

The Academy of Alameda Charter School Board

Board Meeting

Date and Time

Thursday September 25, 2025 at 5:30 PM PDT

Location

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
A. Call the Meeting to Order	Discuss	David Forbes	1 m
B. Record Attendance		Damaris Espinosa	2 m
C. The Board Reviews The Academy of Alameda's Mission and Envisioned Future Statements		David Forbes	1 m
Mission: The Academy of Alameda equitably develops students into critical thinkers and life-long learners who navigate the world with integrity, and who apply their learning to empower themselves and their communities.			
Envisioned Future: We envision a future where all of our students are successful, and their destinies are not determined by their demographics.			

	Purpose	Presenter	Time
II. Open Session			5:34 PM
A. Public Comment	FYI	David Forbes	2 m
Public comment on any item not listed on the agenda. Allotted time for comments is two (2) minutes per speaker.			
III. Board Communication			5:36 PM
A. AoA Identity Presentation and Discussion	Discuss	Christine Chilcott	50 m
Purpose: This is an informational item only			
Continuation of discussion from retreat			
IV. Consent Agenda			6:26 PM
A. Approve Draft Meeting Minutes	Approve Minutes	David Forbes	1 m
Approve minutes for Board Meeting on June 12, 2025			
B. Approve Draft Meeting Minutes	Approve Minutes	David Forbes	1 m
Approve minutes for Special Board Meeting on September 2, 2025			
C. Vote on Check Registers	FYI	David Forbes	1 m
D. Vote on Credit Card Statement	FYI	David Forbes	1 m
E. Approve EPA Actual Expenditures for 24-25	FYI	David Forbes	1 m
Approving the actual amount of Education Protection Account (EPA) funds spent in 24-25.			
Background: The Education Protection Account (EPA) was created in November 2012 by Proposition 30, The Schools and Local Public Safety Protection Act of 2012, and it was implemented in 2013. The EPA is governed by Section 36 of Article XIII of the California Constitution, which was amended by Proposition 55 in November 2016. (Source: California Department of Education Website)			
F. LCAP 24-25 Federal Addendum	FYI		5 m

	Purpose	Presenter	Time
Purpose: This document describes how we spent federal title funds on our LCAP priorities in 24-25.			
G. Vote on Consent Calendar	Vote	David Forbes	2 m

V. Board Communication 6:38 PM

A. Financial Presentation and Discussion	Discuss	David Forbes	30 m
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Purpose: This is an informational item only

Naomi Stewart will present:

- Financial Presentation: FY 25 August Forecast

The board will then discuss the board self-assessment results regarding the areas of school finance on which they would like to receive further training.

B. Board Local Authorization Credentials: Resolution #925251	Vote	David Forbes	5 m
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Purpose: This is a voting item

Draft Motion: The Academy of Alameda Board of Director votes to approve resolution #925251 which approves the following teachers listed in the resolution to hold their current assignments for the 25-26 school year.

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

2025-26 Teachers:

- Jennifer Whatley: 6th Grade Math, Single Subject Local/Limited Assignment Permit

	Purpose	Presenter	Time
<ul style="list-style-type: none"> • Celeste Ansley: 6th Grade History, Multiple Subject Local/Limited Assignment Permit • Sheila Hewitt: 6th Grade English & History, Multiple Subject Local/Limited Assignment Permit • Ally Fromson Ho: 7th Grade History, Multiple Subject Local/Limited Assignment Permit • Javia Anderson: Elementary Teacher, Multiple Subject Provisional Internship Permit • Lizeth Pena Sanchez: Elementary Teacher, Multiple Subject Provisional Internship Permit • Kristen Smeal: MS Technology Teacher, Intern Credential Permit • Nahjah Culberson: MS Math Teacher, Intern Credential Permit • Erica Aiga: MS Humanities Teacher, Intern Credential Permit • Erica Lang: MS Science Teacher, Intern Credential Permit 			
C. 25-26 Enrollment Overview	Discuss	Christine Chilcott	20 m

Purpose: This is an informational item only

ED Chilcott will answer questions regarding the current numbers reflected in AoA's enrollment patterns as of September 15, 2025, as well as marketing strategies, areas of consideration, and other questions from the Board.

D. Board Committee Reports	Discuss	David Forbes	15 m
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Reports and Goals from the following committees:

- Finance Committee
- Student Success Committee
- Governance Committee

VI. Closing Items 7:48 PM

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

Wednesday, October 22:

	Purpose	Presenter	Time
Academic Update			
Board Financial Education			
D. Adjourn Meeting	FYI	David Forbes	

Coversheet

AoA Identity Presentation and Discussion

Section:	III. Board Communication
Item:	A. AoA Identity Presentation and Discussion
Purpose:	Discuss
Submitted by:	
Related Material:	Identity Sentence Presentation Review.pdf



AoA Identity Presentation and Discussion

**AoA Board Meeting
September 25, 2025**

Purpose

At our August 18 retreat, we discussed how to describe AoA's identity in a sentence or two. As a group, we repeatedly came up with sentences that were so general they could apply to any school and did not highlight what was special or specific about AoA. Christine and her leadership team were tasked with working on working on some sentences and bringing them back to the board and Mike Mizzoni from Board on Track for review and discussion at the September board meeting.

Our School's Mission and Envisioned Future and Purpose as a Social Justice School

- Our school's Mission is: The Academy of Alameda equitably develops students into critical thinkers and life-long learners who navigate the world with integrity, and who apply their learning to empower themselves and their communities.
- Our Envisioned Future is: We envision a future where all of our students are successful, and their destinies are not determined by their demographics.
- While neither of these mention the words 'social justice' we are known as a social justice school in part because of the diversity of our students and staff, and our commitment to embracing and supporting all students with multiple resources including our restorative justice program and our mental health services.



How to Describe Social Justice in a School Setting

While we may know what we mean when we say we are a social justice school, it is often hard to successfully and succinctly describe it when we are talking about our school to others.

Social justice can feel vague in description until you start to drill down exactly who we are as a school and what our goals are of putting it into action.

The goal is translating social justice into visible actions and commitments :

- Equity in access (removing barriers, ensuring fairness)
- Representation (students' cultures and identities reflected)
- Critical thinking (questioning systems, analyzing injustice)
- Civic engagement (taking action, advocacy, leadership)

Our Process

We used ChatGPT for support which helped us create the first set of identity sentence examples. Then we blended some of those examples together based on the characteristics we liked the best which included the school valuing students for identities and students seeing themselves reflected in our choices of books, curriculum, etc.

Chat GPT Examples:

Centering Equity & Access

- The Academy of Alameda is a TK –8 public charter school where every child has equal access to rigorous learning, and systemic barriers are actively dismantled so all students can thrive.

Centering Critical Thinking & Civic Engagement

- At the Academy of Alameda, students learn to question inequities, analyze multiple perspectives, and take action to create a more fair and inclusive community.

Centering Belonging & Representation

- The Academy of Alameda is committed to ensuring every student sees themselves reflected in the curriculum, is valued for their identity, and is prepared to advocate for themselves and others.

Chat GPT Examples:

Centering Action & Leadership

- **At the Academy of Alameda, learning means more than academics —students practice leadership, stand up for fairness, and use their voices to improve their school, community, and world.**

Centering Real-World Application

- **The Academy of Alameda integrates social justice into academics by connecting classroom learning to real-world issues, empowering students to design solutions for a more just society.**

Our Examples

Idea 1:

- **The Academy of Alameda is committed to ensuring every student sees themselves reflected in the curriculum, valued for their identity, and is prepared to advocate for themselves and others.**

Idea 2:

- **At the Academy of Alameda every child is valued for their identity, has equal access to rigorous learning, and social justice is integrated into academics by connecting classroom learning to real-world issues, empowering students to design solutions to improve their school, community, and world.**



Our Examples

Idea 3:

- **The Academy of Alameda is committed to ensuring every student sees themselves reflected in the curriculum, valued for their identity, and where systemic barriers are actively dismantled so all students can thrive.**

Idea 3a:

- **The Academy of Alameda is committed to ensuring every student sees themselves reflected in the curriculum, valued for their identity, and where systemic barriers are actively dismantled and all students have equal access to rigorous learning so they can thrive.**



AoA W

A lot of the descriptions in the ChatGPT sentences (and thus ours) is language on our own website describing our elementary and middle school programs and curriculum

Middle School

At the Academy of Alameda, we honor the brilliance and potential of every student. Rooted in a commitment to equity, access, and social justice, we provide a learning environment where students of all backgrounds are honored, supported, and challenged to thrive.

How Social Justice is Embedded in our Program

In our English and history programs, students examine the danger of a single story and the importance of understanding diverse perspectives. Through literature, primary sources, and discussion, they learn to question the past, analyze current events, and engage critically with the world around them. At AoA, we are committed to ensuring that all voices and narratives are recognized, respected, and celebrated.

AoA

W

Classes and Academic Model: Elementary School

At the Academy of Alameda , we believe that children thrive academically when they feel safe, welcomed, and valued. Our instructional model is rooted in direct teaching across all core subjects, ensuring students build the strong skills they need to become confident, independent learners. Alongside engaging academics, we cultivate a deep sense of belonging so that every child feels seen and supported in our community.

Central to our program is **Equity Studies** , in which we approach history through a social justice lens and encourage students to think critically, understand diverse perspectives, and see themselves as agents of positive change.

How Social Justice is Embedded in Our Elementary Program

At the Academy of Alameda , social justice is not a single subject—it is woven into the fabric of our entire school experience. We help students learn to value their own identities, honor human differences, recognize bias, and take action for what is right. This approach shapes every aspect of our school, from our **equity studies program** and **assemblies** to the **books in our classroom libraries** , the **curriculum we select** , and the ways we **partner with families** . Students don't just study equity—they live it through experiences that affirm who they are and expand their understanding of others.

Our graduates leave with a strong sense of **community, belonging and agency** that crosses boundaries of race, culture, gender, and socioeconomic status. We prepare students to become thoughtful, compassionate, and engaged members of their community and the world.



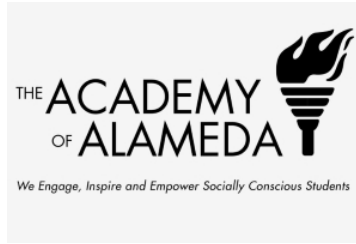
**THANK
YOU!**

Coversheet

Approve Draft Meeting Minutes

Section:	IV. Consent Agenda
Item:	A. Approve Draft Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on June 12, 2025

APPROVED



The Academy of Alameda Charter School Board

Minutes

Board Meeting

Date and Time

Thursday June 12, 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, M. Payne, R. Rentschler, W. Schaff

Directors Absent

None

Guests Present

C. Chilcott, N. Stewart (remote)

I. Opening Items

A. Call the Meeting to Order

W. Schaff called a meeting of the board of directors of The Academy of Alameda Charter School Board to order on Thursday Jun 12, 2025 at 6:56 PM.

B. Record Attendance

C. Public Comment

There was no public comment

II. Closed Session

A. Executive Director's Draft Evaluation

This item was pulled from the agenda

III. Open Session

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

There was no action taken.

B. Public Comment

There was no public comment.

IV. Consent Agenda

A. Approve Draft Meeting Minutes

D. Forbes made a motion to approve the minutes from Board Meeting on 05-22-25.

K. McCoy seconded the motion.

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

B. Check Registers

C. Credit Card Statements

D. AoA Employee Handbook for 2025-26

E. Application for Title Funds

F. EPA Expenditures

G. AUSD and AoA 25-26 Food Services Contract

H. AUSD and AoA 25-26 ASES Grant

I. Vote on Consent Agenda

D. Forbes made a motion to Approve the entire consent calendar.

K. McCoy seconded the motion.

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

V. Action Items

A. Approve 25-26 Board Meeting Calendar

C. Robie made a motion to Approve the amended 25-26 Board Meeting Calendar.

M. Payne seconded the motion.

A. Price raised the question about the number of meetings and said she thought we were limiting them. C. Robie said it was difficult to limit meetings when agenda topics have not been decided on yet. ED Chilcott said December meeting could be removed and January or February meeting could be done on the same day as the board retreat around that time. D. Forbes said December meeting needed to occur to vote on audit and first interim. ED Chilcott said it could occur as a short special board meeting much earlier with the December Finance Committee meeting since the audit and first interim are due December 10. The board agreed to remove the August 28 board meeting and look for a new date for the December meeting at a later time.

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

B. Vote on the LCAP and Local Indicators for 2025-26

C. Robie made a motion to Approve the LCAP and Local Indicators as presented.

D. Forbes seconded the motion.

C. Chilcott presented on the LCAP and Local Indicators. C. Robie asked if the subject matters were aligned to Common Core Standards and grade level aligned. ED Chilcott shared that elementary math uses Eureka curriculum and middle school math uses Open Up, and both are aligned to Common Core Standards. J. Whatley said the math curriculum is grade level aligned through the Common Core Standards. ED Chilcott shared that ELA and Equity Studies are teacher created based on Common Core and teachers are working together to make sure their curriculum supports students' learning aligned with Common Core across the grade levels.

C. Chilcott shared that LCAP survey data could be disaggregated more to look at responses in elementary and middle school instead of combined responses and the CAAT (Collaborative Academic Advisory Team) that will be formed next year could have this as one of their LCAP roles. D. Forbes asked the CAAT could possibly present this information to the board in the future. ED Chilcott shared she was still determining the structure of the CAAT (bylaws, meeting times, etc).

D. Forbes asked which document he was voting on and ED Chilcott said all the attached documents comprise the LCAP and Local Indicators because there is also a budget component to the LCAP presentation.

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

C. Vote on the 2025-26 TK-8 Schoolwide Budget

D. Forbes made a motion to Approve the 25-26 AoA TK-8 School-Wide Budget.

A. Price seconded the motion.

N. Stewart presented on the budget and shared there was increased funding for ELOP and TK.

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

D. Approval of the new AoA Flag Policy

C. Robie made a motion to Approve the new AoA Flag Policy.

K. McCoy seconded the motion.

D. Forbes asked if this policy was pertaining to just the United States flag or additional flags as well. ED Chilcott said she was not aware if AoA flies other flags or has had requests to fly other flags and the policy was written just about the United States flag.

