for the coming year. Finally, finding ways to continue to engage family participation will also be a focus for the year.

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, 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	CAASPP proficiency ELA - % Met/Exceeded the Standard for all students and all numerically significant subgroups Data Source: DataQuest CAASPP Test Results	All Students 56.1% SED: 42.3% EL: 17.1% SWD: 19.2% Asian: 61.3% Black: 33.7% Filipino: 73.3% Hispanic: 47.3% White: 72.8% Two or More Races: 58.6% Data Year: 2022-23	All Students 55.7% SED: 47.7% EL: 10.0% SWD: 15.8% Asian: 68.2% Black: 30.3% Filipino: 74.2% Hispanic: 48.9% White: 67.1% Two or More Races: 58.7% Data Year: 2023-24		All Students 60% SED: 46% EL: 21% SPED: 23% Asian: 65% Black: 38% Filipino: 76% Hispanic: 51% White: 75% Two or More Races: 60% Data Year: 2025-26	All Students -0.4% SED: 5.4% EL: -7.1% SWD: -3.4% Asian: 6.9% Black: -3.4% Filipino: 0.9% Hispanic: 1.6% White: -5.7% Two or More Races: 0.1%
1.2	CAASPP proficiency Math- % Met/Exceeded the Standard for all students and all numerically significant subgroups Data Source: DataQuest CAASPP Test Results	All Students: 46.3% SED: 34.3% EL: 17.1% SWD: 5.8% Asian: 62.7% Black: 17.9% Filipino: 50.0% Hispanic: 39.8% White: 58.7% Two or More Races: 55.7% Data Year: 2022-23	All Students: 47.5% SED: 40.6% EL: 13.5% SWD: 19.3% Asian: 71.8% Black: 13.5% Filipino: 64.5% Hispanic: 40.0% White: 58.3% Two or More Races: 49.3% Data Year: 2023-24		All Students: 50% SED: 38% EL: 21% SPED: 10% Asian: 66% Black: 22% Filipino: 54% Hispanic: 44% White: 53% Two or More Races: 59% Data Year: 2025-26	All Students 1.2% SED: 6.3% EL: -3.6% SWD: 13.5% Asian: 9.1% Black: -4.4% Filipino: 14.5% Hispanic: 0.2% White: -0.4% Two or More Races: -6.4%

1.3	CA Science Test (CAST) % Met/Exceeded standard for all students and all numerically significant subgroups Data Source: DataQuest CAASPP Test Results	All students: 41.6% SED: 30.6% EL: 7.1% SWD: 15.8% Asian: 27.3% Black: 19.4% Hispanic: 38.9% White: 58.5% Two or more races: 56.5% Data Year: 2022-23	All students: 50.3% SED: 37.9% EL: 0.0% SWD: 25.0% Asian: 76.7% Black: 21.6% Hispanic: 31.6% White: 68.8% Two or more races: 60.0% Data Year: 2023-24		2025-26 All students: 45% SED: 34% EL: 11% SPED: 20% Asian: 32% Black: 23% Hispanic: 43% White: 62% Two or more races: 60%	All Students: 8.7% SED: 7.3% EL: -7.1% SWD: 9.2% Asian: 49.4% Black: 2.2% Hispanic: -7.3% White: 10.3% Two or More Races: 3.5%
1.4	STAR ELA - % of students meeting growth goals Data Source: Local Data STAR	72.9% (Grades 2-8) Data Year: 2023-24	Not Yet Available Data Year: 2024-25		Baseline + 5% growth Data Year: 2026-27	N/A
1.5	STAR Math - % of students meeting growth goals Data Source: Local Data STAR	64.8% (Grades 1-8) Data Year: 2023-24	Not Yet Available Data Year: 2024-25		Baseline + 5% growth Data Year: 2026-27	N/A
1.6	STAR Early Reading Assessment (K-2) Data Source: Local Data STAR	65.3% (Grades K-1) Data Year: 2023-24	Not Yet Available Data Year: 2024-25		Baseline + 3% growth Data Year: 2026-27	N/A

