

The Academy of Alameda Charter School Board

Board Meeting

Date and Time

Thursday June 11, 2026 at 6:30 PM PDT

Location

AoA Room 203

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
A. Call the Meeting to Order	Discuss	Jennifer Laird	1 m
B. Record Attendance		Damaris Espinosa	2 m
C. The Board Reviews The Academy of Alameda's Mission and Envisioned Future Statements		Jennifer Laird	2 m
Mission: The Academy of Alameda equitably develops students into critical thinkers and lifelong 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			6:35 PM
A. Public Comment	FYI	Jennifer Laird	5 m
Public comment on any item not listed on the agenda. Allotted time for comments is two (2) minutes per speaker.			
III. Consent Agenda			6:40 PM
A. Approve Draft Meeting Minutes	Approve Minutes	Jennifer Laird	1 m
Approve minutes for Board Meeting on May 21, 2026			
B. Check Registers	FYI	Jennifer Laird	1 m
C. Credit Card Statements	FYI	Jennifer Laird	1 m
D. AoA Employee Handbook for 2026-27	FYI	Jennifer Laird	1 m
This is an updated Academy of Alameda employee handbook for the 2026-27 school year.			
E. Application for Title Funds	FYI	Jennifer Laird	1 m
Voting for approval to continue applying for the same Title grants:			
• Title I, Part A (Basic Grant) • Title II, Part A (Supporting Effective Instruction) • Title III English Learner • Title IV, Part A (Student and School Support)			
F. EPA Expenditures	FYI	Jennifer Laird	1 m
Approving the estimated amount in AoA's 26-27 budget to be spent using Education Protection Account (EPA) funds.			
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. (California Department of Education Website)			

	Purpose	Presenter	Time
G. AUSD and AoA 26-27 Food Services Contract	FYI	Jennifer Laird	1 m
This is the Food Services Contract between the Alameda Unified School District and Academy of Alameda for 2026-27.			
H. AUSD and AoA 26-27 ASES Grant	FYI	Jennifer Laird	1 m
This is the ASES After School Program Grant between the Alameda Unified School District and Academy of Alameda for 2026-27.			
I. Vote on Consent Agenda	Vote	Jennifer Laird	1 m

IV. Action Items

6:49 PM

A. Vote on the 2026-27 LCAP and 2026 Local Indicators	Vote	Christine Chilcott	20 m
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Executive Director Chilcott will answer questions on the LCAP (Local Control Accountability Plan) and the accompanying Local Indicators.

What is the LCAP?

The LCAP is the Local Control Accountability Plan, a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. In addition to the LCFF (Local Control Funding Formula) Budget Overview for Parents and Goals and Actions, it highlights targeted funds focused on Increased or Improved services for Foster Youth, English Learners, and Low-income students.

What are Local Indicators?

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Those LCFF (Local Control Funding Formula) priorities for which there is no state level data collected are referred to as local indicators.

The seven local indicators are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)

	Purpose	Presenter	Time	
	• Coordination of Services for Expelled Students (Priority 9, for county offices of education [COEs] only) • Coordination of Services for Foster Youth (Priority 10, for COEs only)			
Draft Resolution: The Academy of Alameda Board of Directors votes to approve the 2026-27 LCAP and the 2026 Local Indicators as presented.				
B.	Vote on the 2026-27 TK-8 Schoolwide Budget	Vote	Jennifer Laird	15 m
A discussion and vote on the 26-27 AoA TK-8 school-wide budget				
Draft Resolution: The Academy of Alameda Board of Directors votes to approve the 26-27 budget as presented.				
C.	Approval of the updated Adult-Student Interaction Policy	Vote	Jennifer Laird	5 m
This is an updated version of Adult-Student Interaction Policy with a minor edit.				
Draft Resolution: The Academy of Alameda Board of Directors votes to approve the updated Adult-Student Interaction policy as it is presented.				
D.	Approval of the updated Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy	Vote	Jennifer Laird	5 m
The Title IX, Harassment, Intimidation, Discrimination, and Bullying policy was updated with minor revisions.				
Draft Resolution: The Academy of Alameda Board of Directors votes to approve the updated Title IX, Harassment, Intimidation, Discrimination, and Bullying policy as it is presented.				
E.	Approval of the updated Suspension and Expulsion Policy	Vote	Jennifer Laird	5 m
The Suspension and Expulsion policy was updated with several revisions.				

	Purpose	Presenter	Time
Draft Resolution: The Academy of Alameda Board of Directors votes to approve the updated Suspension and Expulsion policy as it is presented.			
F.	Approval of the updated Suicide Prevention Policy	Vote	Jennifer Laird

The Suicide Prevention policy was updated with minor revisions.

Draft Resolution: The Academy of Alameda Board of Directors votes to approve the updated Suicide Prevention policy as it is presented.			
G.	The following individuals were nominated to receive a 3-year term beginning July 1, 2026 through June 30, 2029:	Vote	Jennifer Laird

Nomination for 26-29 Term:

- Alexandria Cooley
- Carole Robie
- Keith McCoy

Draft Resolution: The Academy of Alameda Board of Directors votes to accept this board slate for a three year term as presented.			
H.	Vote for a One Year Board Officers Slate from July 1, 2026 through June 30, 2027	Vote	Jennifer Laird

- Chair of the Board: Jennifer Laird
- Vice Chair: Keith McCoy
- Secretary: Carole Robie
- Treasurer: Bill Schaff

Draft Resolution:
The Academy of Alameda Board of Directors votes to accept this board officers slate for a one year term beginning July 1, 2026 through June 30, 2027 as presented.

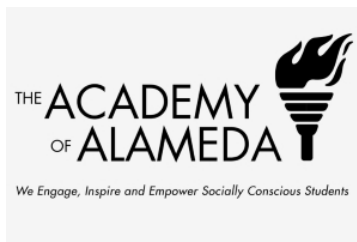
	Purpose	Presenter	Time
I. Review and Possible Approval of Compensation Comparability Study for Executive Director A Review and Possible Approval of Compensation Comparability Study for Executive Director	Vote	Jennifer Laird	5 m
J. Oral Report of Salary, Salary Schedule, or Compensation Paid in the Form of Fringe Benefits to Executive Director A review of the Executive Director's Salary, Salary Schedule, or Compensation Paid in Fringe Benefits for her new three year contract covering 26-27, 27-28, and 28-29.	Discuss	Jennifer Laird	10 m
K. Review and Possible Approval of Employment Agreement for Executive Director A review and possible approval of the Executive Director Employment Agreement for her new three year contract covering 26-27, 27-28, and 28-29.	Vote	Jennifer Laird	5 m
V. Board Communication			8:14 PM
A. Board Committee Reports Reports from the following committees: • Finance Committee • Student Success Committee • Governance Committee	Discuss	Jennifer Laird	10 m
VI. Closing Items			8:24 PM
A. Individual Board Member Reports	FYI	Jennifer Laird	5 m
B. Executive Director Report	FYI	Christine Chilcott	5 m
C. Upcoming Board Meetings August date and time TBD : Board Retreat	FYI	Jennifer Laird	2 m
D. Adjourn Meeting		Jennifer Laird	

Coversheet

Approve Draft Meeting Minutes

Section:	III. Consent Agenda
Item:	A. Approve Draft Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on May 21, 2026

APPROVED



The Academy of Alameda Charter School Board

Minutes

Board Meeting

Date and Time

Thursday May 21, 2026 at 6:30 PM

Location

AoA Room 203

Directors Present

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

Directors Absent

R. Rentschler, W. Schaff

Guests Present

A. McGeorge, C. Chilcott, D. Espinosa

I. Opening Items

A. Call the Meeting to Order

J. Laird called a meeting of the board of directors of The Academy of Alameda Charter School Board to order on Thursday May 21, 2026 at 6:30 PM.

B. Record Attendance

II. Open Session

A.

Public Comment

A. Schlenk just gave an update on the way the school year is going so far and repeated the difficulties of teaching a greater class size.

J. Whatley shared some of the students' open house farmers market flyers.

III. Consent Agenda

A. Approve Draft Meeting Minutes

C. Robie made a motion to approve the minutes from Board Meeting on 03-25-26.

K. McCoy seconded the motion.

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

Roll Call

J. Laird	Aye
A. Price	Aye
K. McCoy	Aye
W. Schaff	Absent
R. Rentschler	Absent
C. Robie	Aye

B. Check Registers

C. Credit Card Statements

D. AUSD and AoA 26-27 General, Fiscal, and Operational MOU

E. Vote on Consent Agenda

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

K. McCoy seconded the motion.

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

Roll Call

J. Laird	Aye
K. McCoy	Aye
C. Robie	Aye
A. Price	Aye
R. Rentschler	Absent
W. Schaff	Absent

IV. Board Communication

A. Special Education

C. Chilcott presented Alina Kagan, the new SPED coordinator to the group. J. Laird asked A. Kagan what has she observed in her time here at AoA. She said a strength is

the dedication and commitment to the team and to the students. She mentioned behavior intervention is an area of growth and it is her specialty so she is excited to take it on. C. Chilcott added that A. Kagan is good at explaining the why as to some steps are taking place.

B. Approve the 26-27 Board Meeting Calendar

J. Laird made a motion to approve the 2026-2027 board meeting calendar.

C. Robie seconded the motion.

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

Roll Call

R. Rentschler	Absent
C. Robie	Aye
A. Price	Aye
K. McCoy	Aye
J. Laird	Aye
W. Schaff	Absent

C. Approve Updated Salary Scales

K. McCoy made a motion to approve the updated salary scales.

A. Price seconded the motion.

A. Price just wanted to make a comment stating it is absurd how little teachers get paid for the job they do.

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

Roll Call

K. McCoy	Aye
W. Schaff	Absent
J. Laird	Aye
R. Rentschler	Absent
C. Robie	Aye
A. Price	Aye

D. Financial Report

N. Stewart provided AoA's financial report. She explained the difference in budgeted for next year along with the budgets for the new programs and how it will affect the projected balances.

J. Whatley wanted to know if she could get an explanation about how the COLA affects the budget and what it affects or goes to. She also asked if the projections are for what is current or if it is also going based on the fact that we are in cutbacks. She also stated it projects student numbers and would like to know if we usually go high on student attendance and where are we getting those numbers from.

A. Shlenk stated she did not feel any of the staff knows where to find their pay scales. She also stated she would like to know more about where the numbers for the budgets come from.

K. McCoy stated he was curious if the student numbers are accurate, agreeing with J. Whatley's comment. C. Chilcott responded that the numbers have been decreased from the previous projections due to the numbers we have been receiving and historical data. She also stated we do not know what the effects of Wood opening will have on our middle school numbers yet. A. Price asked if we have looked into support staff and having our staff be certified by the state so that we can bill the state and it not come out of our budget.

E. Review LCAP

C. Chilcott presented the LCAP report to the board. She did mention that normally from our parents the data needs to be at least 175 responses and we received 206 responses. She advised that student data is being collected this week as the students are testing.

F. Updated and Expanded Curriculum

C. Chilcott explained the new expanded curriculum. A. McGeorge stated that the program is now K-7th grade which is very beneficial. She also stated that we are very excited for using Lexia which is an online intervention program and we have noticed some growth in the students. Next year it will be used for Reading and History.

C. Robie asked at what point do we know that a program is working.

G. New Program

C. Chilcott advised that this new program is to help address our name now being on the Differentiated Assistance Program. She stated that we are building relationships with our partners and working with families together to address concerns before it becomes an issue. She stated that we are working on attendance for the Black Students and creating relationships with the families, finding out what they need for us and how we are addressing those needs. She wanted to make clear that this is not a placing any group above the other racial groups but rather not ignoring a current problem of them not being addressed enough to help them succeed. It is a 3 year pilot program.

J. Whatley wanted to make note that something that may need to be addressed is the Black and African American parents' view of school and education. She stated that some are very opposed to stepping foot into a school as they have been mistreated. She advised that the safety, the love and the want must be felt by them in order for them to want to engage. She also stated that while some parents want to be acknowledged as a

black or African American family some want to just be seen as a person/individual and sometimes it is a hard line to thread and to know what each would prefer.

A. Price and C. Robie stated they would like the bulk of the work to be done in year 1 and 2.

J. Laird asked what is the new staff training that will happen and have other schools that have implemented this program been looked into to see how it has worked there. C. Chilcott advised that since we just got the approval for the program some rough draft has just begun but metrics has not been looked at as a whole. C. Robie advised that the board should be getting more information about that in the beginning of the next school year. She also asked if the \$50k for year 1 can be added into the budget. C. Chilcott advised she can add that to the budget that the board will vote on later.

H. Update on Strategic Plan

C. Chilcott and A. McGeorge advised that we are in year 3 of the 5 year strategic plan.

A. McGeorge stated nothing replaces a good teacher in front of the students

I. Preview the 26-27 Executive Board Slate

The Board discussed the new board slate.

J. Board Committee Reports

Finance committee- did meet and discussed what was presented.

Student success committee- did not meet.

Governance committee- posted something in the newspaper as well as on LinkedIn inviting people to join our committee. They asked if we have or if we can get it posted on the AoA website. Also added that there are about 3 new policies that were just received that will be looked at and voted soon.

V. Closing Items

A. Individual Board Member Reports

None to report.