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

E. Approval of the updated Acceleration and Retention Policy

A. Price made a motion to Approve the updated Acceleration and Retention Policy.

C. Robie seconded the motion.

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

F. Vote on the Executive Director Compensation

K. McCoy made a motion to Approve the Executive Director's Compensation.

C. Robie seconded the motion.

The ED has a three year approved contract with approved compensation of 4% increase. Per Assembly Bill 1344, an Executive of a public agency cannot have an automatic compensation review if their compensation is higher than the COLA. The 25-26 COLA is 2.43%. At the time the ED was offered her contract, her compensation comparable with the COLAs of the time. (2022-23 COLA, 13.26%, 2023-24 COLA, 8.22%).

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

G. The following individuals were nominated to receive a 3-year term beginning July 1, 2025 through June 30, 2028:

A. Price made a motion to Approve the board slate as presented for a three-year term.

M. Payne seconded the motion.

Current AoA Board Members Amy Price, David Forbes, and Randy Rentschler were voted to receive an additional three year term beginning July 1, 2025 through June 30, 2028.

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

Roll Call

C. Robie Aye

R. Rentschler Aye

M. Payne Aye

J. Laird Aye

A. Price Abstain

Roll Call

K. McCoy	Aye
W. Schaff	Aye
D. Forbes	Abstain

H. Vote for a One Year Board Officers Slate from July 1, 2025 through June 30, 2026

A. Price made a motion to Approve the board officer slate as presented for a one-year term.

K. McCoy seconded the motion.

The following Board Slate was presented for a one year term beginning July 1, 2025 through June 30, 2026.

- Chair of the Board: David Forbes
- Vice Chair: Jennifer Laird
- Secretary: Carole Robie
- Treasurer: Bill Schaff

D. Forbes said he will accept his position for just one year, not five.

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

Roll Call

D. Forbes	Abstain
M. Payne	Aye
W. Schaff	Aye
J. Laird	Aye
C. Robie	Aye
A. Price	Aye
R. Rentschler	Aye
K. McCoy	Aye

VI. Board Communication

A. Board Committee Reports

Finance Committee: D. Forbes shared we just voted on the 25-26 school-wide budget.

Student Success Committee: C. Robie shared there was no June meeting.

Board Governance Committee: A. Price shared there was no June meeting. ED. Chilcott shared that while Board Governance Committee did not have potential board members to present to the board for voting prior to the June meeting, she was meeting with people in June and they have been talking with potential members.

VII. Closing Items

A.

Individual Board Member Reports

W. Schaff shared the the eighth grade graduation was very moving and encouraged all board members to try to attend in the future. He shared that the student speakers, and singer, did a great job and it was short. The graduation was held next door at Woodstock Park and Office Manager Ivet Castro and Dean of Students Yoshi Clarke, did a great job making it special.

B. Executive Director Report

ED Chilcott shared she will try to find a recording the of the eighth grade graduation to share with board members.

C. Upcoming Board Meetings

The next board meeting will be the board retreat on a Monday and Tuesday afternoon/evening, exact time and location TBD.

D. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:09 PM.

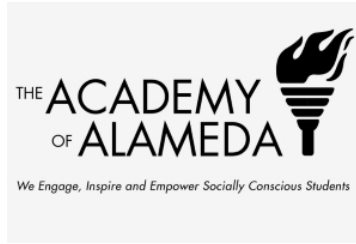
Respectfully Submitted,
C. Chilcott

Coversheet

Approve Draft Meeting Minutes

Section:	IV. Consent Agenda
Item:	B. Approve Draft Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on September 2, 2025

APPROVED



The Academy of Alameda Charter School Board

Minutes

Special Board Meeting

Voting on Unaudited Actuals

Date and Time

Tuesday September 2, 2025 at 5:30 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, R. Rentschler

Directors Absent

W. Schaff

Guests Present

C. Chilcott, N. Stewart (remote)

I. Opening Items

A. Call the Meeting to Order

D. Forbes called a meeting of the board of directors of The Academy of Alameda Charter School Board to order on Tuesday Sep 2, 2025 at 5:31 PM.

B. Record Attendance

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

Jen Laird read the Mission and Envisioned Future Statements

II. Consent Agenda

A. Approve Minutes from June Board Meeting

David requested these minutes, Item A, be pulled from the consent calendar due to the names and terms of the board members not being included for the board members voted on at the June 12, 2025 board meeting. These minutes were pulled and will be corrected and added to the September 25, 2025 Board Meeting Consent Calendar.

B. Approve Draft Meeting Minutes

C. Robie made a motion to approve the minutes from AoA Board Retreat on 08-18-25.

A. Price seconded the motion.

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

C. Approve Draft Meeting Minutes

C. Robie made a motion to approve the minutes from AoA Board Retreat on 08-19-25.

A. Price seconded the motion.

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

D. Vote on Check Registers

C. Robie made a motion to approve the consent calendar items B-E.

A. Price seconded the motion.

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

E. Vote on Credit Card Statement

C. Robie made a motion to approve the consent calendar items B-E.

A. Price seconded the motion.

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

F. Vote on Consent Calendar

C. Robie made a motion to approve the consent calendar items B-E.

A. Price seconded the motion.

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

III. Board Communication

A.

Vote on the FY25 Unaudited Actuals

Naomi reviewed the FY 25 Unaudited Actuals for the board.

David asked if AoA still has an issue with a previous audit done by AoA's prior auditing firm Baker Tilly. Christine and Naomi verified that the 21-22 Audit had been rejected and returned twice. Each time AoA has sent it to Baker Tilly to fix the issue, Baker Tilly "fixes" the issue, resubmits it, and then AoA receives a letter a year later saying the audit has not been accepted. This has happened twice with the latest letter of rejection being received by AoA in June 2025 and resubmitted by Baker Tilly in July 2025.

R. Rentschler made a motion to Approve the FY 25 Unaudited Actuals.

A. Price seconded the motion.

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

B. Vote on Suicide Prevention Policy

C. Robie made a motion to Approve the minimally revised Suicide Prevention Policy.

J. Laird seconded the motion.

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

C. Vote on the Instruction on Controversial Topics Policy

C. Robie made a motion to the Amended Instruction on Controversial Topics Policy.

J. Laird seconded the motion.

Christine explained this was a new policy which will be part of the employee handbook offering guidance to teachers/staff on delivering instruction (or having guest speakers who speak on) potentially controversial topics.

Carole suggested in section #9, there was a sentence needing revising from **"When a guest speaker is invited to make a presentation related to a controversial issue, the School requires that the Executive Director, or designee be notified of this policy and the expectations and goals regarding the instruction."** to **"When a guest speaker is invited to make a presentation related to a controversial issue, the School requires that the Executive Director, or designee be notified of the speaker & issue and that they notify the speaker of this policy and the expectations and goals regarding the instruction."**

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

IV. Closing Items

A. Upcoming Board Meetings

The upcoming board meeting on September 25, 2025 will start at 5:30pm to accommodate an additional discussion on a draft of the school's identity sentence created by the school leadership team, and have Mike Mizzoni from Board on Track, who

facilitated the AoA Board Retreat where this work began, in attendance. Due to this time adjustment, the Student Success Committee will meet from 4:00-5:15pm that day.

Amy and Randy will not be in attendance at the September 25 board meeting.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:58 PM.

Respectfully Submitted,
C. Chilcott

Coversheet

Vote on Check Registers

Section:	IV. Consent Agenda
Item:	C. Vote on Check Registers
Purpose:	FYI
Submitted by:	
Related Material:	AoA August 2025 Combined Board Check Register.pdf

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14648	Amazon Capital Services	8/14/2025	Bill #1KK1-VRMH-KGPM--Supplies Bill #1HGW-HF4T-JX3X--Supplies Bill #16PR-DQ7W-TFWK--Supplies Bill #1Y3M-R7Y4-DPKF--Supplies Bill #1XYC-DCPX-FHF1--Supplies Bill #1KPM-LCHF-FDGD--Supplies Bill #1HPK-C6FJ-XJVX--Supplies Bill #1MGC-KGWD-9LQK--Supplies Bill #1LYG-FGV6-VYP9--Supplies Bill #19TR-LCHL-HLN1--Supplies Bill #1Y7G-VXQJ-LYXV--Supplies Bill #1MMX-WDCC-XNG9--Supplies Bill #1MQR-NKKQ-WGN9--Supplies Bill #1X97-DN9W-F7QQ--Supplies Bill #1XXK-6TWT-DK3X--Supplies Bill #1NJN-F1XR-MMML--Supplies		\$ 2,450.11
Check	14649	Gachina Landscape Management	8/14/2025	Bill #E 231241--Maintenance Contract: August 2025		\$ 991.00
Check	14650	Great Minds PBC	8/14/2025	Bill #INV238242--Materials & Supplies Bill #INV238243--Materials & Supplies		\$ 27,495.27
Check	14651	Larson Communications	8/14/2025	Bill #3796--Public Relations Retainer: August 2025		\$ 6,500.00
Check	14652	Robert Half	8/14/2025	Bill #65218785--Substitute Svc w/e 07/18/25 Bill #65242616--Substitute Svc w/e 07/25/25		\$ 1,571.70
Check	14653	Sergio's Janitorial & Yard Services	8/14/2025	Bill #139--Daily Cleaning - July 2025		\$ 15,100.00
Check	14654	Xerox Corporation	8/14/2025	Bill #024018355--Meter Usage - 06/21 - 07/23/25 Serial #ZQT-982112		\$ 217.66
Check	14655	Young, Minney & Corr, LLP	8/14/2025	Bill #17874--Legal Svcs' thru : 07/08 - 07/31/25		\$ 3,745.00
Check	14656	Jana Chabre	8/14/2025	Bill #OC.14--Services: 07/01 - 07/30/25		\$ 900.00
Check	14657	Wind & Brass Music	8/21/2025	Bill #081825--Yamaha Advantage Flute		\$ 1,984.50

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14658	Amazon Capital Services	8/25/2025	Bill #1HHX-G3JD-MPCJ--Supplies Bill #1PPX-GH46-7YJG--Supplies Bill #19C9-QRDJ-LXT7--Supplies Bill #1KMW-1RM9-H7M3--Supplies Bill #177X-HNQ7-7V71--Supplies Bill #13NN-1MGG-MTN3--Supplies Bill #1X9C-RFQN-QYVF--Supplies Bill #1CQY-4W97-FGVY--Supplies Bill #1CWK-YGDJ-6GKH--Supplies Bill #163X-P3N7-RDK6--Supplies Bill #1Q63-P6VJ-9W3Y--Supplies Bill #1D17-F4GC-7HNR--Supplies Bill #163X-P3N7-9Q1W--Supplies Bill #1G7P-MCKK-71JG--Supplies Bill #1NP3-VWJP-9364--Supplies Bill #1FY4-DWX7-714N--Supplies		\$ 8,995.00
Check	14658	Amazon Capital Services	8/25/2025	Bill #1RPC-1PG9-QCDQ--Supplies Bill #1M1R-J6DN-CJJL--Supplies Bill #17C3-PJ1F-NRQN--Supplies Bill #1VY9-T9R9-M3L3--Supplies Bill #1PQL-T94C-7QFG--Supplies Bill #1CKC-1C6M-F7NC--Supplies Bill #1Q63-P6VJ-94W3--Supplies Bill #1TWH-LNK3-73T7--Supplies Bill #1L1G-V6JH-FQMF--Supplies Bill #1KRT-LP7Y-61RD--Supplies Bill #1LMR-4XMT-4VTT--Supplies Bill #16F1-9L3T-QJWP--Supplies Bill #1VXM-FLTL-KNHV--Supplies Bill #1MRG-ND69-9HQ7--Supplies Bill #1CQY-4W97-MMNN--Supplies Bill #1RWH-LPWY-3761--Supplies		Cont'd

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14658	Amazon Capital Services	8/25/2025	Bill #1RPC-1PG9-QCDQ--Supplies Bill #1M1R-J6DN-CJL--Supplies Bill #17C3-PJ1F-NRQN--Supplies Bill #1VY9-T9R9-M3L3--Supplies Bill #1PQL-T94C-7QFG--Supplies Bill #1CKC-1C6M-F7NC--Supplies Bill #1Q63-P6VJ-94W3--Supplies Bill #1TWH-LNK3-73T7--Supplies Bill #1L1G-V6JH-FQMF--Supplies Bill #1KRT-LP7Y-61RD--Supplies Bill #1LMR-4XMT-4VTT--Supplies Bill #16F1-9L3T-QJWP--Supplies Bill #1VXM-FTL-KNHV--Supplies Bill #1MRG-ND69-9HQ7--Supplies Bill #1CQY-4W97-MMNN--Supplies Bill #1RWH-LPWY-3761--Supplies		Cont'd
Check	14658	Amazon Capital Services	8/25/2025	Bill #1KGX-TQLJ-QD17--Supplies Bill #1Q9G-MDM6-4VHV--Supplies Bill #1NPL-PVR1-4DRQ--Supplies Bill #1MVD-J9DW-7R7H--Supplies Bill #16WM-9WCP-QPQJ--Supplies Bill #1CGW-QKV1-M1HH--Supplies Bill #1CWK-YGDJ-6HN6--Supplies Bill #1FY4-DWX7-QJ36--Supplies Bill #1X9C-RFQN-6T1H--Supplies Bill #1XTH-1NW1-M6M4--Supplies Bill #1THC-C7FG-7DMM--Supplies		Cont'd

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14658	Amazon Capital Services	8/25/2025	Bill #16WM-9WCP-Q7WN--Supplies Bill #17C3-PJ1F-MHFV--Supplies Bill #1MY6-PGKD-7C6H--Supplies Bill #14XR-3L7R-4Y69--Supplies Bill #1X9C-RFQN-QJ3J--Supplies Bill #11X9-6HPV-MT6T--Supplies Bill #1FYP-13V6-64G4--Supplies Bill #17KL-4PGN-6N17--Supplies Bill #1THC-C7FG-M1M1--Supplies Bill #1YFD-FGVH-7J33--Supplies Bill #1THC-C7FG-7G1Q--Supplies Bill #179P-NC7H-JDCR--Supplies		Cont'd
Check	14659	Blaisdell's Business Products	8/25/2025	Bill #1978736-0--Office Supplies		\$ 1,993.06
Check	14660	JW Pepper & Son, Inc.	8/25/2025	Bill #367651515--Music Supplies		\$ 88.59
Check	14661	MRC Smart Technology Solutions	8/25/2025	Bill #IN4951326--Contract overage charge: 07/15 - 08/14/25		\$ 0.42
Check	14662	Robert Half	8/25/2025	Bill #65268040--Substitute Svc w/e 08/01/25 Bill #65291963--Substitute Svc w/e 08/08/25		\$ 2,028.00
Check	14663	The Phatty B. Gallery, LLC	8/25/2025	Bill #20250806_AOA--Artwork Color Specs		\$ 1,636.95
Check	14664	WEX Health, Inc.	8/25/2025	Bill #0002202605-IN--Commuter & FSA - July 2025		\$ 142.30
Check	14665	WEX Health, Inc.	8/25/2025	Bill #September 2025--Flex Benefits - Aggregate Balance		\$ 1,750.00
Check	14666	Amazon Capital Services	8/28/2025	Bill #1FT7-77Q7-DHML--Supplies Bill #1MP6-XXRL-DRR7--Supplies Bill #1LRJ-MDWC-DRQ6--Supplies Bill #136W-DV49-DG4X--Supplies Bill #1NHV-YHK1-3GRD--Supplies Bill #1CCF-P3HT-DFPM--Supplies Bill #1QLW-VRQ1-QYTF--Supplies Bill #1WN7-9NQN-DGXQ--Supplies Bill #1MMK-XWWF-G4KY--Supplies Bill #1JK6-PNHG-6T9Q--Supplies Bill #1YVD-W4C7-9NN7--Supplies Bill #1JN3-JG3J-644W--Supplies Bill #1Q7F-NQYQ-1X7Q--Supplies Bill #193W-HW7J-FM6V--Supplies Bill #1MRN-CPKY-XYDP--Supplies Bill #1NHV-YHK1-D3MJ--Supplies		\$ 1,546.16