1.7	ELPI - % of English Learners improving on the ELPAC Data Source: CA School Dashboard	50% Data Year: 2022-23	40.3% Data Year: 2023-24		>55% Data Year: 2025-26	Decrease by 9.7%
1.8	% of LTEL scoring at Level 3 and 4 on ELPAC Data Source: ELPAC Results	62.5% Data Year: 2022-23 <i>Data updated in 2024-25</i>	53.8% Data Year: 2023-24		16% Data Year: 2025-26	16% Data Year: 2025-26
1.9	EL Reclassification rate Data Source: DataQuest - Annual Reclassification (RFEP) Counts and Rates	18.6% Data Year: 2021-22 <i>Data release delayed by CDE</i>	18.6% Data Year: 2021-22 <i>Data release delayed by CDE</i>		>10% Data Year: 2025-26	N/A
1.10	% of teachers properly credentialed and appropriately assigned Data Source: SARC	95.7% Data Year: 2021-22	100% Data Year: 2022-23		100% Data Year: 2024-25	Increase by 4.3%

1.11	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home Data Source: SARC	100% Data Year: 2023-24	100% Data Year: 2024-25		100% Data Year: 2026-27	Maintained
1.12	Implementation of standards for all students and enable ELs access to CCSS and ELD standards Data Source: 2023 CA Dashboard Local Indicators	Full Implementation and Sustainability for all CCSS and ELD standards Data Year: 2023-24	Full Implementation for all CCSS and ELD standards Data Year: 2024-25		Full Implementation and Sustainability for all CCSS and ELD standards Data Year: 2025-26	Maintained
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 Data Source: Local Indicator - Master Schedule in SIS	100% Data Year: 2023-24	100% Data Year: 2024-25		100% Data Year: 2026-27	Maintained

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.

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

Successes:

The Academy of Alameda has maintained a strong team of highly qualified staff (Action 1.1), contributing to consistency and quality in instruction. The after-school program (Action 1.7) has seen increased student participation and engagement, providing additional academic and enrichment opportunities. Curriculum and professional development efforts (Actions 1.3 and 1.4) have been effectively implemented, supporting strong instructional practices across classrooms. The use of assessments and early intervention strategies (Action 1.2) has been successful, resulting in a reduction in the number of students being referred for special education (Action 1.6). Additionally, strong outcomes in early literacy have been observed, largely due to the effective use of a phonics-based curriculum (Actions 1.2 and 1.3). Small group instruction has also proven to be effective in addressing individual student needs and supporting overall academic growth (Action 1.2). Action 1.2 was partially implemented due to not filling the Math Aide position. However, alternative supports were put in place, such as peer tutoring and Peer Teach, to help address the gap.

Challenges:

The school is working through a few implementation challenges as it continues to support student needs. The Special Education department will be going through some restructuring next year to help improve how students are placed and supported. There's also been an increase in the number of students with disabilities, which means the school is looking at how to best use its current resources to meet everyone's needs. Class sizes may grow next year, which could make it harder to provide more individualized support. In addition, there's a need for more professional development for instructional aides, especially to help them better support students in both ELA and Math, rather than focusing on just one subject area.

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 1.3 Instructional Materials, Supplies, and Technology: Budgeted \$277,747; Actual \$32,696 - The school had reduced expenditures in computers (4420). Original budget included higher-cost items such as computer carts and virtual boards, which were not purchased.

Action 1.4 Professional Education: Budgeted \$73,775; Actual \$94,235 - Coaching costs through UC Regents and professional development expenses (Title IX and Building 21) increased due to expanded support for instructional coaching and additional training opportunities for staff.

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

The Highly Qualified Staff, Multi-Tiered Systems of Support, Instructional Materials, Supplies, and Technology, Professional Education, and After School Summer, & Extended Year Programs actions (Actions 1.1, 1.2, 1.3, 1.4 and 1.5) were effective as evidenced by CAASPP

Proficiency Rates in ELA, Math and Science. Despite the decrease from the previous year, AOA ELA proficiency rates (55.68%) are higher than the state average (47.0%) by 8.68%. The ELA proficiency rates are also higher than the State average for student groups with higher needs including Socioeconomically Disadvantaged (SED) students (47.7%; State 36.8%), Filipino students (74.2%; State 70.8%), Hispanic students (48.9%; State 36.8%) and White students (67.1%; State 60.2%). AOA Math proficiency rates increased by 1.2% (47.49%) and are higher than the State average (35.5%) by 12%. The proficiency rates are also higher than the state average for English Learners (13.5%; state 10.3%), SED students (40.6%; State 25%), students with disabilities (19.3%; State 12.5%), Asian students (71.8%; State 70.0%), Filipino students (64.5%; State 57.5%), Hispanic students (40.0%; State 23.7%) and White students (58.3%; State 49.6)%.