B. Executive Director Report

Nothing to report

C. Upcoming Board Meetings

D. Adjourn Meeting

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

Respectfully Submitted,
J. Laird

Coversheet

Check Registers

Section:	III. Consent Agenda
Item:	B. Check Registers
Purpose:	FYI
Submitted by:	
Related Material:	AoA_May_2026_Combined_Board_Check_Register.pdf

Combined Board Check Register							
School:	AoA						
Month:	May 2026						
Total Paid By Check:						\$	363,191.59
Total Paid By Credit Card:						\$	16,088.19
Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount	
Check	20090	Amazon Capital Services	5/7/2026	Bill #1HKD-XNCJ-L74F--Supplies Bill #169K-N6RD-L7N6--Supplies Bill #17CW-XCDG-KLXX--Supplies Bill #1YQY-HX66-LTR3--Supplies Bill #11YY-QG37-96P4--Supplies Bill #1WWC-YJY9-L79T--Supplies Bill #169K-N6RD-F74Q--Supplies Bill #1XJN-W6L3-D69F--Supplies Bill #19P1-93WQ-ND3T--Supplies Bill #1PFG-NH6J-DLYT--Supplies Bill #1GYT-XHMN-6XR3--Supplies Bill #1Y47-KCCH-CRVL--Supplies		\$ 2,386.59	
Check	20090	Amazon Capital Services	5/7/2026	Bill #1YT4-7M7T-7H3J--Supplies Bill #1JN9-R4KF-44YV--Supplies Bill #1PXR-FTTY-FWGG--Supplies Bill #1KYP-RQ4G-K9NL--Supplies Bill #1M14-411R-KMLP--Supplies Bill #1RKD-N6TN-3C6P--Supplies Bill #169K-N6RD-JMPV--Supplies Bill #1C6H-TG36-7F9T--Supplies Bill #1YT4-7M7T-3DFC--Supplies Bill #1R1J-4PL3-LRV9--Supplies Bill #1R6V-4KQ3-L9C7--Supplies		Cont'd	
Check	20091	RCM Technologies	5/7/2026	Bill #63334--Behavior Tech : 04/19 - 04/25/26		\$ 2,949.30	
Check	20092	Xerox Corporation	5/7/2026	Bill #025562947--Base Charge: April 2026 & Meter Usage - 03/21 - 04/21/26 Serial #ZQT-984327 Bill #025562946--Base Charge: April 2026 & Meter Usage - 03/21 - 04/21/26 Serial #ZQT-982112		\$ 745.76	
Check	20093	Adriana San Millan School Psychology and Special Education Services, LLC	5/7/2026	Bill #11571--Behavior Intervention Implementation: 04/20 - 04/24/26		\$ 4,050.00	



Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	20094	Soliant Health, LLC	5/7/2026	Bill #21437740--Sun Qihui - Schools - BCBA - Regular Rate: 04/12/26		\$ 4,610.25
Check	20095	EdTec Inc.	5/7/2026	Bill #CINV-00016028--EdTec Monthly - May 2026		\$ 18,095.25
Check	20096	Teachers on Reserve	5/8/2026	Bill #100729--Substitute Svc: 02/23 - 02/27/26		\$ 3,086.61
Check	20097	EdTec Inc.	5/22/2026	Bill #CINV-00016128--Postage Bill back Bill #CINV-00016147--Education Support Service (ESS): 04/12 - 04/28/26 Bill #CINV-00016245--Education Support Service (ESS): 03/30/26		\$ 1,238.21
Check	20098	Amazon Capital Services	5/22/2026	Bill #1VKJ-9HKV-LR4X--Supplies Bill #1HVC-V6LX-LNMT--Supplies Bill #1TMT-XYT4-RRVP--Supplies Bill #1DWT-XNFT-KW1C--Supplies Bill #1KVP-66HM-7LGQ--Supplies Bill #1FVT-NKGX-G9CC--Supplies Bill #1PYL-NPHT-RCKH--Supplies Bill #1N3V-46K1-YY9T--Supplies Bill #17YN-644Y-GX33--Supplies Bill #1NHV-JXVH-Y63M--Supplies Bill #17PT-KDN3-X4LX--Supplies Bill #1QCN-4H7D-J66P--Supplies Bill #1JN9-R4KF-FXVR--Supplies Bill #1974-469K-JGW4--Supplies Bill #1FXP-CDR3-PDJ7--Supplies Bill #1GTR-L991-V4D6--Supplies		\$ 3,803.14

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	20098	Amazon Capital Services	5/22/2026	Bill #1LH3-6T99-134Q--Supplies Bill #1TMM-WN3C-DK3K--Supplies Bill #1XFR-GRTN-X4MR--Supplies Bill #1C41-TXN6-GLDR--Supplies Bill #1GRV-DWGT-V6WN--Supplies Bill #1YDJ-9HR1-7VQ1--Supplies Bill #1G61-PC4N-M9JN--Supplies Bill #166Q-QR1F-K339--Supplies Bill #16G3-TXJL-FDRM--Supplies Bill #1PLC-L7HD-X1Q9--Supplies Bill #11QP-CRVW-WKKQ--Supplies Bill #14HV-31CV-LQ9M--Supplies Bill #16G3-TXJL-FNHY--Supplies Bill #1WJH-WXLN-JKX3--Supplies Bill #16DV-KFPM-FJX6--Supplies Bill #1RCJ-QLX-CNFP--Supplies		Cont'd
Check	20098	Amazon Capital Services	5/22/2026	Bill #1H31-CDGY-Y9CF--Supplies Bill #1LRD-1K1Y-CT6N--Supplies Bill #11JX-1WC1-LQH6--Supplies Bill #1LJ4-JWPR-PTVP--Supplies Bill #1TLJ-MMVV-4CH3--Supplies Bill #16GY-DW4D-3CMQ--Supplies Bill #1HPD-L6HP-DN7N--Supplies Bill #1N3V-46K1-HRJN--Supplies Bill #1DT9-1XHC-7PLR--Supplies Bill #1974-469K-JL6J--Supplies		Cont'd
Check	20098	Amazon Capital Services	5/22/2026	Bill #1LPV-LNLG-LMM4--Supplies Bill #1MYN-KMLK-7KLN--Supplies Bill #1JYJ-KQNF-6H4X--Supplies Bill #137G-GFVX-MXRW--Supplies Bill #1JQH-NYP9-JQVK--Supplies Bill #1VNP-CJKD-HVNY--Supplies Bill #11RQ-VXCL-FTYP--Supplies Bill #1FXP-CDR3-LW1R--Supplies Bill #1XFR-GRTN-TQQ6--Supplies		Cont'd
Check	20099	Alameda County Industries	5/22/2026	Bill #0003925846--7 YD GARBAGE & 5 YD COMMINGLED RECYCLING - WEEKLY		\$ 3,974.51
Check	20100	Alameda Unified School District	5/22/2026	Bill #INV26-00153--Facilities Use Charge Qtr 03 & Utilities cost and Use-QTR 03. 25.26		\$ 95,362.36
Check	20101	Teachers on Reserve	5/22/2026	Bill #101083--Substitute Svc: 04/20 - 04/24/26		\$ 1,076.94

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	20102	Young, Minney & Corr, LLP	5/22/2026	Bill #22529--Legal Svcs' thru : 04/02 - 04/29/26		\$ 4,838.00
Check	20103	Sergio's Janitorial & Yard Services	5/22/2026	Bill #150--Daily Cleaning - April 2026		\$ 11,450.00
Check	20104	Robert Half	5/22/2026	Bill #66193535--Substitute Svc w/e 05/01/26 Bill #66168907--Substitute Svc w/e 04/24/26		\$ 2,160.00
Check	20105	Jana Chabre	5/22/2026	Bill #OC.22--Services: 04/01 - 04/30/26		\$ 700.00
Check	20106	Brady Industries	5/22/2026	Bill #11698712--Janitorial Supplies Bill #11663681--Janitorial Supplies Bill #11662706--Janitorial Supplies Bill #11694080--Janitorial Supplies		\$ 3,270.70
Check	20107	CTL Corporation	5/22/2026	Bill #INV414761--CTL Chromebook & E Waste Fee		\$ 392.06
Check	20108	Christy White, Inc	5/22/2026	Bill #25038--2025-26 Charter School Audit: 1st. Progress invoice 25% of contract		\$ 4,317.75
Check	20109	Gachina Landscape Management	5/22/2026	Bill #E 238240--Maintenance Contract: May 2026		\$ 1,017.00
Check	20110	Larson Communications	5/22/2026	Bill #4110--Public Relations Retainer: May 2026		\$ 6,500.00
Check	20111	The Education Team	5/22/2026	Bill #1102492--BA CBEST & BA Only: 04/20 - 04/24/26 Bill #1104728--BA Only & Single-Subject: 04/27 - 04/29/26		\$ 1,841.01
Check	20112	JW Pepper & Son, Inc.	5/22/2026	Bill #368546756--Music Supplies		\$ 31.00
Check	20113	Teachers on Reserve	5/22/2026	Bill #101055--Substitute Svc: 04/20 - 04/24/26		\$ 2,669.83
Check	20114	The Stepping Stones Group LLC	5/22/2026	Bill #M0285851--Physical Therapist; 04/12 - 04/25/26		\$ 124.00
Check	20115	Adriana San Millan School Psychology and Special Education Services, LLC	5/22/2026	Bill #11588--IEP Service: 04/28/26 Bill #11652--Behavior Intervention Implementation: 05/04 - 05/08/26 Bill #11587--Behavior Intervention Implementation: 04/29 - 05/01/26 Bill #11632--Initial Psycho-educational with Social Emotional rating scales: 05/05/26 Bill #11662--IEP Attendance (virtual: 05/07 - 05/11/26 Bill #11589--School Psychology Services: 04/27/26		\$ 12,206.21
Check	20116	TransAct Communications LLC	5/22/2026	Bill #2026-30310--BoardOnTrack Membership for the term 07/01/26 through 06/30/27		\$ 12,163.00
Check	20117	OnScene Technologies, Inc.	5/22/2026	Bill #3163--K-12 Education & Electronic and Voice 911 Notification; 07/01/26		\$ 2,610.00
Check	20118	Reach University	5/22/2026	Bill #2246--Staff Recruiting		\$ 11,750.00
Check	20119	Therapy Works	5/22/2026	Bill #033126--Evaluation Assistive Technology Evaluation Occupation therapy & Observation : 03/02 - 03/31/26		\$ 5,771.00
Check	20120	WEX Health, Inc.	5/22/2026	Bill #0002362948-IN--Commuter & FSA - April 2026		\$ 132.10
Check	20121	RCM Technologies	5/22/2026	Bill #64459--Behavior Tech : 05/03 - 05/09/26 Bill #64232--Behavior Tech : 04/26 - 05/02/26		\$ 5,510.93

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	20122	Stephanie Starch	5/22/2026	Bill #051226--Reimb: Show Choir Food		\$ 455.75
Check	20123	Blaisdell's Business Products	5/22/2026	Bill #2031080-0--Office Supplies		\$ 1,993.06
Check	20124	Soliant Health, LLC	5/22/2026	Bill #21450114--Sun Qihui - Schools - BCBA - Regular Rate: 04/26/26		\$ 4,610.25
Check	20125	Alexandria Cooley	5/22/2026	Bill #051226--Reimb: Show Choir Food		\$ 45.43
Check	20126	WEX Health, Inc.	5/22/2026	Bill #June 2026--Flex Benefits - Aggregate Balance		\$ 3,000.00
Check	DB050126	Bamboo HR, LLC	5/1/2026	DB050126 - BambooHR		\$ 331.50
Check	DB050126-1	U.S. Bank Equipment Finance	5/1/2026	DB050126-1 - U.S. Bank Equipment Finance (Acct #1375852)		\$ 471.28
Check	DB050426	Square, Inc.	5/4/2026	DB050426 - Square, Inc.		\$ 35.00
Check	DB050526	Google Ads	5/5/2026	DB050526 - Google Ads		\$ 487.25
Check	DB050626	EME Enterprise Inc.	5/6/2026	DB050626 - EME Enterprise Inc.		\$ 22.95
Check	DB050826	Adobe Inc.	5/8/2026	DB050826 - Adobe Inc.		\$ 19.99
Check	DB051226	Equitable Financial Life Insurance Company of America	5/12/2026	DB051226 - Equitable Financial Life Insurance Company of America		\$ 9,760.50
Check	DB051426	Sawyer	5/14/2026	DB051426 - Sawyer		\$ 666.14
Check	DB051526	California Academy of Science	5/15/2026	DB051526 - California Academy of Science		\$ 2,264.90
Check	DB051526-1	Zoom	5/15/2026	DB051526-1 - Zoom		\$ 288.10
Check	DB052026	Six Flags Discovery Kingdom	5/20/2026	DB052026 - Six Flags Discovery Kingdom		\$ 4,465.95
Check	DB052126	Sawyer	5/21/2026	DB052126 - Sawyer		\$ 389.04
Check	DB052126-1	California Choice	5/21/2026	DB052126-1 - California Choice		\$ 74,972.63
Check	DB052226	Google Ads	5/22/2026	DB052226 - Google Ads		\$ 500.00
Check	DB052226-1	Xerox Financial Services	5/22/2026	DB052226-1 - Xerox Financial Services (Contract #211-4117596-003)		\$ 708.34
Check	DB052626	Bank of Marin Visa Card	5/26/2026	DB052626 - Bank of Marin Visa Card 5830		\$ 16,088.19
Check	DB052726	Shutterfly	5/27/2026	DB052726 - Shutterfly		\$ 7,925.23
Check	M1081	MRC Smart Technology Solutions	5/1/2026	M1081 - Invoice # In3916124 Account Ta19		\$ 426.60
Check	M1083	Pedro Garibay	5/29/2026	M1083 - 2 Bounce Houses -5/29		\$ 300.00
Check	M1084	Lesly Salas Ortiz	5/12/2026	M1084 - 5/29 - Snack Cart		\$ 600.00
Check	M1085	Asley Rivas	5/7/2026	M1085 - 5/29 Potobooth		\$ 300.00
Check	M1086	UC Regents	5/26/2026	M1086 - 5/15 Lawrence Half of Science Fieldtrip		\$ 980.00
Check	M1087	Berkeley Public Schools Fund	5/28/2026	M1087 - African Drumming for Festival of Cultures		\$ 250.00
Credit Card	9515-5830	Mystery Science	5/1/2026	04/22 - Mystery Science		\$ 1,799.00
Credit Card	9515-5830	Mystery Science	5/1/2026	04/22 - Mystery Science		\$ 5,061.28
Credit Card	9515-5830	TEACHERSPAYTEACHERS.CO	5/1/2026	04/21 - TEACHERSPAYTEACHERS.CO		\$ 5.99
Credit Card	9515-5830	TEACHERSPAYTEACHERS.CO	5/1/2026	04/21 - TEACHERSPAYTEACHERS.CO		\$ 5.00
Credit Card	9515-5830	SF BAY FERRY	5/1/2026	04/10 - SF BAY FERRY		\$ 387.60
Credit Card	9515-5830	ACT*Alameda Rec&Pa	5/1/2026	04/07 - ACT*Alameda Rec&Pa		\$ 360.00
Credit Card	9515-5830	Audible	5/1/2026	04/03 - Audible		\$ 14.95
Credit Card	9515-5830	T-Mobile	5/1/2026	05/01 - T-Mobile Postpaid		\$ 5,977.93
Credit Card	9515-5830	Department of Justice	5/1/2026	04/28 - Department of Justice		\$ 679.00

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

Page 5

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[illegible]

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[illegible]

Coversheet

Credit Card Statements

Section:	III. Consent Agenda
Item:	C. Credit Card Statements
Purpose:	FYI
Submitted by:	
Related Material:	AoA June 1, 2026 Combined CC Statement.pdf

**June 2026 Statement**

Page 1 of 4

Open Date: 05/02/2026 Closing Date: 06/01/2026

Account Ending in: ##### 5830

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

BUS 30 ELN

1

ACADEMY OF ALAMEDA (CPN 001559617)

New Balance	\$34,197.83
Minimum Payment Due	\$342.00
Payment Due Date	06/28/2026

Late Payment Warning: If we do not receive your minimum payment by the date listed above, you may have to pay up to a \$35.00 Late Fee and your APRs may be increased up to the Penalty APR of 30.74%.

Activity Summary

Previous Balance	+	\$16,088.19
Payments	-	\$16,088.19 ^{CR}
Other Credits		\$0.00
Purchases	+	\$34,197.83
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged		\$0.00
Interest Charged		\$0.00

New Balance = \$34,197.83**Past Due \$0.00****Minimum Payment Due \$342.00**

Credit Line \$50,000.00

Available Credit \$15,802.17

Days in Billing Period 31

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

No payment is required.

CPN 001559617



0047985100550558300000342000034197833

Automatic Payment

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

to pay by phone
to change your address

106481891400161 E

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

Account Ending in: ##### 5830

Your new full balance of \$34,197.83 will be
automatically deducted from your account on
06/23/26.

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.



June 2026 Statement 05/02/2026 - 06/01/2026

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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 \$34197.83 will be automatically deducted from your bank account on 06/23/2026. Please refer to your AutoPay Terms and Conditions for further information regarding this account feature.