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	14666	Amazon Capital Services	8/28/2025	Bill #1TY6-YHCY-R1T6--Supplies Bill #1WTJ-YLP1-6HGR--Supplies Bill #14L3-RL79-DTG1--Supplies Bill #1R6Q-69KT-6FFR--Supplies Bill #1QWP-TYWH-6DJM--Supplies Bill #13TH-P6LW-637T--Supplies Bill #1DK7-HN13-4WY1--Supplies Bill #1RDJ-C1XH-6CG7--Supplies Bill #1QLW-VRQ1-DTKY--Supplies Bill #1WLN-C9YL-F6XK--Supplies Bill #179T-TTGR-6X96--Supplies Bill #1GWG-F6H4-DTXK--Supplies		Cont'd
Check	14667	Brady Industries	8/28/2025	Bill #10508349--Janitorial Supplies Bill #10498407--Janitorial Supplies		\$ 1,356.78
Check	14668	RCM Technologies	8/28/2025	Bill #44309--Behavior Tech : 08/10 - 08/16/25		\$ 675.00
Check	14669	Zearn, Inc.	8/28/2025	Bill #INV16508--SY 25-26 - School Account		\$ 2,500.00
Check	14670	UC Regents	8/28/2025	Bill #BSELP-AOA5A--Leadership Programs 2024-25 Academic Year		\$ 25,900.00
Check	ACH5034	EdTec Inc.	8/14/2025	Bill #CINV-00010781--EdTec Monthly - August 2025		\$ 16,666.67
Check	DB080425	CharterSafe	8/4/2025	DB080425 - CharterSafe		\$ 16,786.00
Check	DB080425-1	EME Enterprise Inc.	8/4/2025	DB080425-1 - EME Enterprise Inc.		\$ 38.94
Check	DB080425-2	Square, Inc.	8/4/2025	DB080425-2 - Square, Inc.		\$ 35.00
Check	DB080525	Google Ads	8/5/2025	DB080525 - Google Ads		\$ 364.43
Check	DB080825	Adobe Inc.	8/8/2025	DB080825 - Adobe Inc.		\$ 19.99
Check	DB081225	Equitable Financial Life Insurance Company of America	8/12/2025	DB081225 - Equitable Financial Life Insurance Company of America		\$ 8,997.66
Check	DB081325	WEX Health, Inc.	8/13/2025	DB081325 - WEX Health, Inc. (Flexible Benefits - Aggregate Balance)		\$ 2,000.00
Check	DB081525	Xerox Financial Services	8/15/2025	DB081525 - Xerox Financial Services (Contract #211-4117596-002)		\$ 203.99
Check	DB081825	Google Ads	8/18/2025	DB081825 - Google Ads		\$ 500.00
Check	DB081825-1	Zoom	8/18/2025	DB081825-1 - Zoom		\$ 288.10
Check	DB082125	California Choice	8/21/2025	DB082125 - California Choice		\$ 47,237.98
Check	DB082125-1	Safeway	8/21/2025	DB082125-1 - Safeway		\$ 46.71
Check	DB082125-2	Walgreens	8/21/2025	DB082125-2 - Walgreens		\$ 6.31
Check	DB082525	Bank of Marin Visa Card	8/25/2025	DB082525 - Bank of Marin Visa Card 5830		\$ 20,283.97
Check	DB082525-1	Xerox Financial Services	8/25/2025	DB082525-1 - Xerox Financial Services (Contract #010-0082705-003)		\$ 708.34
Check	DB082525-2	Douglas Ken's Gara	8/25/2025	DB082525-2 - Douglas Ken's Gara		\$ 4.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	DB082725	Walgreens	8/27/2025	DB082725 - Walgreens		\$ 2.67
Check	DB082825	Google Ads	8/28/2025	DB082825 - Google Ads		\$ 500.00
Check	M1060	Dan Balsam	8/8/2025	M1060 - 7/28 - 8/1 Summer Program Refund		\$ 200.00
Check	M1061	Pedro Garibay	8/4/2025	M1061 - S Bounce Horse for Summer Program		\$ 300.00
Check	M1062	Mini Experience Petting Zoo	8/1/2025	M1062 - Petting Zoo for Summer Program		\$ 450.00
Check	M1063	Abel Lopez	8/5/2025	M1063 - AOA 8/5 Lunch		\$ 1,750.00
Check	M1064	Garrett Richardson	8/28/2025	M1064 - 4 School Danas Deposits		\$ 900.00
Credit Card	9515-5830	SF BAY FERRY	8/1/2025	07/15 - SF BAY FERRY		\$ 87.00
Credit Card	9515-5830	SUBPAR ALA	8/1/2025	07/18 - SUBPAR ALA		\$ 55.00
Credit Card	9515-5830	AMF	8/1/2025	07/23 - AMF		\$ 503.09
Credit Card	9515-5830	San Francisco Zoo	8/1/2025	07/28 - San Francisco Zoo		\$ 50.95
Credit Card	9515-5830	San Francisco Zoo	8/1/2025	07/28 - San Francisco Zoo		\$ 632.00
Credit Card	9515-5830	Venmo	8/1/2025	07/29 - Venmo Katy Kerling		\$ 150.00
Credit Card	9515-5830	Venmo	8/1/2025	07/30 - Venmo		\$ 50.00
Credit Card	9515-5830	Sawyer	8/1/2025	07/31 - Sawyer		\$ 149.00
Credit Card	9515-5830	Alameda Theatre & Cineplex	8/1/2025	07/31 - Alameda Theatre & Cineplex		\$ 108.00
Credit Card	9515-5830	Alameda Theatre & Cineplex	8/1/2025	07/31 - Alameda Theatre & Cineplex		\$ 108.00
Credit Card	9515-5830	Alameda Theatre & Cineplex	8/1/2025	07/31 - Alameda Theatre & Cineplex		\$ 24.00
Credit Card	9515-5830	Sq* Levys Bagels	8/1/2025	08/01 - Sq* Levys Bagels		\$ 112.90
Credit Card	9515-5830	Sq* Levys Bagels	8/1/2025	08/01 - Sq* Levys Bagels		\$ 491.51
Credit Card	9515-5830	Virco, Inc.	8/1/2025	08/01 - Virco, Inc.		\$ 528.76
Credit Card	9515-5830	Bank of Marin Visa Card	8/1/2025	07/29 - Bank of Marin Visa Card 5830 - Frgn Trans Fee		\$ 3.00
Credit Card	9515-5830	Aquarium of the Bay	8/1/2025	07/14 - Aquarium of the Bay		\$ 350.20
Credit Card	9515-5830	Walmart	8/1/2025	07/14 - Walmart		\$ 38.40
Credit Card	9515-5830	Jamba	8/1/2025	07/14 - Jamba		\$ 113.65
Credit Card	9515-5830	Alameda Theatre & Cineplex	8/1/2025	07/10 - Alameda Theatre & Cineplex		\$ 13.50
Credit Card	9515-5830	Alameda Theatre & Cineplex	8/1/2025	07/10 - Alameda Theatre & Cineplex		\$ 73.50
Credit Card	9515-5830	Alameda Theatre & Cineplex	8/1/2025	07/10 - Alameda Theatre & Cineplex		\$ 46.50
Credit Card	9515-5830	Alameda Theatre & Cineplex	8/1/2025	07/10 - Alameda Theatre & Cineplex		\$ 57.00
Credit Card	9515-5830	AC Transit	8/1/2025	07/09 - AC Transit		\$ 120.00
Credit Card	9515-5830	Starbucks	8/1/2025	07/07 - Starbucks		\$ 17.25
Credit Card	9515-5830	Alameda Theatre & Cineplex	8/1/2025	07/07 - Alameda Theatre & Cineplex		\$ 33.50
Credit Card	9515-5830	Alameda Theatre & Cineplex	8/1/2025	07/07 - Alameda Theatre & Cineplex		\$ 53.75
Credit Card	9515-5830	Alameda Theatre & Cineplex	8/1/2025	07/07 - Alameda Theatre & Cineplex		\$ 189.00
Credit Card	9515-5830	YAMM	8/1/2025	07/29 - YAMM		\$ 150.00
Credit Card	9515-5830	PlanbookEdu LLC	8/1/2025	07/29 - PlanbookEdu LLC		\$ 297.00
Credit Card	9515-5830	Mystery Science	8/1/2025	07/24 - Mystery Science		\$ 6,290.60
Credit Card	9515-5830	Facebook	8/1/2025	07/18 - Facebook		\$ 366.41
Credit Card	9515-5830	Facebook	8/1/2025	07/18 - Facebook		\$ 31.81
Credit Card	9515-5830	ACSA	8/1/2025	07/17 - ACSA		\$ 2,700.00

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

Coversheet

Vote on Credit Card Statement

Section:	IV. Consent Agenda
Item:	D. Vote on Credit Card Statement
Purpose:	FYI
Submitted by:	
Related Material:	AoA September 2, 2025 Combined CC Statement.pdf

**September 2025 Statement**

Page 1 of 3

Open Date: 08/02/2025 Closing Date: 09/02/2025

Account: ##### 5830

Visa® Community Card**Elan Financial
Services****1-866-552-8855**

BUS 30 ELN

1

ACADEMY OF ALAMEDA (CPN 001559617)

New Balance	\$11,622.13
Minimum Payment Due	\$117.00
Payment Due Date	09/28/2025

Activity Summary

Previous Balance	+	\$20,320.22
Payments	-	\$20,283.97 ^{CR}
Other Credits	-	\$36.25 ^{CR}
Purchases	+	\$11,622.13
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged		\$0.00
Interest Charged		\$0.00

New Balance = \$11,622.13**Past Due \$0.00****Minimum Payment Due \$117.00**

Credit Line \$50,000.00

Available Credit \$38,377.87

Days in Billing Period 32

Payment Options:Mail payment coupon
with a checkPay online at
myaccountaccess.comPay by phone
1-866-552-8855

No payment is required.

CPN 001559617



0047985100550558300000117000011622137

Automatic Payment

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

to pay by phone

to change your address

106481501306094 E

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

Account Number: ##### 5830

Your new full balance of \$11,622.13 will be
automatically deducted from your account on
09/23/25.

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. If you do not pay your New Balance in full by the Payment Due Date, you will not get an interest-free period on Purchases again until you pay the New Balance in full by the Payment Due Date for two billing cycles in a row.

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.



September 2025 Statement 08/02/2025 - 09/02/2025

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 \$11622.13 will be automatically deducted from your bank account on 09/23/2025. 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
Other Credits					
08/11	08/09	5645	SAFEWAY.COM # 2708 877-505-4040 CA MERCHANDISE/SERVICE RETURN	\$36.25	CR
Purchases and Other Debits					
08/04	08/01	3810	GOOGLE *SVCSaoaschools g.co/HelpPay# CA	\$82.08	
08/04	08/02	7056	FACEBK *KN998YCGJ2 650-5434800 CA	\$500.00	
08/05	08/04	6705	IHIRE, LLC 866-330-0196 MD	\$299.00	
08/06	08/06	6619	EZCATER*CINNABON 8004881803 MA	\$359.98	
08/07	08/06	6429	SAFEWAY.COM # 2708 877-505-4040 CA	\$199.10	
08/07	08/06	9446	SAFEWAY.COM #3281 877-505-4040 CA	\$42.76	
08/08	08/08	7605	EZCATER*SUBWAY 8004881803 MA	\$303.51	
08/12	08/11	0462	UCB BOTANICAL GARDEN 5106423690 CA	\$224.00	
08/12	08/11	1651	IN *REPUTATION SIMPLE 843-3100340 SC	\$1,663.20	
08/14	08/12	2222	MOUNTAIN MIKES PIZZA A ALAMEDA CA	\$680.73	
08/18	08/15	8400	AWL*PEARSON EDUCATION PRSONCS.COM NJ	\$1,568.60	
08/18	08/17	7040	FACEBK *799HSYLFJ2 650-5434800 CA	\$206.99	
08/20	08/18	6788	JIMS ON THE COURSE ALAMEDA CA	\$217.20	
08/20	08/19	2218	LAKES AREA GRAPHIX AND 320-3915310 MN	\$318.00	
08/25	08/23	5941	FAMILYLAUNDRY FAMILYLAUNDRY CA	\$15.00	
08/25	08/23	8557	AMZ*Lenovo_USA 855-253-6686 NC	\$106.29	
09/02	08/27	5845	ODP BUS SOL LLC # 1029 800-463-3768 WA	\$629.70	
09/02	08/31	2526	ODP BUS SOL LLC # 1009 800-463-3768 CA	\$117.22	
09/02	09/01	8494	GOOGLE *SVCSaoaschools g.co/HelpPay# CA	\$135.53	
Total for Account ##### 5764				\$7,632.64	

Transactions	MCGEORGE,AMY	Credit Limit	\$25000
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Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
Purchases and Other Debits					
08/04	08/01	9301	VENMO *CARIS SOFTPLAYR 855-812-4430 NY	\$400.00	

Continued on Next Page



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ACADEMY OF ALAMEDA (CPN 001559617)