Action 1.6 Special Education was also effective as evidenced by the California Dashboard. Students with disabilities saw improvements in ELA and Math academic performance and progressed from a Red Performance level to an Orange performance level.

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.

Action descriptions in 1.2 Multi-Tiered Systems of Support are being updated to address the removal of the Math Aide support. Peer Teach and Peer Tutoring programs will replace the additional, targeted supports that the Math aide would have provided.

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
1.1	Highly Qualified Staff	<p>We will continue to provide strong Tier 1 instruction across the curriculum in math, science, ELA, social studies, physical education, and electives. In addition, we will provide adequate supervision staffing, instructional support staffing, as well as staffing to maintain operations.</p> <p>In the Elementary School, we will have a ratio of 26:1 across K-5, TK 12:1 (24-25); 25-26 10:1. 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 28:1 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>	\$5,403,892	No

1.2	Multi-Tiered Systems of Support	<p>The Academy of Alameda Charter School Board – Board Meeting – Agenda – Thursday May 22, 2025 at 6:30 PM</p> <p>We will continue to provide targeted Tier 2 and Tier 3 supports to students including the following:</p> <ul style="list-style-type: none"> • Two Literacy Aides in the elementary school program who will support students with researched based phonics instruction in a differentiated setting. • Peer Teach (Math): develop ways for Math teachers to build within small groups and allows teachers to establish tutorial time, running small groups, and working in conjunction with the 6th grade math teacher. Peer teach allows math teachers to look at student data from STAR testing and utilize teacher-created formative and summative assessment 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. • Peer Tutoring for Math support during tutorial (class Tues, Thurs, Friday) • Peer Tutoring for all subjects in MS - peer tutors push in during tutorial periods as needed 	\$820,163	Yes
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1.3	Instructional Materials, Supplies, and Technology	<ul style="list-style-type: none"> • 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. • Elementary School: We utilize a variety of curricular and instructional materials including SIPPS, Making Meaning and Being a Writer (K-1), Wit and Wisdom (2-5), Eureka Squared (TK-5), Zearn, Mystery Science, Beast Academy (Math enrichment), CKLA TK ELA (TK), RULER for SEL (TK-5). • 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 Edificity, a web-based program, to support scheduling prioritization for Tier 2 support. 	\$308,424	No
1.4	Professional Education	<ul style="list-style-type: none"> • 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. • 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. 	\$78,452	No

1.5	English Language Development	<ul style="list-style-type: none"> ● Summit K-12 - small tutorial group, individualized support; Work 1:1 or in small groups with students during the Middle School flex Tutorial period. ● Continue implementation of the Project GLAD model and other high-leverage strategies and teaching strategies through Professional Development and teacher coaching. ● 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: ● 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) ● EL Support embedded in curriculum and support systems (professional development, planning, ensuring ELs have access to curriculum (front loading vocabulary) ● New students are identified in the enrollment process; the ELPAC provides reclassification data for current ELs ● 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. 	\$0	No
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1.6	Special Education	<ul style="list-style-type: none"> ● 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. ● 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. ● Our Extended Year Programs are offered for students with IEPs through our SPED department as needed. ● Small groups, 1-1 push in, pull out supports; aides support students IEP ● Looking at different curriculum, goal writing platform (SPED) ● Ed Specialist providing additional reading supports (curriculum) 	\$709,413	No
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1.7	After School, Summer, & Extended Year Programs	<ul style="list-style-type: none"> • 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. • 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 • 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. • For the Middle School, we utilize the ASES (middle school) grant to offer the program at a low cost to our families. • Expanding Learning Opportunities Program grant (TK-8) 	\$509,005	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 over the last several years and we added staff capacity to support attendance and family engagement in 2023-24. 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 Data Source: P-2 Attendance Report	92.97% Data Year: 2023-24	93.8% Data Year: 2024-25		96% Data Year: 2026-27	Increase by 0.9%
2.2	Chronic Absence Rate for all students and all numerically significant subgroups Data Source: CA School Dashboard	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: 21.2% White: 21.4% Filipino: 15.8% Data Year: 2022-23	All: 22.6% EL: 24.4% SED: 29.3% SWD: 33.3% African American: 32.5% Asian: 10.1% Hispanic/Latino: 27.4% Two/More Races: 23.6% White :19.4% Filipino: 20.5% Data Year: 2023-24		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	All Students: 0.8% EL: -3.7% SED: 1.8% SWD: 3.7% African American: 4.5% Asian: -0.8% Black: -3.4% Hispanic: -0.5% White: -2.0% Two or More Races: 2.4% Filipino: 4.7%