Transactions		CHILCOTT,CHRISTINE				Credit Limit	\$50000
Post Date	Trans Date	Ref #	Transaction Description			Amount	Notation
Purchases and Other Debits							
05/04	05/01	0338	SP CTL PURCHASE CTL.NET OR			\$392.06	_____
05/04	05/01	7358	GOOGLE *SVCSaoaschools g.co/HelpPay# CA			\$107.97	_____
05/04	05/01	1083	EMBASSY SUITES ANAHEIM GARDEN GROVE CA FOR 01 NIGHTS FOLIO: LAXGD021644			\$8,673.92	_____
05/05	05/04	0540	IHIRE, LLC 866-330-0196 MD			\$299.00	_____
05/06	05/05	1240	MRC SMART TCHNLGY SLTN 858-573-6300 CA			\$439.40	_____
05/06	05/05	0288	WASP BARCODE TECH WASPBARCODE.C TX			\$620.59	_____
05/08	05/07	9213	FISHER & PHILLIPS LLP 404-2311400 GA			\$7,277.00	_____
05/18	05/17	3211	FACEBK *9KDKVPDFJ2 650-5434800 DE			\$443.54	_____
05/21	05/19	1379	THE HOME DEPOT #1007 OAKLAND CA			\$203.12	_____
05/22	05/20	4462	DISNEYLAND TICKETS 714-781-4669 CA			\$810.00	_____
05/22	05/22	5564	EZCATER*MIXT 8004881803 MA			\$227.24	_____
05/29	05/29	3111	SP FANALE DRINKS FANALEDRLINKS. CA			\$137.32	_____
06/01	05/30	7854	SOUTHWES 5262165046462 800-435-9792 TX CHILCOTT/CHRIS 09/15/26 OAKLAND CAL TO LAS VEGAS LAS VEGAS TO OAKLAND CAL			\$11.20	_____
06/01	05/30	7862	SOUTHWES 5262165046463 800-435-9792 TX CHILCOTT/GABRI 09/15/26 OAKLAND CAL TO LAS VEGAS LAS VEGAS TO OAKLAND CAL			\$11.20	_____
Total for Account ####						\$19,653.56	5764

Transactions		MCGEORGE,AMY				Credit Limit	\$25000
Post Date	Trans Date	Ref #	Transaction Description			Amount	Notation
Purchases and Other Debits							
05/04	05/01	0416	WALGREENS #4050	800-289-2273 CA	\$59.78	_____	
05/04	05/02	0915	Audible*ZA3F63QO3	Amzn.com/bill NJ	\$14.95	_____	
05/04	05/03	5277	FIRST STUDENT22009	866-841-2504 CA	\$1,433.80	_____	

Continued on Next Page



June 2026 Statement 05/02/2026 - 06/01/2026

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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
05/05	05/04	0789	SQ *LEVYS BAGELS CO	gosq.com	CA	\$517.40	_____
05/07	05/05	5494	IN-N-OUT ALAMEDA	ALAMEDA	CA	\$285.07	_____
05/07	05/06	3873	SQ *WESCAFE	Alameda	CA	\$719.88	_____
05/08	05/07	4343	TEACHERSPAYTEACHERS.CO 646-588-0910 CA			\$15.20	_____
05/11	05/07	1304	JETRO CASH & CARRY	OAKLAND	CA	\$241.21	_____
05/11	05/08	7377	KINGS DOMINION ONLINE	817-607-6121	VA	\$836.99	_____
05/11	05/08	0217	OAKLAND ZOO	OAKLAND	CA	\$998.00	_____
05/11	05/08	4693	IC* INSTACART	INSTACART.COM	CA	\$94.52	_____
05/11	05/08	9428	SAFEWAY.COM # 2708	877-505-4040	CA	\$156.81	_____
05/11	05/08	4919	JAMBA 1156 OLO	510-521-1112	CA	\$113.65	_____
05/11	05/10	8974	COSTCO WHSE #0823	HAYWARD	CA	\$196.77	_____
05/14	05/12	3126	LUCKY #700 ALAMEDA	ALAMEDA	CA	\$34.98	_____
05/18	05/17	2902	FIRST STUDENT22009	866-841-2504	CA	\$1,419.47	_____
05/21	05/20	5754	CHABOT SPACE MERCH	510-3367373	CA	\$710.00	_____
05/22	05/20	5260	MOUNTAIN MIKES PIZZA A	510-7499499	CA	\$102.14	_____
05/22	05/20	5286	MOUNTAIN MIKES PIZZA A	ALAMEDA	CA	\$55.80	_____
05/26	05/20	1213	ODP BUS SOL LLC # 1029	800-463-3768	WA	\$70.99	_____
05/26	05/22	1182	FIRST STUDENT22009	866-841-2504	CA	\$2,970.80	_____
05/26	05/22	2513	TARGET	00028290	ALAMEDA CA	\$60.00	_____
05/26	05/25	0226	ALCATRAZ CRUISES	415-981-7625	CA	\$871.85	_____
05/28	05/27	9045	AC TRANSIT	OAKLAND	CA	\$162.00	_____
05/28	05/27	3717	FIRST STUDENT22009	866-841-2504	CA	\$935.00	_____
05/28	05/28	2107	IC* INSTACART	888-246-7822	CA	\$107.73	_____
06/01	05/28	4724	IN-N-OUT ALAMEDA	ALAMEDA	CA	\$136.22	_____
06/01	05/29	0550	FIRST STUDENT22009	866-841-2504	CA	\$935.00	_____
06/01	05/29	6230	MOUNTAIN MIKES PIZZA A	ALAMEDA	CA	\$28.53	_____
06/01	05/29	6313	MOUNTAIN MIKES PIZZA A	510-7499499	CA	\$60.73	_____
06/01	05/30	5895	SAWYER	HISAWYER.COM	MI	\$199.00	_____
Total for Account #### #### #### 0347						\$14,544.27	

Transactions		BILLING ACCOUNT ACTIVITY			
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
Payments and Other Credits					
05/26	05/26	MTC	PAYMENT THANK YOU	\$16,088.19CR	_____
Total for Account #### #### #### 5830				\$16,088.19CR	

2026 Totals Year-to-Date	
Total Fees Charged in 2026	\$0.78
Total Interest Charged in 2026	\$0.00

Continued on Next Page



June 2026 Statement 05/02/2026 - 06/01/2026
ACADEMY OF ALAMEDA (CPN 001559617)

Elan Financial Services

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1-866-552-8855

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	17.49%	
**PURCHASES	\$34,197.83	\$0.00	YES	\$0.00	17.49%	
**ADVANCES	\$0.00	\$0.00	YES	\$0.00	27.49%	

Contact Us



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



Questions

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



**Mail payment coupon
with a check**

Elan Financial Services
P.O. Box 790408
St. Louis, MO 63179-0408



Online

myaccountaccess.com

End of Statement

Coversheet

AoA Employee Handbook for 2026-27

Section:	III. Consent Agenda
Item:	D. AoA Employee Handbook for 2026-27
Purpose:	FYI
Submitted by:	
Related Material:	Copy of AoA 26-27 Employee Handbook 4924-9324-3046 v.2..pdf



2026-2027 EMPLOYEE HANDBOOK

401 Pacific Avenue

Alameda, CA 94501

Phone: (510) 748-4017

Fax: (510) 523-5304

www.aoschools.org

SECTION 1 – OUR MISSION/VISION/CORE VALUES

Our 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.

Our Vision

We envision a future where all our students are successful, and their destinies are not determined by their demographics.

Our Core Values

- Continual Improvement
- Collective Responsibility
- Relationships
- Diversity
- Equity

SECTION 2 – HANDBOOK INTRODUCTION

Welcome to The Academy of Alameda (“AoA” or “School”)! We are happy to have you join our AoA community. This handbook has been written to provide you with an overview of AoA, its personnel policies and procedures, and your benefits as an AoA employee.

This employee handbook:

- Summarizes AoA’s policies, as well as benefits and staff responsibilities.
- Applies to all full-time, part-time, and temporary employees.
- Should be used as a guide and may be revised or updated at the discretion of AoA as necessary.
- Supersedes any previously issued handbooks and or policy or benefit statements of memoranda that are inconsistent with the policies as described herein.

Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at AoA. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of AoA or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Employees are expected to read, understand and abide by the policies in this handbook.

Due to the fact that AoA is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. AoA also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of AoA, and it is intended for personal use and reference by employees of AoA. Circulation of this Handbook outside of AoA requires the prior written approval of the Executive Director or human resources.

Employees must sign an **Employee Handbook Acknowledgement at the end of this Handbook**, upon receipt and review of the Employee Handbook. This will provide the School with a record that each employee has received and understands this Handbook.

Employees who have questions or want more information, should consult with their supervisor or human resources who will be glad to assist.

SECTION 3 – CONDITIONS OF EMPLOYMENT

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of AoA that all employees are considered “at-will” employees of AoA. Accordingly, either AoA or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require AoA to have “cause” to terminate an employee or otherwise restrict AoA’s right to release an employee from their at-will employment with AoA. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict AoA’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with AoA that are not consistent with AoA’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

This policy applies to all School employees, volunteers, contractors, and Governing Board (“Board”) members (collectively referred to as “mandated reporters” herein).¹

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom the person knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

AoA will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to individuals who are mandated reporters. Mandated reporter training will also be provided to all qualifying individuals who begin their service midyear. Independent contractors are required to complete their own training. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine. Training will also be provided on the prevention of abuse, including sexual abuse and assault, of children on School grounds, by School personnel and volunteers, or in School-sponsored programs.

All individuals who are required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of the start of each school year or within the first six (6) weeks of that individual beginning service for the School. The School will maintain documentation of all completed training.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Credential Requirements

Credentialed employees, must provide copies of a current credential, transcripts, and test scores upon being hired. Failure to provide these documents may delay a credentialed employee’s ability to begin work.

¹ This policy does not apply to student board members under Education Code section 47604.2, or otherwise.

Credentialed staff are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewals, and for providing AoA with verification of renewals. Failure to provide these updated documents may result in suspension without pay until such time as necessary documentation has been provided.

If an employee allows a credential, certificate, registration, or required course deadline to expire, or if an employee fails recertification, training, or testing, AoA is required to remove the employee from the work schedule until requirements are met or the credential is renewed.

Criminal Background Checks

As required by law, all individuals working or volunteering at the school will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony.

Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School.

Additionally, should an employee be arrested for, charged with, or convicted of any offense during their employment with the School, the employee must immediately report as much to human resources.

All fingerprint and background information must be completed and the results in the possession of AoA before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

The Academy of Alameda will cover the total cost of the background check including the fee charged by the company/operator that conducts the background process as long as the employee uses The Academy of Alameda's contracted service/s. If the employee chooses to use another service to conduct the criminal background check, they will have to pay that operator's fee (AoA will pay for the state and federal portion of the total cost).

For additional information on background checks, please contact human resources.

Tuberculosis Testing

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days.

The current health provider's assessment statement or Risk Assessment must be on file with human resources, on or before the first day of employment. Failure to provide documentation on time may result in delay of your ability to work at AoA.

If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with AoA and the cost of the exam will be borne by the applicant.

TB clearance (using the "scratch test") is valid for four (4) years, and the risk assessment form is valid for one (1) year. It is the employee's responsibility to remain in compliance and ensure the school has a valid certification on file. Employees with an expired TB may be placed on paid administrative leave. You will only be permitted to return to work once you have submitted your new "Certificate of Completion". Failure to comply may result in the extension of your administrative leave or termination of employment.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the employee's confidential personnel file.

This requirement also includes volunteers, contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to AoA will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with AoA students.

First-Aid and CPR

All AoA employees working unsupervised with children or in a classroom setting (i.e. teachers, instructional aides, administrators) must receive, renew, and maintain basic First-Aid and CPR certification by the first day of school for students. AoA will provide annual First-Aid and CPR training for employees. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First-Aid and CPR training prior to the start of the following school year.

For additional information on the training required, please contact human resources.

Immigration Compliance

AoA will comply with applicable immigration laws, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States.

However, AoA will not check the employment authorization status of current employees, or applicants who were not offered positions with AoA, unless required to do so by law.

AoA shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, AoA shall not discriminate against any individual because the person holds or presents a driver's license issued per section 12801.9 of the Vehicle Code to persons who have not established their federally authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

SECTION 4 – THE EMPLOYMENT PROCESS

Employee Status and Classifications

Each AoA employee has a status of either “full-time” “part-time” or “temporary” and classified as either an “exempt” or “nonexempt” employee.

Full-Time/Part-Time Status

Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time.

- Full-time employees are those employees regularly scheduled to work thirty (30) hours or more each week.
- Part-time employees are those regularly scheduled to work less than thirty (30) hours each week.
- Temporary employees are those employed for short-term assignments or in connection with a specific project or event.
- Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Exempt Status

For purposes of salary administration, as well as eligibility for overtime payments and employee benefits, AoA classifies its employees under California state law and the Fair Labor Standards Act (“FLSA”) as defined below.

- Exempt employees: This category includes all regular employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all the compensation to which they are entitled. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work or time off in lieu of additional compensation. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.
- Nonexempt employees: This category includes all regular employees who are covered by certain wage and hour provisions of state and federal laws. Nonexempt employees are entitled to overtime for hours worked beyond eight (8) hours in one workday or beyond forty (40) hours in one workweek, as well as meal and rest breaks as prescribed by law.

Employee Classification

Every employee is designated as a “Certificated employee” or a “Classified employee” in accordance with their job positions. Some of the policies and benefits described in this handbook depends on how the employee is designated.

- Certificated employees: Certificated employees are those employees hired by AoA for the primary purpose of instructing students and supervising those who instruct students.
- Classified employees: Classified employees include those employees hired by AoA that do not primarily instruct students, maintenance, assistants, and other operational employees.

Employees will be notified in writing if any changes are made to their employee status and/or classification while employed at AoA. Any questions regarding employment status or classification should be directed to human resources.

Work Schedule

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. Your supervisor will assign your individual work schedule. To accommodate the needs of our business, it may be necessary to change individual work schedules on either a short-term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by human resources.

AoA reserves the right to assign employees to jobs other than their usual assignment, when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Nonexempt employees are not allowed to perform work at home or away from the School unless specifically authorized for each occurrence by their supervisor. Nonexempt employees are not to work before or continue working after their scheduled hours unless

specifically assigned by their supervisor. Nonexempt employees are not allowed to work “off the clock.” Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend and work at the function and has approval from human resources to provide the additional compensation. Employees violating these rules may be subject to disciplinary action up to and including termination.

Holidays

The AoA calendar reflects all holidays observed by AoA. The following holidays are generally observed by public entities, including public schools:

- New Year’s Day
- Martin Luther King Jr. Birthday
- President’s Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran’s Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

AoA does not pay holidays and school breaks, such as days during AoA’s calendared breaks.

Religious Holidays

Recognized religious holidays not observed by AoA may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by submitting a time off request in AoA’s HRIS. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. personal necessity, etc. as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects AoA’s ability to implement its educational program and disrupts consistency in students’ learning.

All employees are expected to request all time off in AoA’s HRIS.