Elan Financial Services

1-866-552-8855

Transactions		MCGEORGE,AMY			Credit Limit	\$25000
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation	
08/04	08/04	3982	DBC*BLICK ART MATERIAL 800-447-1892 IL	\$360.13	_____	
08/06	08/05	6301	CRISIS PREVENTION INST 800-558-8976 WI	\$332.90	_____	
08/11	08/08	3569	ROCKALINGUA.COM ROCKALINGUA.C CA	\$299.00	_____	
08/11	08/10	9869	LLAMITAS SP 858-837-0976 CA	\$813.00	_____	
08/13	08/12	5976	TARGET 00028290 ALAMEDA CA	\$14.39	_____	
08/13	08/12	6649	TARGET.COM * 800-591-3869 MN	\$30.98	_____	
08/13	08/13	2585	DBC*BLICK ART MATERIAL 800-447-1892 IL	\$218.54	_____	
08/21	08/20	3716	SP BIG LIFE JOURNAL BIGLIFEJOURNA CT	\$15.95	_____	
08/22	08/21	3533	ODP BUS SOL LLC # 1029 800-463-3768 WA	\$1,225.64	_____	
08/25	08/23	9582	KRISPY KREME #7600 OLO 562-309-4409 CA	\$56.96	_____	
08/27	08/26	1658	SP COUNSELOR KERI SHOP.COUNSELO OK	\$36.75	_____	
09/02	08/30	6322	SAWYER HISAWYER.COM MI	\$149.00	_____	
Total for Account #### #0347				\$3,953.24		

Transactions		BILLING ACCOUNT ACTIVITY				
Post Date	Trans Date	Ref #	Transaction Description		Amount	Notation
Payments and Other Credits						
08/25	08/25	MTC	PAYMENT THANK YOU		\$20,283.97	CR
Total for Account ##### 5830					\$20,283.97	CR

2025 Totals Year-to-Date	
Total Fees Charged in 2025	\$3.00
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	\$11,622.13	\$0.00	YES	\$0.00	18.24%	
**ADVANCES	\$0.00	\$0.00	YES	\$0.00	28.24%	

End of Statement

Coversheet

Approve EPA Actual Expenditures for 24-25

Section:	IV. Consent Agenda
Item:	E. Approve EPA Actual Expenditures for 24-25
Purpose:	FYI
Submitted by:	
Related Material:	AOA FY25 EPA Actuals.pdf

The Academy of Alameda

2024-25 Education Protection Account

Program by Resource Report

Actual Expenditures through: June 30, 2025**For Fund 01, Resource 1400 Education Protection Account**

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	1,455,643.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		1,455,643.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	1,455,643.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,455,643.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

LCAP 24-25 Federal Addendum

Section:	IV. Consent Agenda
Item:	F. LCAP 24-25 Federal Addendum
Purpose:	FYI
Submitted by:	
Related Material:	Academy of Alameda Federal Addendum 2024.pdf

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

The Academy of Alameda

CDS code:

01611190122085

Link to the LCAP:
(optional)

**For which ESSA programs
will your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Academy of Alameda organizes its program and resources to meet both its mission and envisioned future. The Academy of Alameda's Mission is to 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 LEA will use federal funds to supplement existing services to provide additional staffing to develop and maintain a strong, positive school culture characterized by the use of a restorative justice framework and the implementation of multiple engaging on-campus activities and events that encourages students to attend school each day and try their best. The school will also continue to provide professional development around restorative practices for our staff in an effort to continue to shift inequitable practices that lead to exclusionary discipline practices and that add to disparities in discipline for students who are African American, Latinx, socioeconomically disadvantaged, and/or students who have disabilities.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Academy of Alameda has developed a comprehensive plan informed by stakeholder input for serving all students at our school - with a focus on supporting our target population of historically underserved students. This plan is reflected across accountability documents – the LCAP, LCAP Federal Addendum, and the Charter Petition – to ensure alignment. State and Local Funds, as well as Federal Funds, are identified by source in the LCAP Expenditures for each Action they support.

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.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA believes that at the heart of our work with students and families are the relationships we build. We recognize that not all families have been welcomed into their child's school community, and that in many schools, parent involvement has been narrowly defined. The Academy of Alameda is committed to redefining what family involvement looks like so that families feel: That they are welcome when they step foot on campus, that they and their children are known, That the relationships they build with staff and each other are meaningful, That their ideas and input are valued and respected, That there are many different opportunities and many ways to be involved - both in the home and at school.

There are a variety of ways we engage families that include:

*Volunteer opportunities

*PTSA

*Invitations to Student performances and exhibitions

*ELAC Committee Meetings

*Parent/Staff Advisory Committees

*Parent Focus Groups

*Parent and Family Enrichment Activities

*Use of Parent Square Communication Platform

*SST and IEP meetings

*Phone and email communication to express praise and concerns

*Use of translation services

School-wide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success

of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy of Alameda supports homeless students and families in the application and enrollment process, to ensure barriers do not exist for these children. To support success, the following actions are in place:

- Implementation of a Restorative Justice Framework
- Parent engagement services
- Counseling services
- Social Emotional Learning
- Culture Calendar of events, experiences, and recognitions to nurture a positive and celebratory school culture and sense of community focused on growth.
- The school implements MTSS routines with an intervention calendar tracking when students should progress between tiers or be referred for further services, as well as a behavioral support system. Specific support will be provided with a focus on students who are socio-economically disadvantaged, English Learners, and/or have special needs. This will result in a safe, supportive, and responsive learning environment in which students receive uniform responses and supports to their social-emotional and behavioral needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

While we are a single-site TK-8 charter, the LEA believes that student access to high school, college, and career is an important equity issue. To support students' transition to high school and beyond, the LEA takes the following actions:

*Student and parent/guardian information sessions to review high school A-G graduation requirements to ensure proper information for high school graduation in order to provide access to post-high school college or CTE opportunities

- *Support in completing high school course sign-ups
- *Communication with staff at local high schools to facilitate the transition for students
- *Collaboration with local high schools to arrange onsite and Zoom information sessions for students to know their high school options
- *Advisory lessons about habits and mindsets that support success in high school and beyond

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy of Alameda actively supports leadership, teachers, and other school staff in their professional development and learning. As detailed in the LCAP, 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, leadership staff receive coaching through UC Berkeley. We are also 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.

Teachers, the principal, and other school staff are also participating in professional development around implementation of social emotional learning lessons and consistent use of restorative justice practices.

Teachers, the principal, and other school staff also have the opportunity to participate as members of the Instructional Leadership Team (ILT). This team serves as a think tank to drive instructional decisions. ILT leads also facilitate collaboration among their grade level colleagues who teach the same subject area. The school's expectation is that teachers who teach the same subject and grade level should align their curriculum and pacing through intensive collaboration in order to ensure that students are having consistent learning experiences and skill-development and content knowledge when they move onto the next grade level. The ILT also functions as a professional learning community where the team engages in data-based cycles of inquiry and data-informed decision making and provides critical feedback to each department around curriculum and student work product.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy of Alameda is a single school site.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The teachers, staff and administrators actively participate in the decision-making process throughout the year. The decisions 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, discipline and attendance data, anecdotal records, 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 provide feedback relating to future professional development activities.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

One of the LEA's core values is continued growth and improvement for all constituents. As such, the LEA requires that all staff engage in a variety of professional development experiences to support staff to effectively work towards accomplishing the LEA's mission and vision. Professional Development includes training and support on implementation of Project GLAD strategies and other high-leverage strategies that support English Language acquisition and access to grade level content. English Learner support is woven throughout each of the activities listed below.

*Induction Professional Development Days for all teachers new to the LEA: Induction focuses on orientation to LEA's mission, vision, and culture, and introductions to Restorative Practices (including facilitation of classroom community circles), classroom behavior management with an emphasis on logical consequences, and establishing effective routines and procedures

*Full Day Whole Staff Professional Development Days: Community building to foster effective collaboration among colleagues, Alignment of common expectations and practices, Curriculum design with grade level instructional teams, classroom set-up, roll-out of staff-wide equity focus and pedagogical focus for the year

*Weekly PD Sessions with rotating foci: Grade level collaboration, Department collaboration, Equity/Social Justice focus, Special Education focus, Pedagogical focus

*Weekly grade level instructional collaboration to focus on designing/aligning curriculum and pacing and analyzing assessment data

*Mandatory instructional coaching with observation and debrief

*Optional instructional coaching for veteran staff

*Other professional development: trainings, lesson study, instructional rounds, peer observation, cycles of inquiry

*Coaching and collaboration & various professional trainings for school leaders with a variety of consultants

*Partnership with the Reach Institute for School Leadership to support new teachers to complete the State mandated Teacher Induction and Clear Credentialing Program (TICC) Effectiveness of professional development impact and effectiveness of individual teachers and of instructional teams is assessed via:

*Classroom observations, curriculum review, and feedback

*ILT review and feedback of curriculum and student work

*Staff, student, and parent survey and focus group data

*Qualitative data collected at the end of PD sessions

*Mid and end-of-year evaluations

*Self-reflection

*Peer Observation

***Lesson Study**

*Instructional Rounds data Feedback is collected regularly to evaluate impact and effectiveness, and the feedback data is analyzed by individual school leaders and collectively by leadership teams. Adjustment to development plans is made accordingly after analysis of the data.

Feedback is collected regularly to evaluate impact and effectiveness, and the feedback data is analyzed by individual school leaders and collectively by leadership teams. Adjustment to development plans is made accordingly after analysis of the data.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The majority of the Academy of Alameda's immigrant students are English Learners whose primary language is Spanish. When they enroll at the school, they know little to no English. The Academy of Alameda provides enhanced instructional opportunities for immigrant children and youth by utilizing additional staffing to provide small group English language instruction, specific to the needs of immigrant children who come with a wide range of background and content knowledge. The goal is to support these immigrant students with oral language development, listening comprehension, and foundational literacy skills. Rapid development of these skills in concert with the GLAD strategies used in classrooms to support all English learners will provide access to grade level content.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School offers high-quality language instruction through Structured English Immersion with both integrated English Language Development and structured English Language Development. The Charter School provides a research based curriculum that directly serves and supports English Learners. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Levels 3 and 4 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings. School Leadership monitors unit/lesson plan reviews, classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Guided Language Acquisition Design strategies enhances the existing language instruction through Structured English Immersion by upgrading the language instruction and core content instruction.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school will implement MTSS routines with an intervention system tracking when students should progress between tiers or be referred for further services, as well as a social emotional support system. Specific focus will be placed on students who are struggling, with a focus on students who are socio-economically disadvantaged, English Learners, and/or have special needs. This will result in a safe, supportive, and responsive learning environment in which students receive uniform responses and supports to their social-emotional and behavioral needs.

The LEA is committed to supporting EL students achieve proficiency in the English language. The Academy commits to supporting students with low levels of English proficiency (ELPAC levels 1 and 2) to advance to level 3 or higher by the time they graduate the Academy. The LEA also commits to supporting long-term EL students and students who enter The Academy at a level 3 to achieve proficiency before they graduate from the Academy.

In order to achieve these goals, it is critical that The Academy attend to having a strong tier 1 program across the board. This includes ensuring that teachers hired have training in best practices for emerging bilingual students and providing additional development to teachers around supporting literacy development. This also includes providing tier 2 supports for students to ensure that they are receiving literacy support and progress monitoring.

The LEA has outlined re-designation standards, and all EL students are tested and reviewed annually to determine whether they meet standards for re-designation.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA has a variety of programming and activities that support students to have a well-rounded educational experience, that they engage in safe and healthy activities, and that they learn how to be effective digital citizens adept at using technology. We do this in a number of ways, including

- providing additional staff to coordinate student activities and drive development of a strong school culture with a variety of enrichment opportunities
- providing a variety of enrichment activities such as dances, clubs, academic achievement acknowledgements
- development and maintenance of a strong athletics program
- providing additional staff to support implementation of restorative practices
- providing technology instruction
- providing additional staff to provide academic advising and short-term mental health support to students
- maintaining partnerships with outside organizations to provide a school-based mental health clinician to provide mental health services to students who qualify for Medi-Cal
- maintaining a Coordination of Services Team to address concerns about students' academic and social-emotional development and allocate resources as needed

Program effectiveness is reviewed through ongoing self-reflection, student, parent, and staff survey data, and analysis of a variety of data points. Modifications and improvements are made upon review of data and collaboration with various stakeholders.

The charter school will utilize the available flexibility to transfer Title IV, Part A funds to meet the needs of students under the Title I, Part A program. The school with its educational partners works diligently to review student achievement and make recommendations for services by completing an annual needs assessment to inform the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced. If a strategy shows improvement, the initiative continues for the following year. The flexibility to transfer Title IV, Part A funds allow the funding to be used in a manner that will best meet the needs of students based on current data.