2.3	Suspension Rate for all students and all numerically significant subgroups Data Source: CA School Dashboard	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: 3.0% White: 1.6% Data Year: 2022-23	All Students: 3.8% EL: 3.4% SED: 5.0% SWD: 7.5% African American: 10.0% Asian: 0.8% Filipino: 0.0% Hispanic: 2.1% Two or More Races: 4.5% White: 2.7% Data Year: 2023-24		<1% Data Year: 2025-26	All Students: 0.7% EL: 0.1% SED: 0.6% SWD: 2.7% African American: 3.6% Asian: 0.8% Filipino: -7.9% Hispanic: -1.0% Two or More Races: 1.5% White: 1.1%
2.4	Expulsion Rate for all students and all numerically significant subgroups Data Source: DataQuest Expulsion Rate	0% Data Year: 2022-23	0% Data Year: 2023-24		0% Data Year: 2025-26	Maintained
2.5	Middle School Dropout Rate Data Source: CALPADS Fall 1 Report 8.1c	0% Data Year: 2023-24	0% Data Year: 2024-25		0% Data Year: 2025-26	Maintained

2.6	Facilities meet the “good repair” standard Data Source: SARC	Condition: Fair 2022-23 SARC (published in 2024)	Condition: Good 2023-24 SARC (published in 2024)		Met: Good Data Year: 2025-26	Maintained
2.7	% of students who respond favorably to questions about school safety, school climate, and sense of belonging Data Source: Panorama Survey	School Safety: 78% School Climate: 74% Sense of Belonging: 79% Data Year: 2023-24	Not Yet Available Data Year: 2024-25		Baseline +5% growth Data Year: 2026-27	N/A
2.8	% of families who respond favorably to questions about school safety Data Source: Panorama Survey	92% Data Year: 2023-24	Not Yet Available Data Year: 2024-25		85% Data Year: 2026-27	N/A

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.

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

Successes:

AOA has seen several important successes in supporting student well-being and engagement in particular with counseling staff. Counselors have been leading monthly classroom lessons on topics such as mental health, identity, and safety, helping to build awareness and support a positive school climate. In addition, counselors have been running small groups to support students with behavior and mental health needs, using differentiated strategies to meet students where they are. There has been strong collaboration between counselors and teachers to

tailor support based on individual student needs. Efforts to reduce chronic absenteeism have also been a focus, including small group interventions for students with frequent absences and collaborative work with the school nurse to address health-related attendance concerns.

Challenges:

There is a clear need for more targeted interventions, particularly in the early grades, to support student learning and engagement from the start. In terms of absenteeism, Transitional Kindergarten (TK) has the lowest attendance rate across all grades, which is a concern given the importance of early school experiences. Overall, attendance rates in the elementary grades continue to lag behind those in the middle school grades, highlighting the need for continued focus and support in encouraging consistent attendance among the youngest learners.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Awaiting final local survey results. To be completed in the final draft.

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.

Awaiting final local survey results. To be completed in the final draft.

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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The Academy of Alameda Charter School Board – Board Meeting – Agenda – Thursday May 22, 2025 at 6:30 PM

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.

\$434,227

No

2.1

Mental Health

2.2

Social Emotional Learning

- 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.
- In Elementary School, we will continue to utilize the RULER curriculum for socio-emotional learning.
- 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.