If it is necessary to be absent or late, employees are expected to contact their supervisor as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, they are expected to keep their supervisor sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with AoA. Absences for more than three (3) consecutive days without notifying the direct supervisor will be considered a voluntary resignation from employment.

Timecards/Records (Nonexempt employees)

By law, AoA is obligated to keep accurate records of time worked by nonexempt employees. Nonexempt employees must accurately complete timecards within AoA’s HRIS on a daily basis.

Nonexempt employees must accurately report arrival, departure and unpaid mealtimes, and for absences like doctor or dentist appointments (if they have been approved) as this is the only way the payroll processor knows how many hours each employee has worked and how much each employee is owed. All employees are required to keep the office advised of their departures from and returns to the School premises during the workday.

Absences and overtime must be accurately identified on the timecard. All time reported will be rounded to the nearest five (5) minutes. An employee cannot record time and/or submit a timecard for another employee. Each employee must approve and submit their own timecard. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School. Employees must record all time actually worked; working off the clock is prohibited.

Nonexempt employees are solely responsible for ensuring accurate information on their timecards and remembering to record time worked.

Any missing time or errors not corrected by the employee by the timecard submission deadline as indicated on the payroll calendar will be corrected and paid on the next payroll if consented by the employee or paid put immediately. The employee must contact the Principal to make the correction and such correction must be initialed by both the employee and the Principal.

Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with AoA.

Off the Clock Work

AoA prohibits all nonexempt employees from working off the clock at any time. All time worked must be recorded on the employee's timecard. This includes the use of laptops, computers, or cellphones to check work email, voicemail or to send text messages after hours, or running School errands after logging out.

Meal and Rest Periods

All nonexempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal and/or rest periods to take a longer break. Also, you may not miss a required meal or rest period to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy, you must notify your direct supervisor in advance as soon as possible so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker's compensation.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

Meal Periods

Nonexempt employees scheduled to work more than five (5) hours in a day are given a thirty (30) minute duty-free unpaid meal period. The meal period should be taken approximately in the middle of the day but by no later than the end of the fifth (5th) hour of work. The employee may waive this meal period if their workday will be completed within a total of six (6) hours or less. Employees who want to waive a meal period will need to submit a written meal waiver to human resources for approval.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional thirty (30) minute duty-free meal break. The employee only may waive this second meal period if they have taken the required first meal break of at least thirty (30) minutes and their workday will not exceed twelve (12) hours. Employees who want to waive a second meal period will need to submit a written meal waiver to human resources for approval.

Nonexempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed meal period to their supervisor immediately. The meal period must be accurately recorded on the employee's timecard. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

Rest Periods

Nonexempt employees are authorized and permitted to take a ten (10) minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close

to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee to shorten the workday or used towards additional time off.

- 3.5 to 6 hours worked = One (1) 10-minute rest period
- Over 6 hours to 10 hours worked = Two (2) 10-minute rest periods
- Over 10 hours to 14 hours worked = Three (3) 10-minute rest periods

Nonexempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period to their supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods.

SECTION 5 – THE WORKPLACE

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their direct supervisor. Performance evaluations will be conducted at least once annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of AoA and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with their direct supervisor, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Principal within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the employee's direct supervisor will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. AoA's evaluation system will in no way alter the at-will employment relationship.

Equal Employment Opportunity

AoA is an equal opportunity employer. It is the policy of AoA to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/ registered domestic partner status;
- Age (forty (40) and over);
- National origin, ancestry, or immigration status (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of

these characteristics or a combination of these characteristics.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, AoA will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact their direct supervisor and human resources with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation the person needs to perform the job, or if unknown, what job duties the disability impairs. AoA will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. AoA will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, AoA will make the accommodation.

Technology Use and Privacy

AoA will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file of email or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. AoA retains a copy of all passwords; passwords unknown to AoA may not be used. System security features, including passwords and delete functions, do not neutralize AoA's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

Equipment Policy

AoA attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct or negligence.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign an agreement and will be charged for any damages, loss or theft to the laptop caused by willful misconduct.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;

- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
 - o immediately report the incident to their immediate supervisor;
 - o obtain an official police report documenting the theft or loss; and
 - o provide a copy of the police report to their immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee may be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide a replacement computing device to any employee whose device is lost, stolen or damaged.

The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring and auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

Building Security/School Keys

All employees who are issued keys to the office and classrooms are responsible for their safekeeping.

All employees will be assigned appropriate building keys needed to conduct their daily job responsibilities. Employees are responsible for all keys. Duplication of school keys is not allowed and strictly prohibited. It is against School policy to loan or distribute assigned keys to another employee or non-employee of the School. If an employee's school keys are lost, misplaced, destroyed, or stolen, they must report it immediately to their immediate supervisor.

The last employee, or a designated employee, who leaves the office and /or the School site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all the appliances and lights are turned off with the exception of the lights normally left on for security purposes. Employees are not allowed on School property after hours without prior authorization.

Personal Business

AoA's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area when using a School phone. Do not use School material, time, or equipment for personal projects.

Nepotism Policy

AoA permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of AoA, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, corresponding in-law, "step" relation, or any member of the employee's household. AoA will use sound judgment in the placement of related employees in accordance with the following guidelines:

- Individuals who are related by blood, marriage, or reside in the same household are permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one relative's work responsibilities,

salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

- Related employees may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.
- Employees who marry while employed, or become part of the same household are treated in accordance with these guidelines. If in the opinion of AoA, a conflict arises as a result of the relationship, one of the employees may be transferred at the earliest practicable time.

The Executive Director must approve any exceptions to this policy.

Personal Appearance/Standards of Dress for Employees

The Academy of Alameda is a professional workplace. All employees should therefore maintain professional standards of dress by wearing clothing that will present an image consistent with their job responsibilities, and will not interfere with the learning process. Pursuant to Senate Bill 188, no employee will be required to change physical traits such as hair or skin to be deemed professional. Standards of professionalism pertain to an employee's clothing and accessories.

Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Executive Director.

Lactation Accommodation

AoA accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

AoA will make reasonable efforts to provide employees who need lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom or contain toxic or hazardous materials, and shall have electricity, a surface to place a breast pump, and a place to sit. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee and each employee will gain access to AoA's HRIS. It is each employee's responsibility to keep all personnel information up to date in AoA's HRIS. Such changes include change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable AoA to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. AoA will restrict disclosure of personnel files to authorized individuals within AoA. A request for information contained in the personnel file must be directed to human resources. Only human resources or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, AoA will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into, or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the AoA Board of Directors, and the complaint is deemed to be false, not credible, unsubstantiated, or a determination was

made that discipline was not warranted.

SECTION 6 – EMPLOYEE WAGES

Paydays

All AoA employees are paid semi-monthly. Paydays at AoA are the 15th and last day of each month. Human resources or their designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day. If an employee observes any error in their check, it should be reported immediately to human resources. Employees can refer to the Payroll Calendar on the Staff Resource webpage at <http://aoaschools.org/staff-resources.html>.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If an employee has automatic deposit for their paycheck, the funds will be deposited to the financial institution requested by the employee at the end of business on the scheduled payday. While an automatic deposit may be credited to an employee's account before the actual "payday," the School is not responsible for automatic payments or withdrawals dated prior to the actual payday and employees should not depend on early deposits of their pay.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented with a second garnishment request concerning an employee, the affected employee will receive notice from human resources as soon as possible.

Payroll Withholdings

As required by law, AoA shall withhold Federal Income Tax, State Income Tax, Social Security/Medicare ("FICA") and State Disability Insurance ("SDI"), as well as eligible employees' contributions to the State Teachers' Retirement System ("STRS") from each employee's pay as follows:

1. **Federal Income Tax Withholding:** The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. **State Income Tax Withholding:** The same factors which apply to federal withholdings apply to state withholdings.
3. **Social Security (FICA):** The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by AoA. However, participation in STRS may impact the amount of wages withheld for FICA.
4. **State Disability Insurance (SDI):** This state fund is used to provide benefits to those out of work because of illness or disability. These contributions also cover Paid Family Leave (PFL) benefits to those out of work to care for a seriously ill family member or bond with a new child. SDI and PFL benefits are managed by California Employment Development Department (EDD) and are not determined by the School.
5. **State Teachers' Retirement System (STRS):** All eligible certificated employees shall be enrolled in STRS, and AoA shall withhold the legally required percentage of the employee's wages representing the employee contribution to the retirement system.

In addition, AoA shall withhold the following deductions, dependent upon the employee's elected enrollment:

1. **457 Retirement Plan:** Employees who enroll in the optional 457 plan will have their elected contribution amounts withheld.
 - a. 457 plan contributions will only be deducted when an employee has a paycheck to deduct from. There will be no makeup contributions.
2. **Summer Holdback Reimbursement:** Salaried 11-month employees may elect to have a percentage of their monthly net pay from August through June withheld and reimbursed in July to allow the employee to receive a year-round paycheck.

3. **Employee Health Deductions:** Employees who elect health care plans that are more than the contribution threshold of AoA will have those amounts withheld every pay period. Missed deductions will be deducted from the following paycheck.
 - a. 11-month employees will have their health deductions deducted from their regular August through June paychecks. July health deductions will be automatically applied to the employee's per paycheck deductions from August through June.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the employee's paycheck stub. Employees can view their paycheck stubs in AoA's HRIS. If an employee does not understand the deductions, they should contact human resources.

Federal, State, and Social Security Taxes

All Federal, State, and Social Security taxes will be automatically deducted from paychecks.

Federal Income Tax deductions are determined by the employee's W-4 form. State Income Tax deductions are determined by the employee's DE-4 form.

- W-4 and DE-4 forms are required to be completed upon hire, and it is the employee's responsibility to report any changes in filing status to human resources and to fill out a new W-4 form.
- Employees may change the number of withholding allowances claimed for Federal or State Income Tax purposes at any time by filling out and submitting a new W-4 or DE-4 form.
- Employees can complete new W-4 and DE-4 forms in AoA's HRIS.

W-2 Forms

At the end of the calendar year (January to December), a "withholding statement" (W-2 Form) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 Form shows Social Security information, taxes withheld, and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. The number of overtime hours worked shall be calculated in the manner prescribed by law. AoA will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the direct supervisor. AoA provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees who are subject to overtime, all hours worked more than eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours more than forty (40) for the workweek or more than eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours more than twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Remote Work Policy

AoA considers remote work to be a viable, flexible work option when both the employee and the job function are suited to such an arrangement. Working remotely is not an entitlement, not a school benefit, and in no way changes the terms and conditions of employment with the School.

Criteria

Remote work can be informal, such as working from home for the purposes of a training, conference, or short-term project. Remote work may also be a more formal set schedule working away from the School for a predetermined period of time. In either situation, either an employee or supervisor can request a remote work arrangement.

Any remote work arrangement made will be temporary and on a trial basis and may be discontinued at any time at the request of the employee or the supervisor. Temporary remote work arrangements may be approved for circumstances such as inclement weather or travel restrictions, special projects, or other unforeseen circumstances.

Flexibility of hours may be considered for employees working remotely with prior supervisor approval; however employees may not work overtime unless explicitly approved by a supervisor.

AoA values employee health and wellness. Therefore, a temporary remote work arrangement will not be granted in place of sick time when an employee is feeling unwell or needs to leave campus. Employees are encouraged to utilize sick time when needed and the School does not expect or promote employees working remotely when sick.

Eligibility and Procedure

Before entering into any remote work agreement, the employee and supervisor, with the assistance of the human resources department as needed, will evaluate the suitability of the arrangement based on both the employee and job duties. Final approval of the arrangement will be made by the direct supervisor and the Executive Director when necessary. Employees approved to work remotely must be available by phone, email, or video conference to the same extent that they would be during an on-site workday.

Evaluation of employee's performance while working remotely will include regular interaction by phone, video conference and email between the employee and the supervisor. There may also be weekly meetings to discuss work progress and problems. The supervisor will evaluate the arrangement and make recommendations for continuance or modifications on a regular basis. Evaluation of employee performance while working remotely will be consistent with that received by employees working on-site in both content and frequency while focusing on work output and completion of objectives.

Equipment

On a case-by-case basis, the School will determine, with information supplied by the employee and supervisor, the appropriate equipment needed for each remote work arrangement. Equipment supplied by School is to be used for School purposes only. Upon termination of the remote work agreement, all equipment supplied by the School will be returned.

Security

An employee who is approved to work remotely shall recognize and respect confidential information acquired in the course of employment regarding individual student safety, health, education, and personal information of students and their families, as well as information acquired about personnel. Employees need to be cognizant of others in their remote workspace and consider confidentiality when talking with students, parents/guardians, and/or staff via telephone, email, and video conferencing.

Time Worked

Employees working remotely, who are not exempt from the overtime requirements of the Fair Labor Standards Act, will be required to accurately record all hours worked using the School's time-keeping system. Hours worked in excess of those scheduled per day and per workweek require the prior approval of the employee's supervisor. Failure to comply with this requirement may result in the immediate termination of the remote work agreement.

SECTION 7 - BENEFITS

Paid Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, AoA offers paid sick leave ("PSL") to its employees. PSL may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use PSL to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take PSL to receive medical care or other assistance to address qualifying acts of violence, including but not limited to domestic violence, sexual assault, or stalking, that are committed against themselves or a family member. PSL is not for "personal" absences.

Additionally, paid sick leave may be used by employees who are victims or family members of victims of specified crimes to attend judicial proceedings. Paid sick leave may also be used to serve on a jury or when ordered by a court or subpoenaed to testify in court as a witness.

Eligible Employees

All employees (including part-time and temporary) who work for AoA more than thirty (30) days within a single calendar year from the commencement of employment in California are allotted PSL as set forth in this policy.

Allotment, Accruals, and Carryover

Exempt Employees

- Full-time (1.0 FTE) employees will be frontloaded eight (8) hours of PSL for each scheduled work month. Employees will be allotted PSL annually as follows:
 - 10-month employees - Eighty (80) hours on August 1
 - 11-month employees - Eighty-eight (88) hours on August 1
 - 12-month employees - Ninety-six (96) hours on July 1
- Part-time exempt employees and mid-year hires will be allotted PSL at a prorated amount based on the accrual policies above.
 - If hired between the 1st-15th of the month the employee will be allotted eight (8) hours of PSL for each remaining month of their scheduled work year, including the current month.
 - If hired between the 16th-31st of the month the employee will be allotted eight (8) hours PSL for each remaining month of their scheduled work year, beginning on the following month.
 - In no instance will an employee receive less than forty (40) hours of PSL.
- Unused, accrued PSL shall carry over from year-to-year, up to a cap of one-hundred-twenty (120) hours. Once the employee's PSL bank has reached the maximum, further PSL will not be accrued until the employee has reduced the PSL balance below the limit.

Nonexempt Employees

- Nonexempt employees will accrue one (1) hour of PSL for every twenty (20) hours worked beginning on their first day of employment.
 - PSL will be calculated based on the employee's timecard.
- Annual maximum accruals for nonexempt employees will be based on the position's work year:
 - 10-month employees - Eighty (80) hours
 - 11-month employees - Eighty-eight (88) hours
 - 12-month employees - Ninety-six (96) hours
- Unused, accrued PSL shall carry over from year-to-year, up to a cap of ninety-six (96) hours.
 - Once the employee's PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee's PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to this maximum accrual.