California Department of Education
March 2018

Coversheet

Financial Presentation and Discussion

Section:	V. Board Communication
Item:	A. Financial Presentation and Discussion
Purpose:	Discuss
Submitted by:	
Related Material:	AOA August 2025 Financials (9.25 BM).pdf

Academy of Alameda Financial Update

NAOMI STEWART
BOARD MEETING
SEPTEMBER 2025





Contents

- August 2025 Forecast Update
- M1 Enrollment/Attendance Update
- CA State Budget
- Exhibits
 - August 2025 Income Statement Board Report
 - Cash Flow



August 2025 Forecast Update



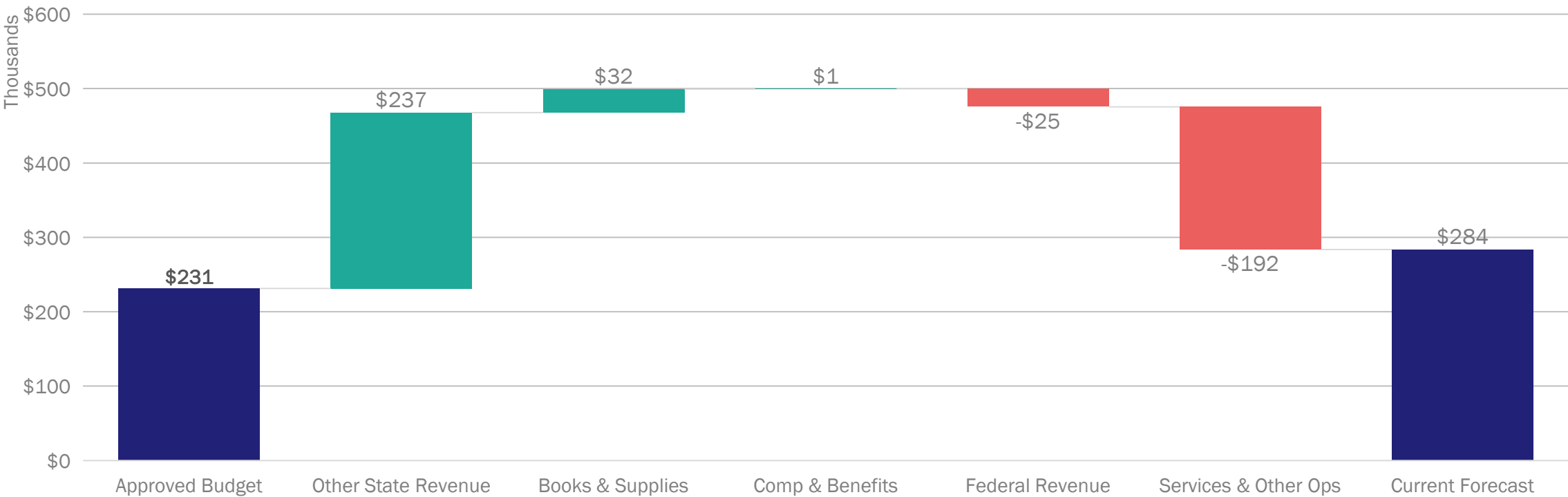
August 2025 Forecast v 2025-26 Approved Budget

Net Income \$283,616, Ending fund balance 3.1M (28% fund balance)

		2025-26	2025-26	Variance
		Approved Budget	Current Forecast	
Revenue	LCFF Entitlement	8,170,711	8,170,711	-
	Federal Revenue	288,628	264,013	(24,615)
	Other State Revenues	1,738,165	1,974,669	236,504
	Local Revenues	987,609	987,609	-
	Fundraising and Grants	49,649	49,649	-
	Total Revenue	11,234,762	11,446,651	211,889
Expenses	Compensation and Benefits	8,290,773	8,290,145	628
	Books and Supplies	569,082	537,515	31,567
	Services and Other Operating	2,132,146	2,323,841	(191,695)
	Depreciation	11,534	11,534	-
	Total Expenses	11,003,535	11,163,035	(159,499)
	Net Income	231,227	283,616	52,389
	Beginning Balance (Audited)	2,652,250	2,849,084	196,834
	Net Income	231,227	283,616	52,389
	Ending Fund Balance (incl. Depreciation)	2,883,477	3,132,700	249,223
	Ending Fund Balance as % of Expenses	26.21%	28.06%	1.86%

August 2025 Forecast v 2025-26 Approved Budget

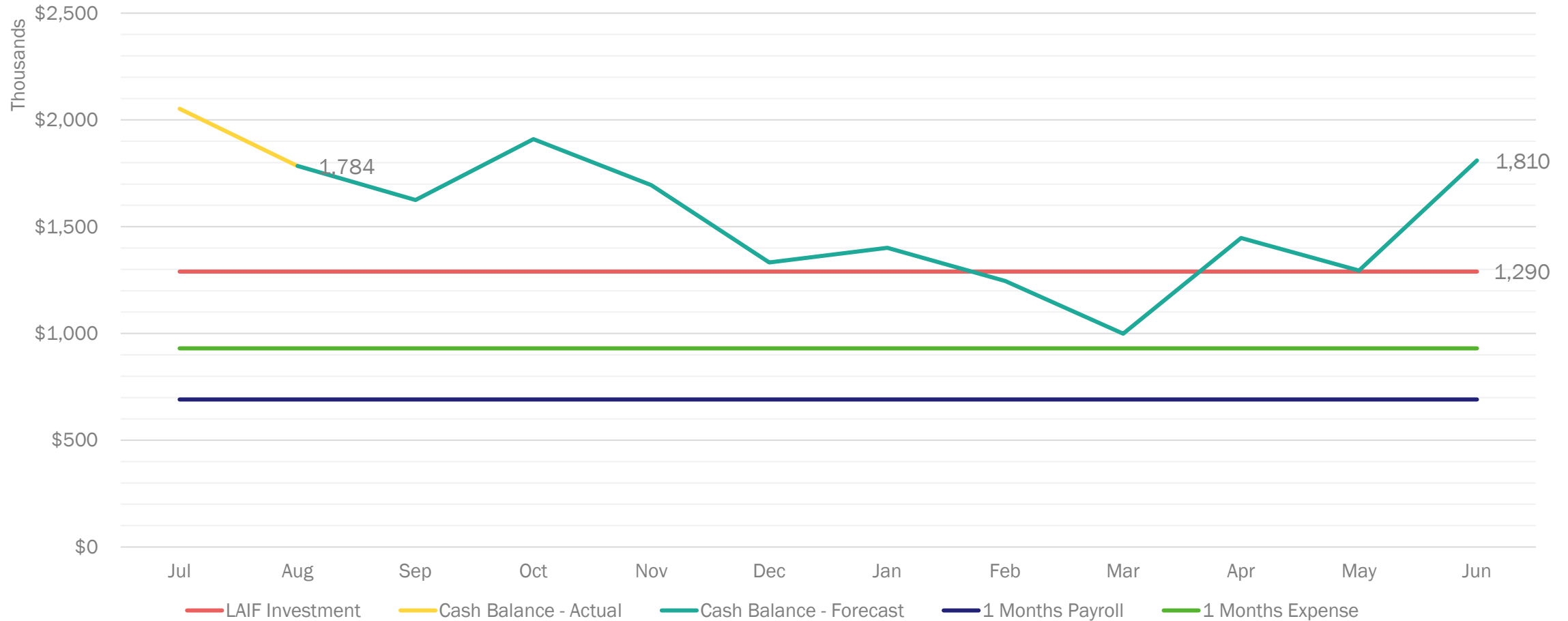
Net increase of 52,389 from approved 25-26 budget



CATEGORY	BOTTOM LINE IMPACT	NOTES
Previous Forecast	231,227	
Other State Revenue	236,504	SSPDBG (\$185k), Sped + State Lottery Preliminary Allocations as of P-2/P-A
Books & Supplies	31,567	Reduced ELOP Placeholder since excess funding allocated to ASP salaries + admin
Comp & Benefits	628	Payroll reconciliation as of new hires, turnover, benefits assumptions
Federal Revenue	(24,615)	Sped + Title Preliminary Allocations as of P-2
Services & Other Ops	(191,695)	SSPDBG Placeholder Exp (\$185k), Chartersafe Insurance
Current Forecast	283,616	

2025-26 Monthly Cash Balance

Negative cash projection in February and May and will need to dip into LAIF funds

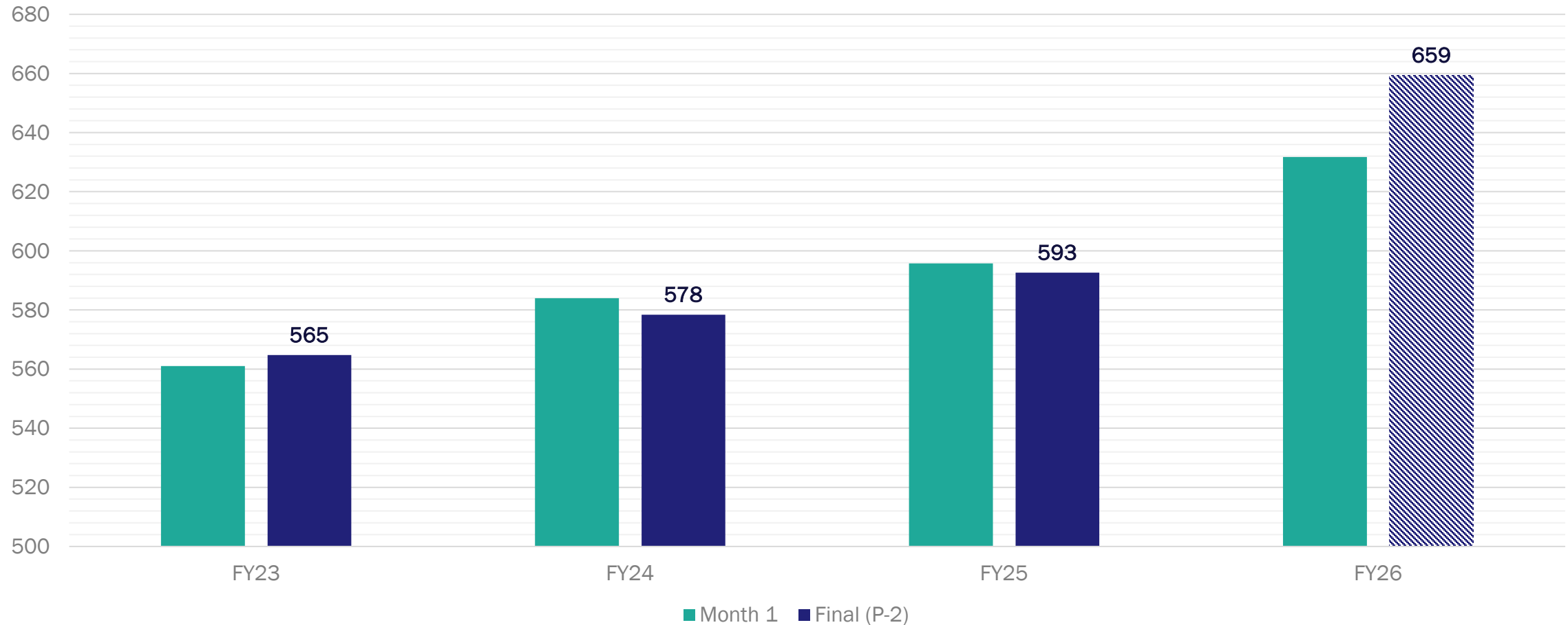


Enrollment & Attendance



ADA: Month 1 Compared to P-2

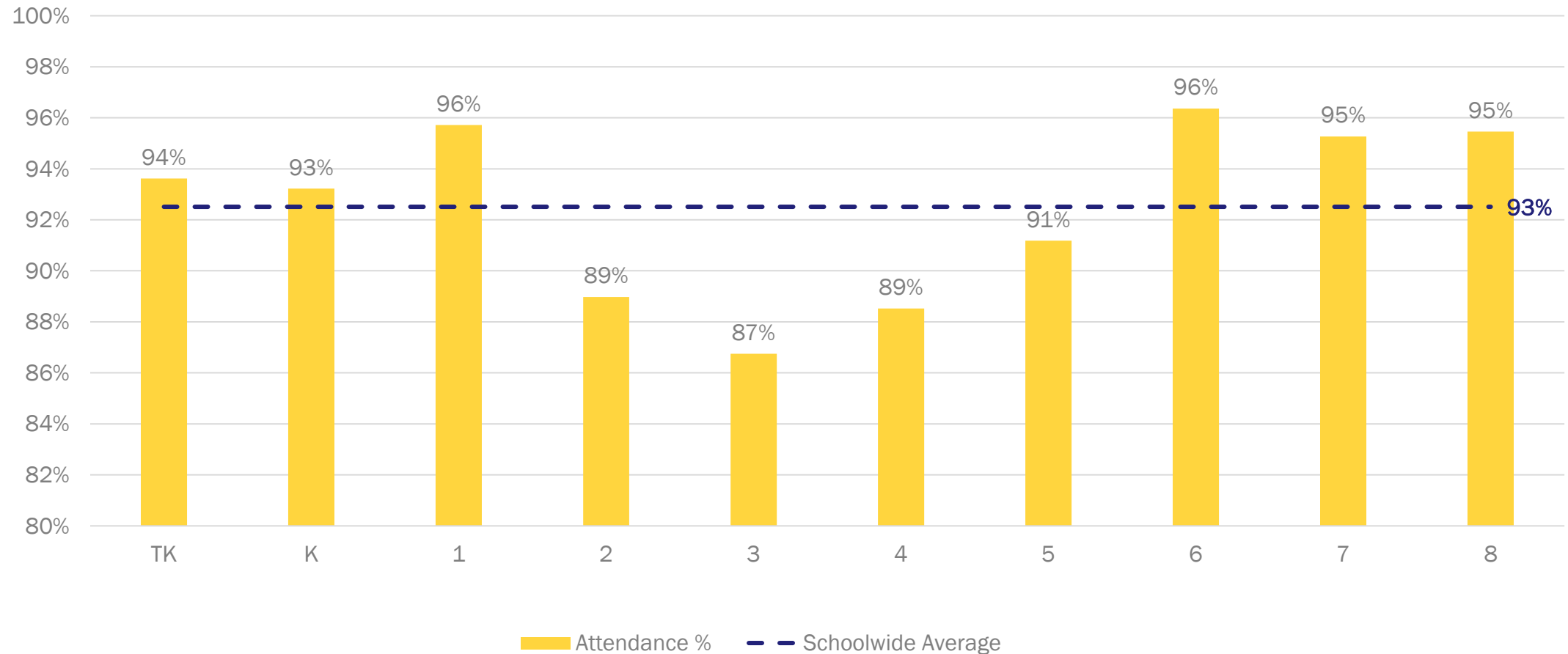
**FY23-25: Average -0.2% variance between M1 + P-2,
FY26: M1 shows 4% shortfall from P-2 ADA Forecast (potential -320k impact to NI)**