\$68,668

No

2.3	Student Culture Activities, Athletics, and Events	<ul style="list-style-type: none"> ● 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. ● 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. ● Student merchandise is available to students to increase school representation and promote school culture and student togetherness. ● 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. 	\$161,783	No
2.4	Attendance Support	<ul style="list-style-type: none"> ● 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. ● The school will implement a Good Attendance Initiative that focuses on improving attendance and reducing absences and trancies. 	\$90,406	Yes
2.5	Restorative Justice	<ul style="list-style-type: none"> ● 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. 	\$274,016	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.	\$1,598,284	No
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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
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3.1	% of families responding favorably to questions on school climate, school fit, sense of belonging, and feeling welcome Data Source: Panorama Survey	School Climate: 94% School Fit: 83% Data Year: 2023-24	Not Yet Available Data Year: 2024-25		85% Data Year: 2026-27	N/A
3.2	Number of Responses to Spring Family Survey Goal Data Source: Panorama Survey	166 Respondents Data Year: 2023-24	Not Yet Available Data Year: 2024-25		175 respondents Data Year: 2026-27	N/A

3.3	Representation of families who respond to the Family Survey: Race/Ethnicity, Language, Socioeconomic Status Data Source: Panorama Survey	Race/Ethnicity Asian = 26% Black/African-American = 14% Latinx = 8% White 33% Two or More Races = 9% Other = 6% Language Arabic = 4% Chinese = 4% English = 58% Spanish = 7% Tagalog = 4% Other = 23% Data Year: 2023-24	Not Yet Available Data Year: 2024-25		Equal representation of identified respondent groups (race/ethnicity etc) + or - 5% Data Year: 2026-27	N/A
3.4	Percentage of parents participating in Parent Teacher Conferences, including Students with Disabilities and English Learners Data Source: Local Data	74.5% Data Year: 2023-24	Not Yet Available Data Year: 2024-25		80% Data Year: 2026-27	N/A

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.

Both actions were implemented as planned. However, there is continued work to be done in establishing the Collaborative Academic Advisor Team. In addition, AOA has made strong progress in fostering family and community engagement. A fully implemented Parent Teacher Student Association (PTSA) is now in place, actively supporting both the school and its students through various initiatives and events. In addition, the school has provided several opportunities for engagement and maintained regular communication with families, helping to strengthen partnerships and build a more connected school community.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Awaiting final local survey results. To be completed in the final draft.

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.

Awaiting final local survey results. To be completed in the final draft.

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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3.1	Parent/Family Communication	<ul style="list-style-type: none"> ● 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. ● 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. ● 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. 	\$216,416	No
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3.2	Family Engagement Events and Committees	<ul style="list-style-type: none"> ● 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. ● 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. ● 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. ● We hold town halls as necessary to share information with families about any important planning or changes to our program. ● We have a Parent Volunteer Group in Middle School to help with school-wide events and parents also volunteer for Field Trip activities. ● Parents sit on the interview panel for principals. 	\$160,297	No
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$820,163	\$-

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
11%	0%	\$0	0%

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

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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.

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

2025-26 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 %)
2025-26	7,261,380	\$ 820,163	11.295%	0.000%	11.295%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 8,081,543	\$ 1,456,199	\$ 1,007,078	\$ 288,628	\$ 10,833,447.53	\$ 8,272,457	\$ 2,560,990