Forty-eight (48) hours will be available on August 1 of each year for personal necessity sick leave bank separate from the accruing PSL type and this leave type will NOT roll over to the next year, but any unused leave hours will be lost at the end of the academic year.

Temporary Employees

Accrual for temporary employees will be calculated based on actual hours worked. Employees will accrue one (1) hour of PSL for every twenty (20) hours worked beginning on their first day of employment.

Use of Paid Sick Leave

Employees must submit all PSL time off requests in a timely manner per AoA's Attendance policy. Exempt employees may take PSL in minimum increments of one (1) hour. Nonexempt employees may take PSL in minimum increments of thirty (30) minutes.

Any employee who is absent longer than five (5) days due to illness may be required to provide medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to AoA. AoA will not tolerate abuse or misuse of sick leave. If AoA suspects abuse of sick leave, AoA may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by AoA.

Termination

Employees will not receive pay in lieu of accrued but unused PSL. Accrued but unused PSL will not be paid out upon termination.

Personal Necessity Leave

AoA allows eligible employees to use a portion of PSL each school year as "personal necessity leave." Uses of personal necessity leave may include, but are not limited to, death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement leave), an accident involving the employee's person or property, or the person or property of an immediate family member, adoption of a child, the birth of a child making it necessary for an employee who is the parent of the child to be absent from their position during work hours, attendance at conferences, personal legal matters, religious observances, and business matters that cannot be conducted outside of the workday.

Eligible Employees

All regular part-time and full-time employees are eligible to use a portion of PSL for personal necessity leave. Temporary employees may not use any portion of PSL as personal necessity leave.

Allotment

Employees shall receive PSL as personal necessity leave annually as follows:

Exempt Employees

10-month employees – Up to twenty-four (24) hours for full-time employees, prorated for part-time employees.

11-month employees – Up to thirty-two (32) hours for full-time employees, prorated for part-time employees.

12-month employees – Up to forty (40) hours for full-time employees, prorated for part-time employees.

Nonexempt Employees

Up to three (3) days for full-time employees, prorated for part-time employees.

Use of Personal Necessity Leave

When possible, employees wishing to utilize personal necessity leave must submit a time off request in AoA's HRIS (1) week in advance. Personal necessity leave must be requested with due consideration for "peak traffic periods" during the school year. Personal necessity leave must not be requested during critical times of the year as it relates to the employee's position (e.g. professional development days and testing for teachers and administrators). Personal necessity shall not be used to extend a break or holiday weekend, any requests received for a date preceding or following a school break or holiday weekend will be denied. As personal necessity leave is part of sick leave, employees

must be advised that personal necessity leave is not vacation, does not accrue year to year, does not carryover, and is not paid out upon separation from employment.

Insurance Benefits (Medical, Dental, Vision, and FSA)

Eligibility

Full-time employees regularly scheduled to work for AoA at least thirty (30) hours per week are entitled to insurance benefits offered by AoA.

Temporary employees are not eligible for health benefits coverage.

Employees who move from part-time to full-time employment become eligible for insurance benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Employees are eligible for coverage on the first day of the month following their hire date. Eligible employees must complete their enrollment within thirty (30) days of hire date. These forms serve as a request for coverage and authorize any payroll deductions necessary to pay for the employee's coverage.

Please see human resources for details about insurance benefits.

457 Retirement Plan

AoA offers all employees the opportunity to participate in a 457 Retirement Plan. This is a tax deferred savings and investment plan to which employees may make voluntary salary deferral. Employees who are not eligible to participate in the California State Teachers' Retirement System ("CalSTRS") Pension will receive a 100% employer match of all contributions, up to 10% of their gross earnings per paycheck.

*Employees who are eligible to participate in CalSTRS are not eligible for the 10% employer match.

COBRA Benefits

When coverage under AoA's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and AoA's previous contribution plus a possible administrative charge.

Medical coverage for an employee, their spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period also may be extended an additional eighteen months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and their spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but their spouse has not yet reached age 65; or
- The employee's dependent child reaches an age which makes them ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a

bankruptcy proceeding and those individuals lose coverage.

AoA will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying AoA within thirty (30) days of the event. AoA will then notify the employee or their dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or their spouse or child) becomes covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- AoA stops providing group health benefits;
- The employee (or the employee's spouse or child) becomes entitled to Medicare; or
- The employee has been receiving extended coverage for up to twenty-nine (29) -months due to disability and there has been a final determination that the employee is no longer disabled.

Disability Insurance

Each employee contributes to the State of California to provide disability insurance pursuant to the California Unemployment Insurance Code. Contributions are made through a payroll deduction. Disability insurance is payable when an employee cannot work because of illness or injury not caused by employment at AoA or when an employee is entitled to temporary workers' compensation at a rate less than the daily disability benefit amount.

State Disability Insurance ("SDI") payments do not begin until the employee is absent from work for seven (7) calendar days. Sick leave can be used for the first seven (7) days before SDI payments begin. SDI benefits do not replace all of the employee's usual wages.

SDI pamphlets with specific rules and regulations governing disability are available from Human Resources.

SECTION 8 – LEAVES

Unpaid Leave of Absence

AoA recognizes that special situations may arise where an employee must leave their job temporarily. At its discretion, AoA may grant employees unpaid leaves of absence. Any unpaid leave of absence must be approved in advance by AoA.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act Leave and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise benefits are terminated the month any other type of leave begins. No sick leave time is accrued during any time of unpaid leave of absence.

Family Care and Medical Leave

This policy explains how AoA complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require AoA to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) -month period for the purposes enumerated below.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by AoA for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

Events That May Entitle an Employee to FMLA/CFRA Leave

The twelve (12) -week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by AoA's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits them to the facility with the expectation that the person will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care

provider.

3. To care for a spouse, domestic partner, child, or parent, with a serious health condition. A qualifying family member may also include parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.
4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) -month period to provide said care. CFRA does not provide leave specific to caring for a service member.
5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
3. The "twelve-month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, AoA's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days AoA's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of their own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, AoA and the employee may agree to have School- provided paid leave, such as sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted their sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance and/or Paid Family Leave benefits will not

extend the length of the FMLA or CFRA leave. Sick pay will accrue during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of AoA's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by AoA during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, AoA will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of their group health coverage, AoA will provide the employee with advance written notice of the terms and conditions under which premium payments must be made. AoA may recover the health benefit costs paid on behalf of an employee during their FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if the person works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority the employee had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA/CFRA leave because of their own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by AoA. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of AoA's request for certification) may result in denial of the leave request until such certification is provided.
2. AoA will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. AoA may contact the employee's health care provider to authenticate certification as needed.
3. If AoA has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, AoA may request a second opinion by a health care provider of its choice (paid for by AoA). If the second opinion differs from the first one, AoA will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required certifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to human resources. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, exempt if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt AoA's operations.
4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that AoA will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which the person is qualified, which has equivalent pay and benefits and better accommodates recurring periods of leave than the employee's regular position.
7. AoA will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, AoA will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an employee, AoA will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that the person is able to resume work.
4. If an employee can return to work with limitations, AoA will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from AoA.

Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without AoA's written permission. An employee who accepts such employment without AoA's written permission will be deemed to have resigned from employment at AoA.

Pregnancy Disability Leave

This policy explains how AoA complies with the California Pregnancy Disability Act, which requires AoA to give each pregnant employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time the pregnant employee is personally disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of their job without undue risk to themselves, the successful completion of their pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four (4) months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks). For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for AoA. AoA is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all remaining sick time at the beginning of any otherwise unpaid leave period.
2. The receipt of sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Sick pay will accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

AoA shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. AoA can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of AoA and a leave will not constitute a break in

service. When an employee returns from pregnancy disability leave, they will return with the same seniority they had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from their healthcare provider on a form supplied by AoA. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to human resources. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt AoA's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which the person is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. AoA will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, AoA will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, the employee must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if the employee would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. AoA will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) -day period.
 - c. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
2. When a request for pregnancy disability leave is granted to an employee, AoA will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with AoA policy, before an employee will be permitted to return from pregnancy disability leave of three (3) days or more, the employee must obtain a certification from the employee's healthcare provider that the employee is able to resume work.
4. If the employee can return to work with limitations, AoA will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from AoA.

Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without AoA's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Workers' Compensation

AoA, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to direct supervisor.
- Report any work-related injury to human resources as soon as possible;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to human resources; and
- Provide human resources with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from leave.

It is AoA's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. AoA, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to AoA's operation.

- If an employee is injured on the job, the person is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director or School Principal and to human resources. Failure by an employee to report a work-related injury by the end of their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but the person is still required to go to AoA's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from AoA's approved medical facility before returning to work.
- Any time there is a job-related injury, AoA may request drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

AoA shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services or the Federal Emergency Management Agency ("FEMA") reserves who deploy to major disaster sites in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, AoA shall continue the employee's health benefits. For service of more than thirty (30) days, the employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

AoA will reinstate employees returning from military leave to their same position or one of comparable seniority, status,

and pay as required by law.

An employee who was absent from work while fulfilling their covered service obligation under the USERRA or California law shall be credited, upon their return to AoA, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

AoA shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide AoA with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or in-law).

Exempt employees are entitled to up to three (3) days of pay during bereavement leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Jury Duty or Witness Leave

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to human resources. Employees must report for work whenever the court schedule permits. AoA encourages employees to request postponements of their jury duty obligation to align with school breaks.

Nonexempt employees who are called for jury/witness duty will be provided time off without pay. Employees may elect to use any accrued personal necessity leave during jury/witness duty leave.

Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek.

Voting Time Off

AoA encourages its employees to fulfill their civic responsibilities by voting. If an employee is unable to vote in an election during non-working hours, AoA will grant the time off the employee needs in order to vote, up to two (2) hours of paid time off. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two

(2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall submit a "Personal Necessity" time off request in AoA's HRIS at least two (2) days in advance.

School Appearance and Activities Leave

As required by law, AoA will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of AoA year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of AoA, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where AoA requires the employee(s) appearance.

The employee requesting school leave must submit a "Personal Necessity" time off request in AoA's HRIS with reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Victims of Abuse Leave

AoA provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide AoA with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide AoA one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment or for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, AoA will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact human resources.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) -month period. Eligible employees who require time off to donate an organ to

another person may receive up to sixty (60) workdays off in a twelve (12) -month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to human resources that the person is a donor and that there is a medical necessity for the donation of an organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. AoA may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Catastrophic Leave

The purpose of this policy is to permit an employee of AoA to contribute a portion of their accrued paid sick time to other employees (via a pooling ("bank") of donated sick time) when another employee has suffered a catastrophic illness or injury requiring absence from work for a prolonged period of time.

"Catastrophic injury or illness" is defined as a life-threatening injury or illness of an employee which totally incapacitates the employee from work, as verified by a licensed physician, and forces the employee to exhaust all leave time earned by that employee, resulting in the loss of compensation for the employee. Acute chronic illnesses or injuries, such as cancer or major surgery, which result in intermittent absences from work and which are long-term in nature and require long recuperation periods, may be considered catastrophic. Conditions that are short-term in nature, including but not limited to common illnesses (influenza, measles, etc.) and common injuries (back pain, broken limbs, sprained ankle, etc.) are generally not catastrophic.

An employee who requests catastrophic leave donations must personally be suffering from a catastrophic illness or injury that has resulted in, or is anticipated to result in, the exhaustion of all of their accrued paid leave, including but not limited to paid time off and vacation time. Employees are not eligible to receive leave donations in order to care for others.

Participation in this program is voluntary. Recipient employees shall not offer anything of value to another employee in exchange for donating leave. Likewise, donating employees shall not receive anything of value from another employee in exchange for donating leave.

Recipient Eligibility

An employee is only eligible to receive leave donations under this policy if they are a regular, full-time employee (30 or more hours per week) who has been in an active work status for AoA for at least 18 months (1.5 consecutive years). Legally protected leaves of absence pursuant to the Family Medical Leave Act ("FMLA"), Americans with Disabilities Act ("ADA"), Fair Employment and Housing Act ("FEHA"), Pregnancy Disability Leave ("PDL"), California Family Rights Act ("CFRA"), or similar federal, state, or local law shall not be considered a break in service for the purposes of determining whether the employee has been in an active work status for the requisite amount of time.

No employee may request to receive catastrophic leave more than one (1) time within a thirty-six (36) month period.

Donor Eligibility

An employee is only eligible to donate leave under this policy if they are a regular, full-time employee (30 or more hours per week) who has been in an active work status for AoA for at least 18 months (1.5 consecutive years). Legally protected leaves of absence pursuant to the Family Medical Leave Act ("FMLA"), Americans with Disabilities Act ("ADA"), Fair Employment and Housing Act ("FEHA"), Pregnancy Disability Leave ("PDL"), California Family Rights Act ("CFRA"), or similar federal, state, or local law shall not be considered a break in service for the purposes of

determining whether the employee has been in an active work status for the requisite amount of time.

Donating employees may contribute up to five (5) paid sick leave days per fiscal year to a paid time off bank for employees suffering a catastrophic illness or injury; however, each donating employee must retain at least five (5) paid sick leave days for their own account. Only accrued, unused paid sick time may be donated.

Process for Requesting Catastrophic Leave

1. Catastrophic leave requests must be submitted in writing to human resources and include a medical certification of the catastrophic injury or illness.
2. Upon receiving the catastrophic leave request, human resources shall determine:
 - a. That the employee is unable to work due to the employee's catastrophic illness or injury; and
 - b. That the employee has exhausted all accrued paid leave credits.
3. When the above verification and determinations are made, human resources may approve the transfer of paid time off credits. There is no right to receive catastrophic leave. Human Resources may in their unreviewable discretion decline an employee's request for catastrophic leave benefits for any reason.
4. If the recipient employee's request is granted, human resources shall inform employees of how donations may be made in response to the employee's request. Eligible employees may donate accrued paid time off credits to the requesting employee at a minimum of eight (8) hours, prorated per donating employee, and in hour increments thereafter. All transfers of eligible leave credit shall be irrevocable.
5. Donating employees shall remain anonymous. AoA will not identify the donor publicly or to the recipient employee, but some employees may need to be made aware of the donation to process and administer the donation.
6. An employee who receives paid leave pursuant to this program shall use any leave credits that they continue to accrue on a monthly basis before receiving paid leave pursuant to this program. No employee shall receive more than forty (40) donated paid time off days.
7. If the employee is also receiving State Disability Insurance ("SDI") or Paid Family Leave ("PFL") benefits, which is paid on a weekly basis, the total amount of catastrophic leave pay the employee may receive on a weekly basis, when added to the amount of SDI or PFL benefits the employee is receiving, shall not exceed the employee's total weekly salary.

The employee who is a recipient of the donated leave credits shall use those credits in compliance with their approved application for catastrophic leave.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give human resources thirty (30) days' notice before returning from leave. Whenever AoA is notified of an employee's intent to return from a leave, AoA will attempt to place the employee in their former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult human resources.