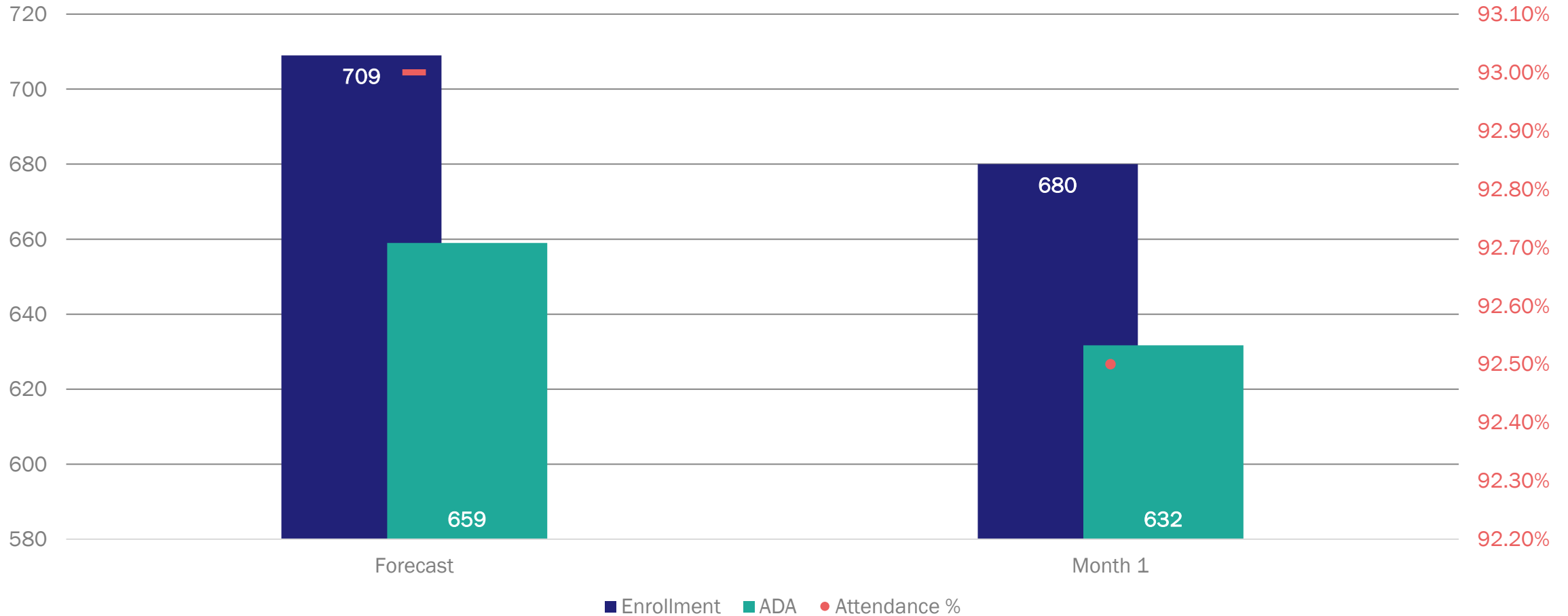
Month 1 Attendance Percentage by Grade

Average attendance percentage as of M1 92.5%, on par with forecast assumptions



Enrollment & Attendance

Less enrollment in 1st and 6th grade than expected

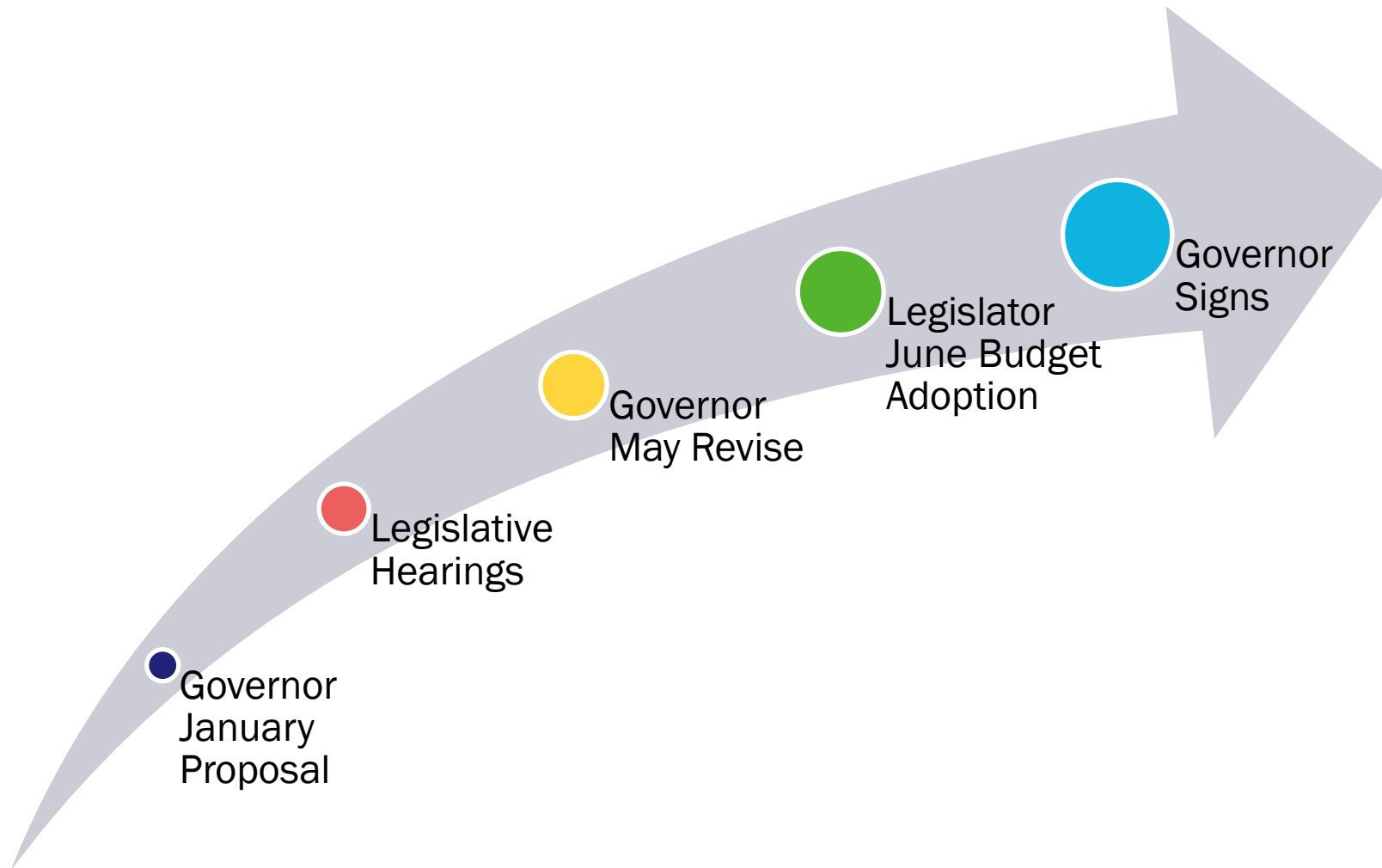


CA State Budget



State Budget Process

Iterative process with many changes to Governor's Proposal



2025–26 Final State Budget

FY26 Final State Budget very similar to May Revise

COLA

- 2.30% COLA
- Applies to LCFF and various State Categorical programs

Student Support & PD Discretionary Block Grant

- \$1.7B statewide, approximately \$306/FY25 P2 ADA
- Spending is discretionary; deadline is 6/30/2029

Learning Recovery Emergency Block Grant

- Restoration of \$379 million statewide, approximately \$114/FY22 UP ADA
- Will need to perform a needs assessment and outline spending plan in LCAP

TK

- Ratio reduced to 10:1
- LCFF TK add-on increased to \$5,545/ADA, up from \$3,077 in FY25

Expanded Learning Opportunities Program

- Rate 1 threshold drops from 75% UP to 55% UP
- Minimum award increased to \$100k

Apportionment Deferral

State budget calls for apportionment deferral of \$1.875B



June 2026 apportionment will be deferred until July 2026

CDE will make hardship waivers available in Spring 2026

Will apply for waiver if apportionment delay will cause cash flow challenges

Student Support & PD Discretionary Block Grant

AOA awarded \$185,526

New one-time funding grant allocated from 2025-26 State Budget

Spending is discretionary, though priority areas are encouraged

Spending deadline of June 2029

Exhibits



Academy of Alameda Middle
Income Statement
As of Aug FY2026

	Actual		YTD		Budget & Forecast			
	Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY								
Revenue								
LCFF Entitlement	-	148,694	148,694	8,170,711	8,170,711	-	8,022,017	2%
Federal Revenue	-	-	-	288,628	264,013	(24,615)	264,013	0%
Other State Revenues	-	42,790	42,790	1,738,165	1,974,669	236,504	1,931,879	2%
Local Revenues	15,493	38,045	53,538	987,609	987,609	-	934,071	5%
Fundraising and Grants	191	170	361	49,649	49,649	-	49,288	1%
Total Revenue	15,684	229,698	245,382	11,234,762	11,446,651	211,889	11,201,269	2%
Expenses								
Compensation and Benefits	294,620	704,413	999,033	8,290,773	8,290,145	628	7,291,112	12%
Books and Supplies	58,780	57,388	116,168	569,082	537,515	31,567	421,347	22%
Services and Other Operating Expenditures	130,839	84,037	214,876	2,132,146	2,323,841	(191,695)	2,108,965	9%
Depreciation	-	-	-	11,534	11,534	-	11,534	0%
Other Outflows & Amortization	-	-	-	-	-	-	-	-
Total Expenses	484,239	845,838	1,330,077	11,003,535	11,163,035	(159,499)	9,832,958	12%
Net Income	(468,555)	(616,140)	(1,084,695)	231,227	283,616	52,389	1,368,311	
Fund Balance								
Beginning Balance (Audited)				2,652,250	2,849,084			
Net Income				231,227	283,616			
Ending Fund Balance				2,883,477	3,132,700			
Fund Balance as a % of Expenses				26%	28%			
KEY ASSUMPTIONS								
Enrollment Summary								
K-3				256	256	-		
4-6				235	235	-		
7-8				218	218	-		
Total Enrolled				709	709	-		
ADA %								
K-3				93.0%	93.0%	0.0%		
4-6				93.0%	93.0%	0.0%		
7-8				93.0%	93.0%	0.0%		

Academy of Alameda Middle
Income Statement
As of Aug FY2026

		Actual		YTD	Budget & Forecast				
		Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Average ADA %					93.0%	93.0%	0.0%		
ADA									
	K-3				238.08	238.08	-		
	4-6				218.55	218.55	-		
	7-8				202.74	202.74	-		
	Total ADA				659.37	659.37	-		
REVENUE									
LCFF Entitlement									
8011	Charter Schools General Purpose Entitlement - State Aid	-	148,694	148,694	3,809,245	3,455,892	(353,353)	3,307,198	4%
8012	Education Protection Account Entitlement	-	-	-	1,287,833	1,619,710	331,877	1,619,710	0%
8096	Charter Schools in Lieu of Property Taxes	-	-	-	3,073,633	3,095,109	21,476	3,095,109	0%
	SUBTOTAL - LCFF Entitlement	-	148,694	148,694	8,170,711	8,170,711	-	8,022,017	2%
Federal Revenue									
8181	Special Education - Entitlement	-	-	-	93,291	91,056	(2,235)	91,056	0%
8291	Title I	-	-	-	152,437	132,999	(19,438)	132,999	0%
8292	Title II	-	-	-	21,413	18,356	(3,057)	18,356	0%
8293	Title III	-	-	-	11,487	10,805	(682)	10,805	0%
8294	Title IV	-	-	-	10,000	10,797	797	10,797	0%
	SUBTOTAL - Federal Revenue	-	-	-	288,628	264,013	(24,615)	264,013	0%
Other State Revenue									
8319	Other State Apportionments - Prior Years	-	2,065	2,065	-	2,065	2,065	0	100%
8381	Special Education - Entitlement (State	-	-	-	557,015	511,972	(45,043)	511,972	0%
8382	Special Education Reimbursement (State	-	2,515	2,515	59,107	50,291	(8,816)	47,776	5%
8550	Mandated Cost Reimbursements	-	-	-	12,161	12,161	(0)	12,161	0%
8560	State Lottery Revenue	-	-	-	188,011	243,795	55,784	243,795	0%
8590	All Other State Revenue	-	-	-	35,291	261,986	226,696	261,986	0%
8591	Prop 28 Arts & Music in Schools	-	5,298	5,298	95,594	105,952	10,358	100,654	5%
8593	ELO-Program (2600)	-	32,912	32,912	662,777	658,238	(4,539)	625,326	5%
8595	Afterschool (ASES)	-	-	-	128,210	128,210	-	128,210	0%
	SUBTOTAL - Other State Revenue	-	42,790	42,790	1,738,165	1,974,669	236,504	1,931,879	2%
Local Revenue									
8639	All Other Sales	-	-	-	1,284	1,284	-	1,284	0%

Academy of Alameda Middle
Income Statement
As of Aug FY2026

		Actual		YTD	Budget & Forecast			
		Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	% Current Forecast Spent
8660	Interest	-	-	-	71	71	-	0%
8662	Net Increase (Decrease	-	-	-	44,000	44,000	-	0%
8676	After School Program Revenue	14,517	34,924	49,441	190,260	190,260	-	26%
8690	Other Local Revenue	-	1,075	1,075	20,000	20,000	-	5%
8693	Field Trips	503	1,607	2,110	17,140	17,140	-	12%
8699	All Other Local Revenue	473	439	912	27,901	27,901	-	3%
8701	Art and Music Fundraising	-	-	-	3,555	3,555	-	0%
8702	Measure B1 Parcel Tax	-	-	-	187,044	187,044	-	0%
8703	Measure A (2020) Parcel Tax	-	-	-	496,353	496,353	-	0%
SUBTOTAL - Local Revenue		15,493	38,045	53,538	987,609	987,609	-	5%
Fundraising and Grants								
8802	Donations - Private	191	170	361	3,626	3,626	-	10%
8803	Annual Fundraising (School-wide)	-	-	-	44,800	44,800	-	0%
8804	School Culture Fundraising	-	-	-	1,223	1,223	-	0%
SUBTOTAL - Fundraising and Grants		191	170	361	49,649	49,649	-	1%
TOTAL REVENUE		15,684	229,698	245,382	11,234,762	11,446,651	211,889	2%
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	10,923	259,039	269,962	2,568,386	2,627,705	(59,319)	10%
1101	Teacher - Stipends	3,638	1,447	5,084	77,000	77,000	-	7%
1103	Teacher - Substitute Pay	-	-	-	-	-	-	-
1148	Teacher - Special Ed	8,976	8,976	17,953	105,327	107,717	(2,390)	17%
1200	Certificated Pupil Support Salaries	-	2,694	2,694	45,946	68,069	(22,122)	4%
1201	Certificated Pupil Support - School Psychologist	-	18,748	18,748	205,977	205,977	-	9%
1202	Certificated Pupil Support - Counselor	-	15,431	15,431	168,489	168,489	-	9%
1203	Certificated Pupil Support Salaries - Custom 3	-	2,277	2,277	45,576	72,767	(27,191)	3%
1300	Certificated Supervisor & Administrator Salaries	44,713	44,713	89,426	518,559	536,559	(18,000)	17%
1950	Other Cert - Instructional Coaches	-	33,282	33,282	539,188	448,817	90,371	7%
SUBTOTAL - Certificated Salaries		68,250	386,607	454,858	4,274,449	4,313,100	(38,650)	11%
Classified Salaries								
2100	Classified Instructional Aide Salaries	24,483	48,388	72,871	785,071	707,222	77,849	10%