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	\$ 5,354,243	\$ 49,649	\$ 4,731,525	\$ 188,074	\$ 478,378	\$ 5,916	\$ 5,403,892	0.000%
1	2	Multi-Tiered Systems of Support	All	Yes	LEA-wide	All	All	Ongoing	\$ 685,343	\$ 134,820	\$ 820,163				\$ 820,163	0.000%
1	3	Instructional Materials, Supplies, and Technology	All	No	LEA-wide	All	All	Ongoing	\$ -	\$ 308,424	\$ (0)	\$ 142,998	\$ 165,426		\$ 308,424	0.000%
1	4	Professional Education	All	No	LEA-wide	All	All	Ongoing	\$ -	\$ 78,452	\$ 58,021			\$ 20,431	\$ 78,452	0.000%
1	5	English Language Development	English Learners	No	LEA-wide	English Learners	All	Ongoing		\$ -					\$ -	0.000%
1	6	Special Education	SWD	No	LEA-wide	N/A	All	Ongoing	\$ 709,413	\$ (0)		\$ 616,122		\$ 93,291	\$ 709,413	0.000%
1	7	After School, Summer, & Extended Year Programs	All	No	LEA-wide	All	All	Ongoing	\$ 508,392	\$ 613		\$ 509,005			\$ 509,005	0.000%
2	1	Mental Health	All	No	LEA-wide	All	All	Ongoing	\$ 434,227	\$ -	\$ 434,227				\$ 434,227	0.000%
2	2	Social Emotional Learning	All	No	LEA-wide	All	All	Ongoing		\$ 68,668	\$ 68,668				\$ 68,668	0.000%
2	3	Student Culture Activities, Athletics, and Events	All	No	LEA-wide	All	All	Ongoing		\$ 161,783	\$ 161,783				\$ 161,783	0.000%
2	4	Attendance Support	All	Yes	LEA-wide	All	All	Ongoing	\$ 90,406	\$ -	\$ 90,406				\$ 90,406	0.000%
2	5	Restorative Justice	All	No	LEA-wide	All	All	Ongoing	\$ 274,016	\$ -	\$ 111,242			\$ 162,774	\$ 274,016	0.000%
2	6	Operations and Facilities	All	No	LEA-wide	N/A	All	Ongoing		\$ 1,598,284	\$ 1,228,794		\$ 363,274	\$ 6,216	\$ 1,598,284	0.000%
3	1	Parent/Family Communication	All	No	LEA-wide	N/A	All	Ongoing	\$ 216,416	\$ -	\$ 216,416				\$ 216,416	0.000%
3	2	Family Engagement Events and Committees	All	No	LEA-wide	All	All	Ongoing		\$ 160,297	\$ 160,297				\$ 160,297	0.000%

2025-26 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
\$ 7,261,380	\$ 820,163	11.295%	0.000%	11.295%	\$ 910,569	0.000%	12.540%	Total:	\$ 910,569
								LEA-wide Total:	\$ 910,569
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

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	2	Multi-Tiered Systems of Support	Yes	LEA-wide	All	All	\$ 820,163	0.000%
2	4	Attendance Support	Yes	LEA-wide	All	All	\$ 90,406	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 10,884,197	\$ 10,807,790

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	\$ 5,652,080	\$ 5,675,888
1	2	Multi-Tiered Systems of Support	Yes	\$ 770,991	\$ 698,423
1	3	Instructional Materials, Supplies, and Technology	No	\$ 277,747	\$ 211,224
1	4	Professional Education	No	\$ 73,775	\$ 94,235
2	5	English Language Development	Yes	\$ -	\$ -
2	6	Special Education	No	\$ 639,512	\$ 650,955
2	7	After School, Summer, & Extended Year Programs	No	\$ 523,220	\$ 477,463
2	1	Mental Health	No	\$ 410,717	\$ 377,062
2	2	Social Emotional Learning	No	\$ 67,322	\$ 67,322
2	3	Student Culture Activities, Athletics, and Events	No	\$ 107,245	\$ 107,827
2	4	Attendance Support	Yes	\$ 64,400	\$ 60,352
2	5	Restorative Justice	No	\$ 296,741	\$ 269,463
2	6	Operations and Facilities	No	\$ 1,553,480	\$ 1,679,546
3	1	Parent/Family Communication	No	\$ 253,086	\$ 247,569
3	2	Family Engagement Events and Committees	No	\$ 193,881	\$ 190,462

2024-25 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)
\$ 6,267,621	\$ 725,916	0.000%	11.582%	\$ 758,774	0.000%	12.106%	\$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.

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:
 - 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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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 Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **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.

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.
 - 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:
 - o 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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- 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.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - o 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).
 - 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 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . 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 #
<ul style="list-style-type: none"> ● Enter the action number.
Title
<ul style="list-style-type: none"> ● Provide a short title for the action. This title will also appear in the action tables.
Description
<ul style="list-style-type: none"> ● Provide a brief description of the action. <ul style="list-style-type: none"> ○ 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.
 - o **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

For English Learners and Long-Term English Learners

- 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:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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:
 - o 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.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

Action Tables

Complete the 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%).

- o 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)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o 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)**

- o 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**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o 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**

- o 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)**

- o 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 (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o 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)**

- o 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)**

- 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 2024