SECTION 9 – STANDARDS OF CONDUCT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by AoA. This list of prohibited conduct is illustrative only and applies to all employees of AoA; other types of conduct that threaten security, personal safety, employee welfare and AoA's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of AoA. If an employee is working under a contract with AoA which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's supervisor or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary waste of time or material, neglect of job duties or responsibilities.
3. Unauthorized soliciting, collecting contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing real or replica firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and timecards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's supervisor or failure to take or follow prescribed tests, procedures, or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or AoA's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.
26. Unprofessional conduct
27. Allowing a visitor onto campus without prior authorization and without the appropriate clearances.
28. Failure to disclose a pending action against the employee's credential by the California Commission on Teacher Credentialing.
29. Failure to appropriately supervise

Off-Duty Conduct

While AoA does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty

conduct may interfere with AoA legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect AoA or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects AoA's legitimate business interests or the employee's ability to perform their work will not be tolerated.

While employed by AoA, employees are expected to devote their energies to their jobs with AoA. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on AoA's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to AoA explaining the details of the additional employment. If the additional employment is authorized, AoA assumes no responsibility for it. AoA shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Social Media

If an employee decides to post information on the Internet (i.e., TikTok, Facebook, Instagram, SnapChat, etc.) that discusses any aspect of their workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed are their own and not those of AoA;
- Employees may not use AoA's logos, trademarks and/or copyrighted material and are not authorized to speak on AoA's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by AoA;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing AoA, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

AoA reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Professional Boundaries: Adult/Student Interaction Policy

This policy applies to all employees, volunteers, contractors, and Governing Board ("Board") members ² (collectively referred to as "adults" herein).

AoA recognizes its responsibility to make and enforce all rules and regulations governing student and adult behavior to bring about the safest and most learning-conducive environment possible. This policy is available on AoA's website at this [link](#).

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student,

² This policy does not apply to student board members under Education Code section 47604.2, or otherwise.

For purposes of this policy, corporal punishment does not include an individual's use of force that is reasonable and necessary to protect the individual, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of employees, volunteers, contractors, and Board members:

- A. Examples of permitted actions (i.e., not corporal punishment)
 - a. Stopping a student from fighting with another student;
 - b. Preventing a pupil from committing an act of vandalism;
 - c. Defending yourself from physical injury or assault by a student;
 - d. Forcing a pupil to give up a weapon or dangerous object;
 - e. Requiring a student on an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - f. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of prohibited actions (i.e., corporal punishment)
 - a. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - b. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - c. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain;
 - d. Taping or use of any other physical force as retaliation or correction for inappropriate behavior.

Adult-Student Interactions

While the use of appropriate touching is part of daily life and is important for student development, adults must ensure that they do not exceed appropriate behavior. If a child or other adult specifically requests that they not be touched, then that request must be honored without question.

Boundaries Defined

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by an adult while interacting with a student, whether during school hours or outside of school hours, including through social media platforms, text messaging, and other forms of communication that do not otherwise include a student's parent/guardian. Trespassing beyond the boundaries of a student-adult relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

This policy is intended to guide adults in conducting themselves in a way that reflects the high standards of behavior and professionalism required of them and to specify the boundaries between such adults and students.

Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents/guardians, students, colleagues, or School leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

Professional boundaries apply not only between students and staff, volunteers, and contractors, and Board members, but also among and between students, and among and between adults employed, volunteering, or under contract with the School. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment. Additionally, all facilities/areas under School control shall be effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.

Some activities may seem innocent from an adult's point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of

the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between adults and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Adults must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the adult to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all adults study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or Executive Director. It is recommended that any such gifts be pre-approved by the Principal or Executive Director.
2. Kissing of ANY kind
3. Massage [Note: Permitted in athletics only if provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one’s lap (grades 3 and above)
6. Touching buttocks, thighs, chest or genital area
7. Wrestling with students or other adults except in the context of a formal wrestling program
8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
13. “Dating” or “going out with” a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”
15. Taking or requesting photographs or videos of students for personal use or posting online
16. Either partially or fully undressing in front of a student or asking a student to undress, with the intent to view/expose private body parts
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
25. Giving students a ride to/from school or school activities without the express, advance written permission of the Principal and the student’s parent or legal guardian
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
28. Adults mirroring the immature behavior of minors
29. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

30. Any form of grooming behavior, including conduct designed to build secrecy or inappropriate trust.

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed in compliance with the School's Limitations on Restraint and Seclusion Policy. Only such force as necessary to defend oneself, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Acceptable Behaviors

1. Pats on the shoulder or back
2. Handshakes
3. "High-fives" and hand slapping
4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
5. Holding hands while walking with small children or children with significant disabilities
6. Assisting with toileting of small or disabled children in view of another staff member
7. Touch required under an IEP or a 504 Plan
8. Reasonable restraint of a violent person to protect self, others, or property
9. Obtaining formal written pre-approval from the Principal to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus
10. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to School activities or classes (communication should be initiated via transparent [non-private] School-based technology and equipment)
11. Keeping the door wide open when alone with a student
12. Keeping reasonable and appropriate space between you and the student
13. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
14. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
15. Keeping after-class discussions with a student professional and brief
16. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
17. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
18. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
19. Recognizing the responsibility to stop "Unacceptable Behaviors" of students and/or co-workers
20. Asking another adult to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
21. Prioritizing professional behavior during all moments of student contact
22. *Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career*

Duty to Report Suspected Misconduct

When an adult becomes aware of an individual having crossed the boundaries specified in this policy, or has a strong suspicion of "grooming behavior," they must immediately report the matter to human resources. "Grooming behavior" is an attempt to build an emotional and/or physical connection with a minor to gain their trust for the purpose of sexual abuse. "Suspicion" means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe that a violation of the boundaries policy occurred. Prompt reporting of "unacceptable behaviors" observed in adult interactions with minors is essential to protect students, staff, any witnesses, and the school as a whole. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. When observant staff members call attention to a boundary violation(s), the likelihood of harm is greatly reduced. Adults must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to

be at risk for sexual abuse.

Consequences

Adults who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to law enforcement and other authorities for potential legal action.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

AoA is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. AoA's policy prohibits unlawful harassment, discrimination, and retaliation based upon race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locs and twists), color, gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics), taking a leave of absence authorized by law; genetic information, sexual orientation, military and veteran status, or any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed or discriminated or retaliated against, based upon the characteristics noted above.

AoA does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors) or third party (including independent contractors or other persons with which AoA does business). Supervisors are to report any complaints of unlawful harassment to the Principal or designee.

When AoA receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Principal) or the Principal or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. AoA is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- a) Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- b) Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- c) Retaliation for reporting or threatening to report harassment; or
- d) Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

AoA is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment

decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against them or against another individual.

Training Requirements

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal, or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Reporting

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director or School Principal.

Employees can access the "Harassment/Discrimination/Retaliation Complaint Form" and "Internal Complaint Form" in Appendix A or B at the end of this Handbook or electronically in [HR/Payroll Staff Resources](#) or can request a printed form from human resources.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - Reading publicly or otherwise publicizing in the work environment materials that are in any

way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate AoA's policy.

Title IX Notice of Nondiscrimination

AoA does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, who can be reached at:

**Christine Chicott Executive
Director
cchilcott@aoaschools.org**

A copy of AoA's Title IX Policy, which includes the specific rules and procedures for reporting sex discrimination and sex-based harassment occurring within AoA's education program or activities and for pursuing available remedies, is available on the AoA website at: <https://www.aoaschools.org/apps/pages/title-ix>

Internal Complaint Review Policy

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Complaints that fall within the scope of Title IX will be investigated in accordance with the School's Title IX policy and procedures.

Internal Complaints (Complaints by Employees against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, if an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce their complaints to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Executive Director, the complainant may file their complaint in a signed writing to the President of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The President or investigator will report their findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, AoA values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or Board President (if the complaint concerns the Principal) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Principal (or designee) shall abide by the following process:

1. The Principal or designee shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if the complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Whistleblower Policy

AoA requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within AoA. As representatives of AoA, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that AoA has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of AoA to raise serious concerns about the occurrence of illegal or unethical actions within AoA before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of AoA have a responsibility to report any action or suspected action taken within AoA that is illegal, unethical or violates any adopted policy of AoA, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to AoA or any individual at AoA and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made

maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who AoA believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug- and Alcohol-Free Workplace

AoA is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other AoA stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

This policy does not prohibit an employee's use of cannabis off the job and away from the workplace.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Director, School Principal, or the Board of Directors for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, AoA may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoking

It is the policy of AoA to prohibit smoking and vaping on all School premises and at off-campus School-sponsored events. Additionally, smoking is prohibited within 250 feet of any facility or park where a School sports event is taking place.

SECTION 10 - SAFETY

Health and Safety Policy

AoA is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to follow safe and healthy work practices at all times. Employees are required to report immediately to the Executive Director or human resources any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, AoA will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

AoA has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Executive Director or School Principal. Employee desks and offices should be secured at the end of the day. When an employee is called away from their work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Executive Director or School Principal when keys are missing or if security access codes or passes have been breached.

Parked Vehicles

Employees are responsible for their own parked vehicles and the personal possessions within while parked on AoA property. Vehicle break-ins are on the rise throughout California. Be cautious: keep personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

Personal Automobile

Employees who use their own automobiles for travel on authorized School business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employees must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

Personal Property

AoA shall not be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on AoA's premises, including the parking area, or away from School property while on School business. AoA employees are prohibited from using personal property for work-related purposes unless approved in advance by the AoA.

Occupational Safety

AoA is committed to the safety of its employees, vendors, contractors and the public and to provide a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of AoA that accident prevention shall be considered of primary importance in all phases of operation and administration. AoA's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary

action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises to their direct supervisor and human resources so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling the main office. In addition, all employees should know the local emergency numbers such as 911 and how to utilize the Share911 system.

Emergency Contact

Employees are entitled to choose an emergency contact to be contacted by AoA in case of emergency. The School will notify an employee's designated emergency contact if the employee is arrested or detained at work but only if the employee has designated an emergency contact for this purpose, and only if the School has actual knowledge of the arrest.

Workplace Rights

All employees are entitled to know and exercise their workplace and constitutional rights. Labor laws, including but not limited to standards for wages, hours, and health and safety, apply to all workers in the state regardless of immigration status. See **Appendix C** for a pamphlet from the State of California Department of Industrial Relations regarding employee rights at the School.

SECTION 11 – TERMINATION OF EMPLOYMENT

Voluntary Termination

AoA will consider an employee to have voluntarily terminated their employment if the employee does any of the following: (1) elects to resign from AoA; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the School; or (3) fails to report for work without notice to AoA for three (3) consecutive workdays. AoA requests that employees provide at least two (2) weeks written notice of a voluntary termination. All AoA property must be returned immediately upon termination of employment. AoA retains the right to accept resignation immediately and pay the amount of compensation an employee earned through and including the final day of employment.

Involuntary Termination

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct, or other violations of AoA's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, AoA reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

Exit Interviews

All employees who leave employment at AoA will be asked to take part in an exit interview with human resources to communicate their challenges and growth while employed at AoA. Information shared during an exit interview will be treated as confidential.

SECTION 12 – INSTRUCTION

Instruction on Controversial Topics Policy

AoA recognizes that AoA's educational program may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop each student's critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

AoA expects administrators and teachers to exercise professional judgment when deciding whether a particular issue is suitable for study or discussion. They shall consult with the Executive Director or designee, as necessary, to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

When providing instruction related to a controversial issue, the following guidelines shall apply:

1. The topic shall be suitable for the age and maturity of the students;
2. Instruction shall be presented in a balanced, neutral manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view;
3. The teacher may express a personal opinion provided the teacher identifies it as a personal opinion and clarifies that the teacher is not speaking on behalf of the School. The teacher shall not express an opinion for the purpose of persuading students to the teacher's point of view;
4. No student's viewpoint shall be suppressed or rejected, provided such expression is not malicious or abusive toward others. Students shall be assured of their right to form and express an opinion without

- jeopardizing their relationship with the teacher or School;
5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others;
 6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions;
 7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law; and
 8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.
 9. 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. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

When required by law or otherwise deemed appropriate by the teacher or Executive Director or designee, parent(s)/guardian(s) shall be notified prior to instruction related to any controversial issue.

A student or parent/guardian with concerns regarding instruction about controversial issues shall address those issues in writing to the Executive Director or designee. The Executive Director or designee will consider the parent/guardian concern on a case-by-case basis. In the case where the Executive Director or designee determines that the instruction would substantially interfere with the parent/guardian's religious development of their child(ren), the student may be offered the option to participate in an alternative instructional activity.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee Name (print): _____

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to the School, and retain this Handbook for your reference.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

AoA reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Principal or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

The Executive Director or Designee will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

APPENDIX C

KNOW YOUR RIGHTS



DIR State of California
Department of
Industrial Relations
EST. 1927



California Workplace - Know Your Rights

As a worker in California, you are entitled to know and exercise your workplace and constitutional rights. Labor laws, including but not limited to standards for wages, hours, and health and safety, apply to all workers in the state *regardless of immigration status*.

It is against the law for your employer to retaliate against you for exercising your rights, including:

- Filing a complaint with the Labor Commissioner, Cal/OSHA, the Civil Rights Department, or another government agency.
- Asking about your employer's compliance with federal, state, or local law.
- Talking with others about their rights or helping them exercise their rights under federal, state, or local law.

Examples of illegal retaliation include firing you, reducing your work hours, or threatening to report you or a relative to immigration authorities because you exercised your rights.



Workplace Protections Related to Immigration Status

Your right to Notice of Immigration Inspections ([Labor Code § 90.2](#))

If your employer receives notice of an upcoming immigration agency's inspection of I-9 Employment Eligibility Verification forms or other employment records, your employer must post a notice informing workers and their union representative, if applicable, within 72 hours of receiving that notice.

Your protections against unfair immigration-related practices ([Labor Code §§ 1019-1019.2](#))

Under California law, it is unlawful for employers to retaliate against you or threaten immigration-related action when you exercise your rights. An employer is prohibited from taking any of the following actions because you exercised your rights:

- Refusing to accept identification documents during the I-9 process (proof of ID and federal permission to work) that appear to be genuine.
- Using E-Verify in a way not required or authorized by law.
 - For example, using E-Verify to reverify employment eligibility for an employee when not legally required to do so or screening only specific workers rather than all workers in a workplace without a legitimate basis for doing so.
- Reporting or threatening to report you or your family to immigration authorities.
- Filing or threatening to file any false report to the police or a state or federal agency.



Your right to designate an emergency contact ([Labor Code § 1555](#))

Your employer **must** allow you to provide them with emergency contact information and to indicate if you want the emergency contact to be notified if you are arrested or detained at work. If you are arrested or detained at work and your employer has knowledge of it, they **must** notify your designated emergency contact if you choose that option.



Your right to organize a union or engage in protected activity in the workplace

Most employees in California have the right to organize, join, or participate in union activities. Employees also have the right to jointly act with co-workers to address work-related issues and concerns to improve working conditions or for the purpose of collective bargaining. **This means you have the right to join with coworkers to request better working conditions or raise work-related concerns, including about wages, hours, health and safety, and other terms of employment.** You also have the right to not participate in union activities or protected activities. It is illegal for your employer to:

- Interfere with or discourage your union activity or protected activities.
- Threaten you, or retaliate or discriminate against you, because of your union support or protected activities.