Academy of Alameda Middle
Income Statement
As of Aug FY2026

		Actual		YTD	Budget & Forecast			
		Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	% Current Forecast Spent
2201	Classified Support - Restorative Justice coordinator	6,747	6,447	13,193	77,108	77,358	(250)	17%
2202	Classified Support - School Culture Coordinator	-	18,101	18,101	186,855	210,241	(23,387)	9%
2300	Classified Supervisor & Administrator Salaries	18,971	18,971	37,942	227,400	227,650	(250)	17%
2400	Classified Clerical & Office Salaries	19,984	19,352	39,336	224,687	218,319	6,368	18%
2905	Other Classified - After School	31,361	32,872	64,233	442,052	417,426	24,626	15%
SUBTOTAL - Classified Salaries		101,546	144,130	245,676	1,943,172	1,858,217	84,956	13%
Employee Benefits								
3100	STRS	10,137	69,311	79,447	759,415	775,336	(15,921)	10%
3300	OASDI-Medicare-Alternative	9,065	16,880	25,945	227,152	218,442	8,710	12%
3400	Health & Welfare Benefits	77,273	54,908	132,181	828,416	828,416	-	16%
3500	Unemployment Insurance	6,497	20,207	26,704	119,669	116,658	3,011	23%
3600	Workers Comp Insurance	17,122	5,707	22,829	68,661	68,150	511	33%
3900	Other Employee Benefits	4,731	6,662	11,393	69,838	111,827	(41,990)	10%
SUBTOTAL - Employee Benefits		124,824	173,675	298,500	2,073,151	2,118,828	(45,677)	14%
Books & Supplies								
4200	Books & Other Reference Materials	5,272	34,637	39,909	52,098	52,098	-	77%
4315	Custodial Supplies	-	-	-	-	-	-	-
4320	Educational Software	19,222	2,500	21,722	68,668	68,668	-	32%
4325	Instructional Materials & Supplies	2,296	7,116	9,412	30,806	30,806	-	31%
4326	Art & Music Supplies	-	3,749	3,749	12,734	12,734	-	29%
4330	Office Supplies	1,129	490	1,619	15,606	15,606	-	10%
4335	PE Supplies	-	-	-	8,311	8,311	-	0%
4340	Professional Development Supplies	-	6	6	2,384	2,384	-	0%
4345	Non Instructional Student Materials & Supplies	3,159	569	3,728	9,666	9,666	-	39%
4350	Uniforms	-	-	-	108	108	-	0%
4351	Yearbook	10,152	-	10,152	11,478	13,260	(1,783)	77%
4352	Afterschool Supplies	80	366	446	140,529	88,776	51,753	1%
4353	Summerschool Supplies	303	1,807	2,110	10,404	10,404	-	20%
4354	Middle school Athletics	-	693	693	3,886	3,886	-	18%
4355	Org Culture supplies	7,197	-	7,197	11,126	11,126	-	65%
4360	Books and Supplies - Sped	143	-	143	10,280	28,683	(18,403)	1%
4410	Classroom Furniture, Equipment & Supplies	-	1,388	1,388	86,674	86,674	-	2%
4420	Computers: individual items less than \$5k	9,774	1,029	10,803	49,380	49,380	-	22%
4423	Additional Technology	-	-	-	9,551	9,551	-	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	51	533	584	6,291	6,291	-	9%
4700	Food	-	2,440	2,440	19,737	19,737	-	12%

Academy of Alameda Middle
Income Statement
As of Aug FY2026

		Actual		YTD	Budget & Forecast			
						Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
		Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast		
4720	Other Food	-	65	65	9,364	9,364	-	1%
SUBTOTAL - Books and Supplies		58,780	57,388	116,168	569,082	537,515	31,567	22%
Services & Other Operating Expenses								
5210	Conference Fees	6,499	-	6,499	14,586	14,586	-	45%
5220	Travel and Lodging	-	-	-	10,924	10,924	-	0%
5305	Dues & Membership - Professional	-	-	-	12,580	12,580	-	0%
5310	Subscriptions	15,230	1,206	16,436	72,621	72,621	-	23%
5400	Insurance	33,237	11,079	44,316	126,781	132,954	(6,173)	33%
5510	Utilities - Gas and Electric	-	-	-	1,061	1,061	-	0%
5515	Janitorial, Gardening Services & Supplies	991	17,448	18,439	213,792	213,792	-	9%
5525	Utilities - Waste	-	4,199	4,199	55,323	55,323	-	8%
5605	Equipment Leases	2,153	912	3,065	23,721	23,721	-	13%
5611	Prop 39 Related Costs	-	-	-	251,752	251,752	-	0%
5615	Repairs and Maintenance - Building	-	-	-	12,485	12,485	-	0%
5617	Repairs and Maintenance - Other Equipment	-	-	-	2,122	2,122	-	0%
5619	Non-Cash Lease Adjustment	-	-	-	9,431	9,431	-	0%
5803	Accounting Fees	-	-	-	2,005	2,005	-	0%
5804	Internal Audit & Accounting support	590	-	590	24,840	24,840	-	2%
5805	Administrative Fees	-	-	-	4,343	4,343	-	0%
5809	Banking Fees	117	37	155	1,769	1,769	-	9%
5812	Business Services	16,667	16,667	33,333	200,000	200,000	-	17%
5815	Consultants - Instructional	-	-	-	9,221	9,221	-	0%
5818	Coaching	-	-	-	27,775	27,775	-	0%
5819	School Culture Initiatives	800	3,033	3,833	19,874	19,874	-	19%
5820	Consultants - Non Instructional - Custom 1	1,360	-	1,360	15,277	15,277	-	9%
5824	District Oversight Fees	-	-	-	252,537	252,533	4	0%
5828	Translators	56	-	56	1,724	1,724	-	3%
5830	Field Trips Expenses	24,487	2,385	26,872	95,772	95,772	-	28%
5833	Fines and Penalties	-	-	-	212	212	-	0%
5834	Afterschool & Summer Services	1,470	200	1,670	12,709	12,709	-	13%
5836	Fingerprinting	-	-	-	8,323	8,323	-	0%
5839	Fundraising Expenses	-	-	-	3,654	3,654	-	0%
5845	Legal Fees	-	3,745	3,745	62,424	62,424	-	6%
5846	Loan and Financing Fees	-	-	-	265	265	-	0%
5848	Licenses and Other Fees	-	-	-	1,369	1,369	-	0%
5851	Marketing and Student Recruiting	10,290	10,426	20,716	160,297	160,297	-	13%
5857	Payroll Fees	879	776	1,656	7,483	7,483	-	22%

Academy of Alameda Middle
Income Statement
As of Aug FY2026

		Actual		YTD		Budget & Forecast			
						Approved Budget v1 vs. Current			
		Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Current Forecast	% Current Forecast Spent	
5860	Printing and Reproduction	490	155	644	7,428	7,428	-	6,784	9%
5861	Prior Yr Exp (not accrued	-	319	319	10,000	10,000	-	9,681	3%
5863	Professional Development	-	5,700	5,700	69,231	254,757	(185,526)	249,057	2%
5869	Special Education Contract Instructors	-	1,575	1,575	73,473	73,473	-	71,898	2%
5875	Staff Recruiting	663	299	962	18,193	18,193	-	17,231	5%
5880	Student Health Services	-	277	277	10,404	10,404	-	10,127	3%
5881	Student Information System	-	-	-	7,989	7,989	-	7,989	0%
5884	Substitutes	3,118	3,600	6,718	188,034	188,034	-	181,317	4%
5887	Technology Services	11,742	-	11,742	25,306	25,306	-	13,564	46%
5898	Bad Debt Expense	-	-	-	318	318	-	318	0%
5899	Miscellaneous Operating Expenses	-	-	-	2,081	2,081	-	2,081	0%
5915	Postage and Delivery	-	-	-	531	531	-	531	0%
5920	Communications - Telephone & Fax	-	-	-	106	106	-	106	0%
SUBTOTAL - Services & Other Operating Exp.		130,839	84,037	214,876	2,132,146	2,323,841	(191,695)	2,108,965	9%
Capital Outlay & Depreciation									
6900	Depreciation	-	-	-	11,534	11,534	-	11,534	0%
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	11,534	11,534	-	11,534	0%
Other Outflows & Amortization									
SUBTOTAL - Other Outflows & Amortization		-	-	-	-	-	-	-	
TOTAL EXPENSES		484,239	845,838	1,330,077	11,003,535	11,163,035	(159,499)	9,832,958	12%

Academy of Alameda Middle
Monthly Cash Forecast
As of Aug FY2026

	2025-26													
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	1,984,682	2,052,284	1,784,105	1,624,842	1,910,010	1,694,224	1,332,364	1,400,623	1,245,458	998,989	1,447,461	1,294,539		
REVENUE														
LCFF Entitlement	-	148,694	315,590	980,039	490,178	490,178	868,775	490,178	586,578	1,315,566	611,014	611,014	8,170,711	1,262,906
Federal Revenue	-	-	-	-	43,239	-	-	43,239	-	-	43,239	91,056	264,013	43,239
Other State Revenue	-	42,790	263,971	169,426	157,771	158,276	146,115	258,049	215,378	82,225	124,467	120,517	1,974,669	235,684
Other Local Revenue	15,493	38,045	34,028	21,985	21,985	32,985	21,393	21,393	32,393	21,393	21,393	698,806	987,609	6,317
Fundraising & Grants	191	170	22,835	7,901	7,901	7,901	435	435	435	435	435	576	49,649	-
TOTAL REVENUE	15,684	229,698	636,423	1,179,352	721,075	689,341	1,036,718	813,294	834,783	1,419,619	800,548	1,521,969	11,446,651	1,548,146
EXPENSES														
Certificated Salaries	68,250	386,607	374,770	383,717	383,717	430,717	380,887	380,887	380,887	380,887	380,887	380,887	4,313,100	-
Classified Salaries	101,546	144,130	152,128	155,782	162,137	168,356	162,356	162,356	162,356	162,356	162,356	162,356	1,858,217	-
Employee Benefits	158,061	184,754	78,742	186,010	186,816	197,084	186,273	186,273	186,273	186,273	186,273	186,273	2,118,828	9,721
Books & Supplies	58,780	57,388	19,043	35,813	35,813	42,443	55,389	55,389	55,389	55,389	55,389	2,607	537,515	8,683
Services & Other Operating Expenses	97,602	72,958	241,441	193,655	183,554	246,492	183,554	183,554	246,492	186,241	168,564	268,708	2,323,841	51,024
Capital Outlay & Depreciation	-	-	2,884	961	961	961	961	961	961	961	961	961	11,534	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	484,239	845,838	869,007	955,938	952,998	1,086,053	969,421	969,421	1,032,359	972,108	954,431	1,001,793	11,163,035	69,429
Operating Cash Inflow (Outflow)	(468,555)	(616,140)	(232,584)	223,414	(231,923)	(396,712)	67,297	(156,127)	(197,576)	447,511	(153,883)	520,176	283,616	1,478,718
Accounts Receivable	629,561	392,454	70,945	60,793	15,176	33,892	-	-	-	-	-	-	-	
Other Current Assets	94,339	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	-	-	2,884	961	961	961	961	961	961	961	961	961	961	
Accounts Payable	(43,261)	(33,037)	(214)	-	-	-	-	-	-	-	-	-	-	
Other Current Liabilities	293	(26,000)	(293)	-	-	-	-	-	-	-	-	-	-	
Summer Holdback	(144,775)	14,543	-	-	-	-	-	-	-	-	-	-	-	
Deferred Revenue	-	-	-	-	-	-	-	-	(49,854)	-	-	-	-	
ROU Long-Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	(5,851)	-	
Ending Cash	2,052,284	1,784,105	1,624,842	1,910,010	1,694,224	1,332,364	1,400,623	1,245,458	998,989	1,447,461	1,294,539	1,809,825		

Coversheet

Board Local Authorization Credentials: Resolution #925251

Section:	V. Board Communication
Item:	B. Board Local Authorization Credentials: Resolution #925251
Purpose:	Vote
Submitted by:	
Related Material:	Resolution Declaration of Need for Fully Qualified Educators 2025 .pdf

The Academy of Alameda

RESOLUTION NO. #925251

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS FOR THE 2025-26 SCHOOL YEAR

I. BACKGROUND

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

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

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

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

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

Jennifer Whatley: 6th Grade Math, Single Subject Local/Limited Assignment Permit
Celeste Ansley: 6th Grade History, Multiple Subject Local/Limited Assignment Permit
Sheila Hewitt: 6th Grade English & History, Multiple Subject Local/Limited Assignment Permit
Ally Fromson Ho: 7th Grade History, Multiple Subject Local/Limited Assignment Permit
Javia Anderson: Elementary Teacher, Multiple Subject Provisional Internship Permit
Lizeth Pena Sanchez: Elementary Teacher, Multiple Subject Provisional Internship Permit
Kristen Smeal: MS Technology Teacher, Intern Credential Permit
Nahjah Culberson: MS Math Teacher, Intern Credential Permit
Erica Aiga: MS Humanities Teacher, Intern Credential Permit
Erica Lang: MS Science Teacher, Intern Credential Permit

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Academy of Alameda Board of Directors hereby requests that a revised Declaration of Need for Fully Qualified Educators be submitted to the Commission on Teacher Credentialing for the 2025-26 school year.

PASSED AND ADOPTED, by the Board of Directors of Pacific Charter Institute at its regular meeting held on August 25th 2025.