Your rights when interacting with law enforcement, including immigration agents, in the workplace

California workers have certain rights and protections under the U.S. Constitution, *regardless of their immigration status*, including when law enforcement (including a federal immigration agent) approaches you. In addition, under California law, state and local law enforcement cannot assist federal agencies such as ICE with immigration enforcement in most circumstances.

Your right to be free from unreasonable searches (U.S. Constitution, 4th Amendment)

- If law enforcement, including immigration agents, ask if they can search you or your personal belongings, unless they have a judicial warrant specifically authorizing a search of your person or your personal belongings, you have the right to say no.
- If the officer conducts the search, even if you say no – remain calm, do not physically resist, and do not run.

Law enforcement can enter *public areas* without a warrant. Public areas may include a lobby, waiting room, public dining area, or parking lot of a workplace. In most circumstances, law enforcement needs a [judicial warrant](#), signed by a judge, to enter *non-public areas* of your workplace without consent. Non-public areas may include a breakroom, employee restroom, workspace, or any area marked as employees only. Administrative forms, such as an I-200 or I-205, are not a judicial warrant.

In California, your employer is prohibited from providing voluntary consent to an immigration enforcement agent to enter *non-public* areas of the workplace. Without a judicial warrant, your employer must refuse entry to immigration enforcement to *non-public* areas of the workplace.

More detailed information can be found in the DOJ's and LCO's joint [Immigrant Worker Protection Act FAQ](https://oag.ca.gov/system/files/media/ab450-faqs.pdf) (<https://oag.ca.gov/system/files/media/ab450-faqs.pdf>).

Your right to be free from unreasonable seizures (U.S. Constitution, 4th Amendment)

- You are protected against unreasonable seizures, which includes detaining or arresting you.
- Law enforcement must have a reasonable suspicion of wrongdoing before they can stop and question or search you. You can ask "Am I being detained?" or "Am I free to leave?" If the officer says that you are not being detained or you are free to leave, then you can walk away calmly.
- An arrest requires probable cause and occurs when a person is taken into custody by law enforcement officers.
- Law enforcement agents do not need a judge-signed warrant to arrest someone in public.
- You have the right to speak to a lawyer if you are arrested. You may be pressured to sign documents. You do not have to sign anything without speaking to an attorney.



Your right to remain silent (*U.S. Constitution, 5th Amendment*)

- Anything you say to law enforcement officers can be used against you in court.
- You have the right to remain silent, even if you are asked about your immigration status.
- If you wish to remain silent, clearly state so, request to speak with an attorney and then remain silent.
- Do not provide false information, false identification, or false documents to an officer. Providing false documents is a federal offense and may carry severe immigration consequences for noncitizens.



Your right to record interactions with law enforcement in public spaces under the 1st Amendment

The public has the right to observe and record officers and government officials carrying out their duties in public. If you choose to record, you should stand a safe distance away and do not interfere with the officer's actions. Physical obstruction or verbal escalation can put your safety at risk and may lead to criminal charges.

Access to legal representation

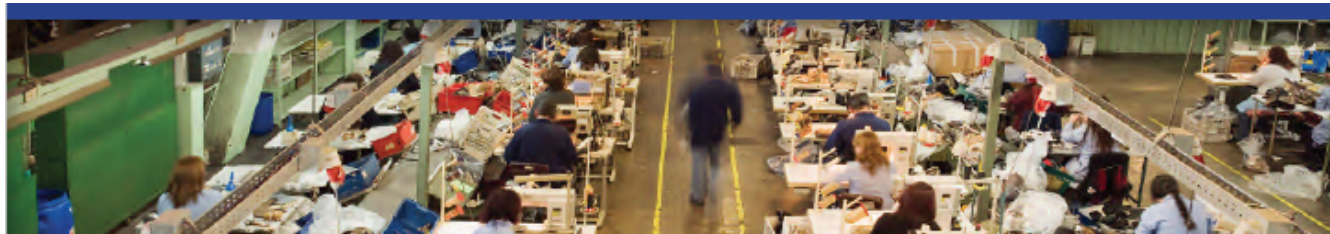
If you are arrested, you have the right to an attorney. If you cannot afford an attorney, you can get a government-appointed attorney to represent you in a criminal case.

However, if you are arrested by U.S. Immigration and Customs Enforcement (ICE) or U.S. Customs and Border Protection (CBP), which includes Border Patrol, for civil immigration violations, you have the right to consult with a lawyer, but the government is not required to provide a lawyer for you. If you are arrested by ICE or CBP, you may invoke your right to speak with an attorney before saying or signing anything. You may also ask to speak to your consulate who may provide assistance.



Workers' Compensation

You have the right to workers' compensation benefits if you are injured or become ill because of your job. The benefits provide you with medical care for your injury/illness, partially replace the wages you lose while you are recovering, and help you return to work. For additional information, visit www.dir.ca.gov/dwc/ or call 1-800-736-7401.



Who can I contact if I believe my rights have been violated?

If you believe your rights have been violated, below is a list of government agencies where you can seek assistance:

California Department of Industrial Relations (DIR):

California Labor Commissioner's Office (LCO)

Information: (833) LCO-INFO (833-526-4636)

Immigration helpline: (855) 526-7775

www.dir.ca.gov/dlse/

California Division of Occupational Safety and Health (Cal/OSHA)

(833) 579-0927

<https://www.dir.ca.gov/dosh/>

California Division of Workers Compensation (DWC)

(800) 736-7401

dir.ca.gov/dwc/

Other California Agencies:

California Attorney General (AG)

(800) 952-5225

www.oag.ca.gov

California Civil Rights Department (CRD)

(800) 884-1684

calcivilrights.ca.gov/

California Agricultural Employees

Agricultural Labor Relations Board (ALRB)

(800) 449-3699

www.alrb.ca.gov

California Public Sector Employees

and Transportation Network Company Drivers

Public Employment Relations Board (PERB)

(916) 322-3198

perb.ca.gov

Federal Agencies:

Private Sector Employees

National Labor Relations Board

(NLRB):

(844) 762-6572

www.nlr.gov

Federal Employees

U.S. Federal Labor Relations

Authority (FLRA):

(771) 444-5801

<https://www.flra.gov/>

Railway and Airline Employees

National Mediation Board (NMB):

(202) 692-5000

https://nmb.gov/NMB_Application/

Non-Governmental Organizations:

You may also contact a nonprofit legal or community-based organization for assistance. For a list of organizations that partner with state agencies to help workers to understand their rights, scan the QR code to the right, or visit www.dir.ca.gov/dlse/Nonprofit-Legal-and-Community-Based-Organizations-Serving-Workers.html.



Coversheet

Application for Title Funds

Section:	III. Consent Agenda
Item:	E. Application for Title Funds
Purpose:	FYI
Submitted by:	
Related Material:	TitleAppforFndng.pdf

California Department of Education**Consolidated Application**

The Academy of Alameda (01 61119 0122085)

Status: Draft
Saved by: Naomi Stewart
Date: 6/1/2026 4:23 PM**2026–27 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Coversheet

EPA Expenditures

Section:	III. Consent Agenda
Item:	F. EPA Expenditures
Purpose:	FYI
Submitted by:	
Related Material:	AOA 26-27 EPA Spending Plan.pdf

The Academy of Alameda

Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2026 - June 30, 2027

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

	Object Codes	Academy of Alameda
Amount Available for this Fiscal Year		
Education Protection Account	8012	\$1,573,443
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$1,573,443
Administrator Salaries	1300	\$0
Classified Salaries	2000s	\$0
Employee Benefits	3000s	\$0
Books and Supplies	4000s	\$0
Services and Other Operating Expenses	5000s	\$0
Capital Outlay	6000s	\$0
Total Expenditures		\$1,573,443

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

Coversheet

AUSD and AoA 26-27 Food Services Contract

Section:	III. Consent Agenda
Item:	G. AUSD and AoA 26-27 Food Services Contract
Purpose:	FYI
Submitted by:	
Related Material:	AoA Food Service Agreement 2026-2027.pdf

Alameda Unified School District
Food Service Agreement
2026-2027

This agreement is entered into between Alameda Unified School District, hereinafter referred to as "School Food Authority or SFA", and Academy of Alameda hereinafter referred to as "AOA" is made this _____ day of _____, 2026 for the purpose of providing student lunches and/or breakfast which meet the National School Lunch/School Breakfast Program meal requirements.

1. Services

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

2. Terms

The term of this agreement will be from July 1, 2026, through June 30, 2027, unless terminated by either party on 30 days' written notice with cause.

SFA will not provide any breakfasts or lunches on days when SFA schools are not in session or logistically unable due to so.

SFA will prepare breakfasts and lunches in the AOA School Cafeteria (District facility) located at 401 Pacific Avenue. This preparation site will maintain the appropriate state and local health certifications for the facility.

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

3. Compensation

Students will be served breakfasts that included an entrée, fruit, and beverage, as well as lunches that included an entrée, a side dish, and milk, in portion sizes tailored to each age group. Breakfasts and lunches made compliant with the Healthy, Hunger-Free Kids Act.

Beginning in School Year (SY) 2022–23, California became the first state to implement a statewide Universal Meals Program for school children. California's Universal Meals Program (Universal Meals) was designed to build on the foundations of the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP). Universal Meals will continue in the 2026/27 school year; however, should the planned Universal Meals program cease, meal prices will be as follows:

Breakfast - \$3.50 – All Grade Levels

Lunch - \$4.25 – Elementary School; \$4.75 – Middle School; \$5.00 – High School

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

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

4. Audit and Compliance

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

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

SFA utilizes LINQ software for menu planning and nutritional analysis as well as production, planning and records management.

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

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

Gifts or exchange of commodities is not permitted. Until the student consumes it, the food prepared

remains the property of the State and Federal governments and AOA. It may not be sold, given away, or exchanged for other goods.

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

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

5. Indemnification

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

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

6. Insurance

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

7. Notices

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

SFA REP

Name: James Assia
 Title: Director of Food & Nutrition Services
 Phone: 510-337-7044
 Email: jassia@alamedaunified.org
 Address: 2060 Challenger Drive, Alameda, CA 94501

AOA REP

Name: Christine Chilcott
 Title: Executive Director
 Phone: 510-748-4017
 Email: cchilcott@aoaschools.org
 Address: 401 Pacific Ave, Alameda, CA 94501

REPRESENTATION OF AUTHORITY:

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

For Alameda Unified School District (SFA)

For Academy of Alameda (AOA)

Shariq Khan, Assistant
Superintendent of Business Services

Christine Chilcott, Executive Director

Date: _____

Date: _____

Coversheet

AUSD and AoA 26-27 ASES Grant

Section:	III. Consent Agenda
Item:	H. AUSD and AoA 26-27 ASES Grant
Purpose:	FYI
Submitted by:	
Related Material:	AOA ASES MOU 26-27.pdf

**Memorandum of Understanding
Between Alameda Unified School District and
The Academy of Alameda (AOA) ASES Funded Programs
2026-2027**

This memorandum of understanding (MOU), dated July 1, 2026 is between Alameda Unified School District (hereinafter referred to as the DISTRICT) and AOA (hereinafter referred to as CONTRACTOR). It is understood and agreed to by all parties as follows:

1. Purpose. This MOU establishes an interagency collaboration consisting of the above-mentioned parties whose purpose is to develop, maintain and sustain programs that offer support services at Love Elementary School during the critical after school hours. The intended outcomes are enhanced enrichment opportunities, improved academic performance and more consistent attendance for students, and improved quality of life for families.

2. Description of Collaborative Services. The DISTRICT and CONTRACTOR will work collaboratively to develop, support, coordinate, and provide academic and educational enrichment programs and activities at the designated school. This partnership is designed to provide students avenues to expanded learning opportunities and promote academic achievements of children; assist children and adults from low-income families to achieve challenging State content standards; provide opportunities for parents to actively participate in their child's education, and provide safe, supervised and quality after school care.

CONTRACTOR is an independent contractor and shall retain control over its employees and operations, except as required to comply with District policies and applicable laws.

3. Terms. The terms of this MOU shall commence July 1, 2026 and extend through June 30, 2027.

4. Termination Clause. The DISTRICT may, at any time, terminate this Agreement upon not less than thirty (30) days written notice to CONTRACTOR. The DISTRICT shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, the DISTRICT may terminate this agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, the DISTRICT may secure the required services from another contractor.

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

5. Compensation. CONTRACTOR shall be entitled to compensation from the ASES grant award for the designated school for total compensation during the life of this MOU for fiscal year 2026-2027, in an amount not to exceed **\$128,209.50** to support a minimum average of **75 students during the school year, and 35 students during the summer to comply with ASES grant attendance requirements.** Any modifications to the amount of compensation must

be approved by the DISTRICT and the CONTRACTOR. Except as expressly set forth herein, the DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for the DISTRICT. The granting of any payment by the DISTRICT, or the receipt thereof by CONTRACTOR shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, even though the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work that does not conform to the requirements of this MOU may be rejected by the DISTRICT and in that case must be replaced by CONTRACTOR without delay.

6. Program Roles and Responsibilities

DISTRICT:

- 6.1. Provide a consistent person to act as DISTRICT liaison and program partner.
- 6.2. Provide grant wide coordination including but not limited to project oversight, management of collaborative partners and processes, budget and grant compliance.
- 6.3. Provide space for the program to operate, including office space for the site coordinator, classroom space for classes and activities, and storage space for program supplies/materials.
- 6.4. Help train program staff and volunteers on school procedures and educational/curriculum materials being used at the school that should be integrated into the program.
- 6.5. Identify high need students and help recruit students into the program; and provide qualifying student data to the program.
- 6.6. Help program to obtain feedback from students and their families on what is working and what new services/program elements need to be added/modified.
- 6.7. Collaborate with CONTRACTOR on a jointly developed and agreed upon professional development plan for after school staff. Share information about professional development and staff training conducted regionally.
- 6.8. School Principal may participate in interviews for Site Coordinator when there is a vacancy to be filled, and give input on selection of Site Coordinator. Expanded Learning Opportunities Coordinator will participate in interviews for Program Manager when there is a vacancy to be filled, and give DISTRICT input on selection of Program Manager.
- 9.9. DISTRICT reserves the right to evaluate CONTRACTOR performance through observation, data review, and program monitoring to ensure compliance with ELOP and or ASES requirements.