Vote:

Ayes ____

Nays ____

Abstain ____

Absent ____

**The Academy of Alameda
BOARD OF DIRECTORS**

David Forbes, Board President

Carole Robie, Board Secretary

Coversheet

25-26 Enrollment Overview

Section:	V. Board Communication
Item:	C. 25-26 Enrollment Overview
Purpose:	Discuss
Submitted by:	
Related Material:	Enrollment Update Sep 2025.pdf



25-26 Enrollment Update



September 25, 2025 Board Meeting

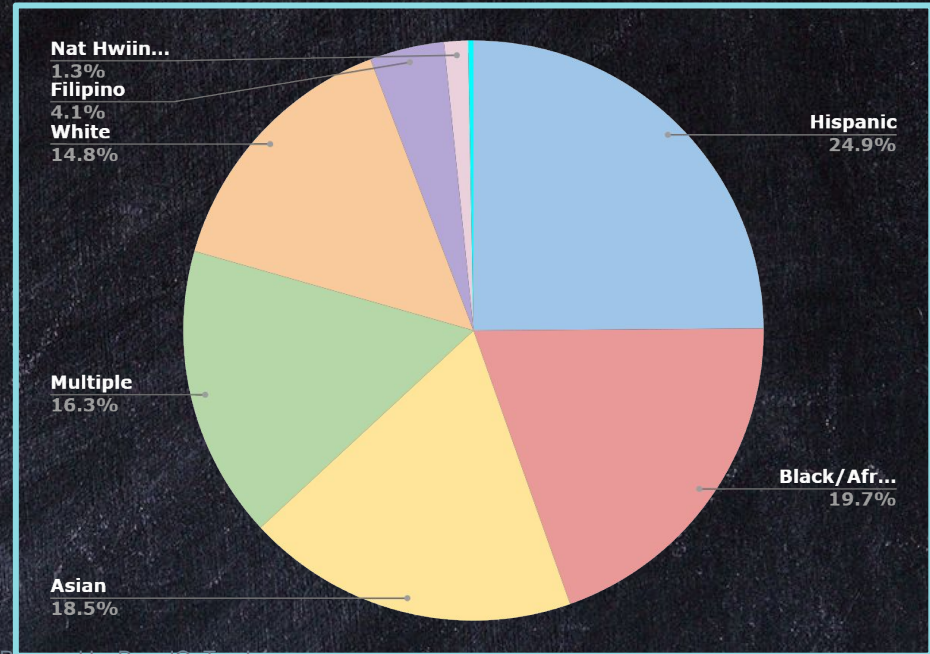
Current Enrollment (as of 9/15)

Grade	Total	Budgeted	Space	Offers	Waitlist
TK	37	40	3	3	40
K	47	54	7	0	0
1	48	52	4	0	0
2	52	54	2	2	15
3	56	56	0	0	23
4	59	60	1	1	29
5	58	60	2	2	34
6	98	115	17	0	0
7	111	113	2	2	4
8	109	105	-4	0	0
Total	675	709	33	8	141

Current Enrollment

Demographics	IEP	504	EL	FRL	Male	Female	Non-Binary
675	16%	3%	15%	56%	56%	43%	1%

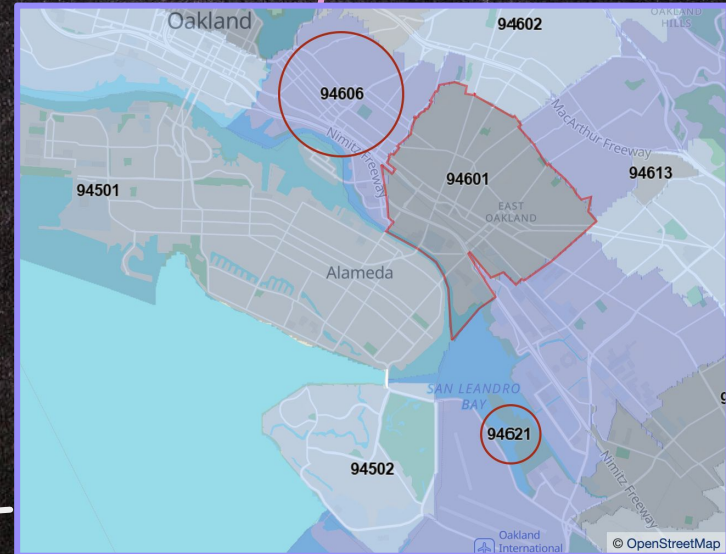
Race/Eth	Percent
Hispanic	24.9%
Black	19.7%
Asian	18.5%
Multiple	16.3%
White	14.8%
Filipino	4.1%
Pacific Islander	1.3%
Native American	0.3%





In-District vs Out-of-District

Grade	In-District		Out-of-District		Total Enrollment
	Total	Percent	Total	Percent	
Total	429	64%	246	36%	675

	Total	Percent
Oakland	212	31%



In-District vs Out-of-District

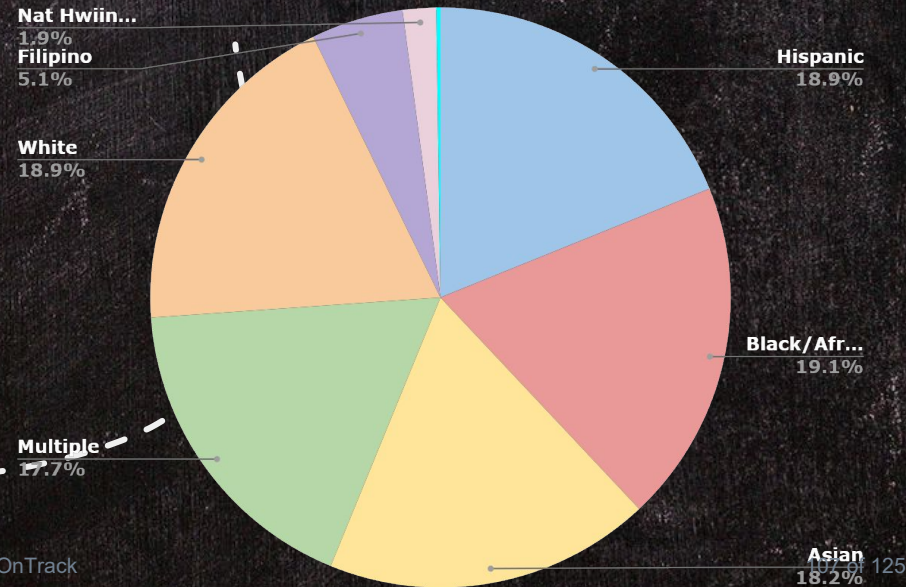



Grade	In-District		Out-of-District		Total Enrollment
	Total	Percent	Total	Percent	
TK	30	81%	7	19%	37
K	24	51%	23	49%	47
1	37	77%	11	23%	48
2	34	65%	18	35%	52
3	40	71%	16	29%	56
4	42	71%	17	29%	59
5	39	67%	19	33%	58
6	49	50%	49	50%	98
7	67	60%	44	40%	111
8	67	61%	42	39%	109
Total	429	64%	246	36%	675

Demographic Comparison

Demographics	IEP	504	EL	FRL	Male	Female	Non-Binary
Total - 675	16%	3%	15%	56%	56%	43%	1%
Alameda - 429	15%	3%	8%	48%	57%	42%	1%

Race/Eth	Total	Alameda
Hispanic	24.9%	18.9%
Black	19.7%	19.1%
Asian	18.5%	18.2%
Multiple	16.3%	17.7%
White	14.8%	18.9%
Filipino	4.1%	5.1%
Pacific Islander	1.3%	1.9%
Native American	0.3%	0.2%



Retention

Grade	EOY Enrollment	Returned	Retention	24-25 Retention
K	24	22	92%	n/a
1	41	31	76%↓	89%
2	52	46	88%↓	90%
3	51	47	92%↑	88%
4	51	47	92%↑	90%
5	52	50	96%↑	92%
6	52	43	83%↑	75%
7	117	106	91%↑	86%
8	103	96	83%↓	92%
Total	543↑	488↑	90%↑	88%



Attrition

Students who attended AoA last school year and did not return.
Does not take into consideration when they let us know they were not returning.
Does not include students who returned and have since withdrawn.

Grade	25-26 Losses	24-25 Losses	25-26 In-District Losses	24-25 In-District Losses
K	2	n/a	0	n/a
1	11 ↑	5	6 ↑	2
2	6 ↑	5	4 ↑	3
3	4 ↓	6	4 ↓	5
4	4 ↓	5	3 ~	3
5	2 ↓	4	2 ~	2
6	9 ↓	13	8 ↓	11
7	11 ↓	15	3 ↓	9
8	7 ~	7	4 ↓	5
Total	56↓	60	34↓	40

Withdraw Reason	25-26	24-25
Unknown	36%	40%
Distance	32%	17%
Moved	20%	32%
Military	7%	5%
School Culture	5%	7%

Attrition

Years at AoA	Total Students	
1 year	27	68%
2 years	11	
3 years	3	14%
4 years	3	
5 years	2	
6 years	8	18%
8 years	2	

Withdraw Reason	25-26	24-25
Unknown	36%	40%
Distance	32%	17%
Moved	20%	32%
Military	7%	5%
School Culture	5%	7%

Next School	Total Students	
Alameda	14	25%
Oakland	13	23%
Unknown	10	18%
Other CA City	6	11%
Out of State	6	11%
Private	4	7%
Online	3	5%

No Shows

Students who we were expecting that did not show up.
Includes new and returning students.

Grade	No Shows	Alameda No Shows
TK	2	1
K	5	3
1	4	2
2	4	3
3	3	1
4	2	2
5	3	2
6	12	7
7	9	3
8	3	1
Total	47	25

Areas for Consideration

- Surprising but expected - 1st grade. 24-25 kindergarten was under-enrolled so first grade is now under-enrolled. This class may be a smaller class until it gets to a group with bigger enrollment interests.
- Surprising and unexpected- Kindergarten and 6th. Kindergarten had a large waitlist and almost all of TK (24) was retained and matriculated. However, kindergarten had 5 no shows and some drops after the first week (including SDC placements we met with early to discuss their needs who decided to attend anyway and then left to attend an SDC). Of the large waitlist, only two accepted spots. Most did not want to move after beginning kindergarten at another school.



Areas for Consideration cont.

- 6th grade low enrollment is unexpected. After a marketing plan that has been in place since 22-23, we saw growth in 23-24 with 113 6th graders (from the 22-23 6th grade class of 75) and in 24-25 with 122 6th graders.
- We kept our 6th grade budgeted number of 115 the same for 25-26 as we had for 24-25 despite two years of slow, steady growth.
- ACLC/NEA also shared their 6th grade enrollment was unexpectedly low.
- Both kindergarten and 6th had a large amount of interests that declined spots. (72 declined kindergarten offers, 58 declined 6th grade offers.) **We are reaching people, but what made them choose somewhere else?**

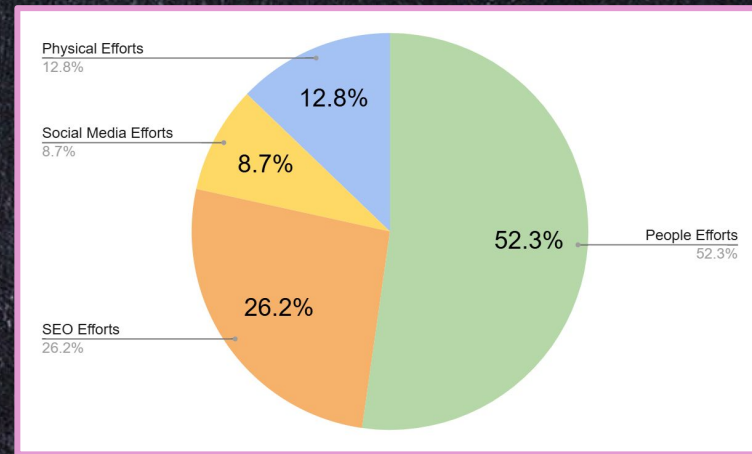




Outreach and Marketing

Discovery Reasons

52%	People Efforts	383
	Current/Former Family	207
	Other Word of Mouth (Friend, Family, teacher etc.)	91
	Live in neighborhood	72
	Staff Member	13
13%	Physical Efforts	94
	Postcard	47
	School Banner	22
	School Event	17
	Head Start Presentation	4
	Alameda Theater	3
	Coast Guard Housing Office	1
26%	SEO Efforts	192
	School Website	74
	Other Online Search Engine	71
	Google Ad	19
	Great Schools, School Ranking Site	18
	Niche, School Ranking Site	9
	Yelp	1
9%	Social Media Efforts	64
	Social Media	25
	Instagram	16
	Facebook	13
	Other Social Media	10



Next Steps

- Data Manager, Jazz Burget, is working on filling the classes where we have space and interest.
- We will be revising our presentations and messaging, especially our SPED information, before our tours begin in October/November.
- Continue to review trends and potential issues and solutions that impact enrollment and specific grade levels.



AUSD Enrollments Counts on 5th Day of School 8/21/25 Projected vs. Actuals

Grades	Day 5 Actuals as of 8/21/24 (TK-12)	Projected Enrollment 2025-2026 (TK-12)	Day 5 Actuals as of 8/15/25 (TK-12)	Difference from Projected and Day 5 Actual(+/-)
TK-5	4047	4213	4173	-40
6-8	1956	1987	2082	+95
9-12	3065	3030	3069	+39
Total	9068	9230	9324	+94

Elementary Schools

Year	Bay Farm (K-5)	Earhart (TK-5)	Edison (K-5)	Franklin (K-5)	Love (TK-5)
Day 5 2024-2025	487	572	475	291	492
2025-2026 8/15/25	491	565	469	291	510
Difference	+4	-7	-6	0	+18

Elementary Schools, cont...

The Academy of Alameda Charter School Board - Board Meeting - Agenda - Thursday September 25, 2025 at 5:30 PM

Year	Maya Lin (TK-5)	Otis (K-5)	Paden (TK-5)	Ruby Bridges (TK-5)
Day 5 2024-2025	474	564	362	446
2025-2026 8/15/25	467	553	375	515
Difference	-7	-11	+13	+69

Total Enrollment 2025-2026 SY

The Academy of Alameda Charter School Board - Board Meeting - Agenda - Thursday September 25, 2025 at 5:30 PM

Middle Schools

Year	Lincoln (6-8)	Wood (6-8)	Jr. Jets (6-8)	Bay Farm (8)
Day 5 2024-2025	968	608	349	36
2025-2026 8/15/25	1029	651	392	-
Difference	+61	+43	+43	-

West End Elementary Schools – Under/Over Capacity

The Academy of Alameda Charter School Board - Board Meeting - Agenda - Thursday, September 25, 2025 at 5:30 PM

	TK	K	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Maya Lin		73	74	94	75	76	77
Open/waitlist		2	1	6	0	4	0
Paden	47	49	50	48	49	62	76
Open/waitlist	13	1	0	2	1	16	3
Ruby Bridges	52	75	83	73	72	71	63
Open/waitlist	8	0	17	2	28	3	1

Open spots in green/Over enrollment students in red

AUSD Observations

- AUSD's overall enrollment is growing. Came in slightly under elementary projections, but over in secondary and overall enrollment projections.
- West End Elementary Schools: Maya Lin is slightly enrollment from last school year, but Paden is slightly over and Ruby Bridges is well over. Paden and RB could possibly be because of their SPED programs.
- This AUSD presentation is from 8/26/25, but at that time, most West End elementary schools had availability at most grade levels including kindergarten and 1st grade



AUSD Observations cont.

- All middle school enrollment increased
- Bay Farm middle school officially ended so it is now just a TK-5 elementary.
- AUSD 6th-8th grade enrollment was projected to grow by 31 students but it grew by 126 students across the three middle schools.
- Wood and Jr. Jets each gained an additional 43 students this year.



Thank You Questions?