CONTRACTOR:

- 6.10. Provide a comprehensive after school program that includes academic, enrichment and physical elements. The core program commences immediately upon the conclusion of the school day and operates a minimum of 15 hours per week and at least until 6pm on every regular school day. The core program shall operate every school day with the exception of up to three days that the program can be closed for staff professional development. The supplemental program may operate during any combination of summer, intersession, or vacation periods for a minimum of three hours per day. To be worked out with a site administrator. Use of facilities outside of the regular program hours, including special events to showcase the program, and those not being held as a district event (DISTRICT admin or certificated staff must be present for the duration of and take responsibility for the event), must be entered

- as a separate permit by CONTRACTOR and fees may be applicable.
- 6.11. Provide an academic component that provides homework assistance. CONTRACTOR must commit to providing tutoring to students for a minimum one-third of their program hours or five (5) hours per week in order to meet the Literacy and Numeracy goals of reading by third (3) grade and mastering math facts by fifth (5) grade. The District prefers the tutoring include a credentialed teacher or teacher's support at least one (1) time a week.
 - 6.12. Provide instruction to every student two or three times per week using common core aligned curricula designed or selected in partnership with the school site principal.
 - 6.13. CONTRACTOR will use district provided data to ensure all Unduplicated Students (F&R, Foster, Unhoused, SED, ELD) are informed of the program and are given priority access. CONTRACTOR must accept Unduplicated students and may accept students on a fee-based system. CONTRACTOR may establish an enrollment deadline for staffing purposes but shall communicate such deadline with school community. Unduplicated students enrolling throughout the school year shall be given the opportunity to enroll in the afterschool program when available or by a certain deadline.
 - 6.14. Employ consistent procedures to follow established policies for reasonable early release of pupils in the after school program.
 - 6.15. DISTRICT shall provide all students in the program, regardless of their free and reduced meal status, a daily nutritious snack. CONTRACTOR shall provide a meal order to AUSD Food and Nutrition Services by email each week for the following week. Significant changes to the weekly meal order count provided may be updated throughout the week. Excess meals may be stored and used for future programming days. CONTRACTOR shall track program attendance and meals served each day on the Food and Nutrition Services google tracking sheet.
 - 6.16. Provide a physical activity element that aligns to CDE physical activity standards.
 - 6.17. Maintain clean, safe, and secure program environments for staff and students in conjunction with the DISTRICT.
 - 6.18. Work closely with the school site and the DISTRICT to keep student enrollment and daily attendance as close to 100% of the target attendance and no less than 85% of the target attendance at each school site established by the grant. If the attendance rate at a school is less than 85% of the target attendance over the academic year for the core program. [Failure to meet minimum attendance or program compliance thresholds may result in proportional funding reductions or required corrective action plans as determined by the DISTRICT.](#)
 - 6.19. Maintain and provide to the DISTRICT timely attendance, financial, and program activities records. Ensure that each month's attendance is entered into CitySpan no later than the 10th day of the following month.
 - 6.20. Share new partnership opportunities with DISTRICT and communicate progress of project/partnership development in a timely and consistent manner to the DISTRICT.
 - 6.21. Provide a site coordinator and sufficient site based staffing to meet the minimum requirement of the grant to maintain a 20:1 adult/student ratio for 1-5th grades and 10:1 adult/student ratio for TK and K.
 - 6.22. Develop and submit to the DISTRICT a written program plan by July 30, 2026. following Program Plan Guidelines provided by the California Department of Education. Resources: Standards in designing Expanded Learning Program Quality <https://www.cde.ca.gov/ls/ba/as/documents/qualitycrosswalk.pdf> and the Physical activity guidelines: <https://www.cde.ca.gov/ls/ba/as/documents/paguidelines.pdf> CONTRACTOR must prepare a Suicide Prevention Policy and provide such Policy

to the DISTRICT when submitting their Program Plan.

- 6.23 While providing services as set forth in this contract to the DISTRICT, it may be determined that keys are necessary for access or emergency response. In the event that keys are issued to the CONTRACTOR, the organization acknowledges and agrees to the responsibility of securely maintaining said keys. The CONTRACTOR's duty, along with its employees or subcontractors, is to ensure the keys are kept safe, used only for business purposes, and not misused (shared, duplicated, etc.). In the event of any lost or stolen keys, the organization must report the incident to the district in no less than 24 hours. Furthermore, should any contractor be reassigned to another site or their contract with DISTRICT terminate or expire, all individuals are required to return all keys to the original issuer on their final day. The CONTRACTOR assumes all liability for rekeying costs at any district school site associated with the use, loss, or failure to return district keys, including the potential of reduced invoice payments if necessary.
- 6.24. Develop and disseminate parent information, including a parent handbook. Copies must be given to the DISTRICT and School Principal.
- 6.25. Collaborate with the DISTRICT on a jointly developed and agreed upon professional development plan for after school staff.
- 6.26. When possible, include school Principal in interviews for Site Coordinator when there is a vacancy to be filled or receive input from Principal on selection of Site Coordinator.
- 6.27. Maintain, during this life of this MOU, all licenses and permits required under local, state or federal law.

7. Field Trip Policy. CONTRACTOR will provide each Site Administrator and the Expanded Learning Opportunities Coordinator with a schedule of all after school program field trips and/or off site events and/or off site activities by the first day of each semester. CONTRACTOR hereby certifies that after school program staff and/or subcontractors will comply with the following procedures for all field trips, off site events and off site activities.

- 7.1. Licenses Permission/Consent Slips/Acknowledgement. Field trip/excursion permission slip must be signed by parent(s)/guardian(s) of all student participants and an acknowledgement must be signed by all adult chaperones both of which shall include the following information:
 - 7.1.1. A full description of the trip and scheduled activities
 - 7.1.2 student/adult participant health information
 - 7.1.3. "Notice of Waiver of All Claims: Education Code § 35330 provides that all persons making a field trip or excursion shall be deemed to have waived all claims against any school district, charter school, or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion, regardless of who holds the claims. If the field trip or excursion to which this permission slip applies is out-of-state, I hereby knowingly waive all of my and my daughter's/son's/ward's claims against any school district, charter school, and/or the State of California for injury, accident, illness or death occurring during or by reason of the out-of-state field trip or excursion."
- 7.2 After school program staff or subcontractors leading the trip must have a written list of students attending the trip.
- 7.3 No student shall be prevented from making a trip due to lack of sufficient funds.
- 7.4 Health Conditions/Medication: Trip participant health information will be gathered and reviewed in advance of trip and any needed revisions to supervision plan made,

including making sure that chaperones understand relevant information (e.g. food allergies). A plan will be developed to collect, secure, and dispense prescription medications from their original containers only and consistent with physician's instructions.

7.5 Supervision

7.5.1. CONTRACTOR must review and approve the supervision plan.

7.5.2 Trip as structured is appropriate to age, grade level and course of study.

7.5.3. Chaperones are all CONTRACTOR employees or subcontractors, parent(s)/guardian(s), or other authorized chaperones, and are 21 or older. Expanded Learning Opportunities Coordinator and lead trip staff are satisfied that all chaperones are willing and able to perform required duties, including understanding and implementing instructions, understanding health information for students in their group, and responding effectively in the event of an emergency. Trip attendees shall be limited to assigned school or early childhood education or after school program staff, students and authorized chaperones. Guests, including but not limited to friends and other family members, are strictly prohibited absent prior written approval of the Expanded Learning Opportunities Coordinator or CONTRACTOR executive director. Before the trip, after school program staff leading the trip shall provide any adult chaperones who may accompany the students with clear information regarding their responsibilities. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students' activities. Chaperones shall not consume alcoholic beverages or be under the influence of controlled substances while accompanying and supervising students on a trip.

7.5.4. When a trip is made to a place of business or industry, staff shall arrange for an employee of the host company to serve as conductor.

7.5.5. Safety requirements have been met (e.g.: current First Aid/CPR training of at least one chaperone, first aid kits, emergency contact and health info, instructions for chaperones, staff and chaperones have cell phones which are charged and available for communication).

7.6. Transportation Requirements: The after school program or subcontractors shall ensure compliance with all state laws and may transport by the use of its own equipment, contract to provide transportation or arrange transportation by the use of other equipment to enrolled after school participants provided that: (A) parent/guardians' written permission has been obtained in advance; (B) Expanded Learning Opportunities Coordinator has confirmed that: transportation arrangements are safe and appropriate; (C) all drivers have valid California driver's license; (D) all drivers have received fingerprint clearance; (E) provided that such transport is covered under driver or registered owner's personal automobile insurance or CONTRACTOR automobile liability insurance policy for at least \$100,000 per individual and \$300,000 per occurrence for liability for bodily injury; and \$50,000 per occurrence for liability for property damage; (F) all drivers and registered owners of private or rented vehicles used shall complete and sign declaration of driver forms assuring that: (i) the driver is at least 21 years of age and holds a current valid California driver's license;(ii) the driver has not been convicted of reckless driving or driving under the influence of drugs or alcohol within the past five years; and (iii) the driver provides proof of sufficient insurance; (G) if after school program arranges and/or contracts with a third party to provide this transportation, the organization or company with whom they contract must be licensed as a transportation provider, be certified to transport students (School Pupil Activity Bus certification) and have at

least \$5,000,000 automobile and \$1,000,000 per occurrence and \$2,000,000 aggregate General Liability insurance; (H) arrangements have been made for additional vehicle for use in event of illness or emergency; (I) students receive instruction in safe conduct on bus or other transport; and (J) drivers receive safety and emergency instruction and information which shall be kept in their vehicle, including health and emergency information for each student riding in his/her vehicle. The indemnification requirements set forth in Section 13 shall apply to all transportation activities under this section.

- 7.7. CONTRACTOR must have reasonable confirmation that all organizations involved in the trip have demonstrated expertise and exhibit reasonably safe and reputable operating procedures and business practices appropriate to student trips.
- 7.8. Vendor is licensed to provide all proposed activities.
- 7.9. Voluntary Student Accident Insurance must be made available for purchase (required for all trips). All student participants on higher risk activities (e.g. swimming, snow trips, horseback riding, sailing, rafting, etc) must be covered by medical or accident insurance.
 - 7.9.1. Parents/guardians must be informed of the following: *Please note that this trip is not sponsored or endorsed by the Alameda Unified School District. While we understand the excitement and educational potential of this experience, it's essential to clarify that this trip is independently organized and managed by the_____. As such, the Alameda Unified School District cannot assume responsibility for any aspects related to this trip, including its planning, logistics, safety measures, liability, or financial matters. It's crucial for parents/guardians to independently evaluate the trip's suitability for their child, including considerations such as safety, supervision, and educational value.
 - 7.9.2. Department of Justice and FBI fingerprinting and fingerprint clearance must be obtained for all non-District employee chaperones. Chaperones who continue beyond one school year will need to get fingerprint clearance once every three years from the time they begin chaperoning on after school program trips. Chaperones shall act in accordance with district policies, regulations and school rules. A person who is required to register as a sex offender pursuant to Penal Code 290 shall not serve as a chaperone on any field trip.
 - 7.9.4. No chaperone shall be assigned to provide supervision or instruction of students unless he/she has submitted evidence of an examination within the past 60 days to determine that he/she is free of active tuberculosis. Chaperones whose skin test negative shall thereafter be required to take tuberculosis test every four years or sooner if deemed necessary by CONTRACTOR.
 - 7.9.5. Letter must be sent to parent(s)/guardian(s) and a meeting must be held for staff, chaperones, parent(s)/guardian(s) and students in advance of trip to discuss trip and safety related procedures, itinerary and questions.
 - 7.9.6. Sleeping arrangements and night supervision are safe and appropriate.
 - 7.9.7. Vendor Proof of Insurance: After school coordinator has obtained proof of insurance from all private vendors including:
 - Facility
 - Program

8. Financial Records. CONTRACTOR agrees and understands that the DISTRICT is responsible for fiduciary and programmatic oversight for the expenditure of ASES and ELOP grant funds contracted to CONTRACTOR by the DISTRICT for fiscal year 2026-2027. CONTRACTOR will function as a sub recipient of funding and as such will follow all required fiscal guidelines and meet outlined standards as referenced in applicable Federal and State sub recipient guidelines. CONTRACTOR will ensure that all contracted funds of this MOU are expended as per grant guidelines.

- 8.1. Accounting Records. CONTRACTOR will maintain its accounting records based upon the principles of fund accounting.
- 8.2. Disputes. CONTRACTOR shall make all records available to the DISTRICT for review. The DISTRICT and CONTRACTOR shall meet and confer regarding any disputes as to the amount of actual expenses before taking any action to collect funds.

9. Invoicing.

- 9.1. Billing Structure. CONTRACTOR shall divide the total amount of the MOU and bill the DISTRICT by the number of months of the total Term of this MOU. Billing details must be provided upon request to the DISTRICT to ensure compliance with related sub recipient and grant guidelines.
- 9.2. Unallowable Expenses. CONTRACTOR may not purchase computers or capital equipment using ASES funds.
- 9.3. Invoice Requirements. Contractor's monthly invoices must include back-up documentation in the form of a spreadsheet listing each student's name or AUSD student ID grouped per cohort and funding status of each (No-Fee and Fee-Based) for auditing purposes.
- 9.4. Submission of Invoices. CONTRACTOR must submit invoices to the DISTRICT on a timely and regular basis for services rendered. The DISTRICT will not accept invoices submitted more than thirty days beyond the end of each fiscal quarter. No invoices will be accepted more than 30 days past the end of June 30 of the contractual fiscal year.

10. Maintenance of Documents. CONTRACTOR agrees that, pursuant to California law, it shall maintain program and fiscal documentation for a minimum of five years. All documents created by CONTRACTOR pursuant to and for the sole purpose of this MOU, including but not limited to reports, designs, schedules, registration packets, early release waivers, and other materials prepared, or in the process of being prepared, for the services to be performed by CONTRACTOR, are and shall be at the time of creation and thereafter the property of the DISTRICT, with all intellectual property rights therein vested in the DISTRICT at the time of creation. The DISTRICT shall be entitled to access to and copies of these materials during the progress of the work. Any such materials in the hands of CONTRACTOR or in the hands of any subcontractor upon completion or termination of the work shall be immediately delivered to the DISTRICT. If any materials are lost, damaged or destroyed before final delivery to the DISTRICT, CONTRACTOR shall replace them at its own expense and CONTRACTOR hereby assumes all risks of loss, damage to or destruction of such materials. CONTRACTOR may retain a copy of all materials produced under this MOU for its use in its general business activities. DISTRICT acknowledges that with the exception of materials prepared by CONTRACTOR for the sole purpose of this MOU, it does not claim any ownership or intellectual property rights respecting materials prepared by CONTRACTOR in the course of its general

business activities. Once CONTRACTOR has reached the five (5) year retention for program documentation, they shall work with the DISTRICT to schedule document destruction.

11. Changes.

- 11.1. CONTRACTOR Changes. In the event that CONTRACTOR encounters any unanticipated conditions or contingencies that may affect the responsibilities or services and result in an adjustment in the amount of compensation specified herein, CONTRACTOR shall so advise the DISTRICT immediately upon notice of such condition or contingency. The written notice shall explain the circumstances giving rise to the unforeseen condition or contingency and shall set forth the proposed adjustment in compensation. Such notice shall be given to the DISTRICT prior to the time that CONTRACTOR performs work or services related to the proposed adjustment in compensation. Any and all pertinent changes shall be expressed in a written amendment to this MOU and signed by AUSD prior to CONTRACTOR's implementation of such changes.
- 11.2. Changing Legislation. CONTRACTOR understands that changes in federal or state legislation or district policy may impact funding levels, grant requirements, and responsibilities of CONTRACTOR during an academic school year. This MOU may be amended during the 2026-2027 fiscal year to reflect additional changes resulting from such legislation.
- 11.3. Amendments to the MOU may be consummated with a mutual written agreement from both parties.

12. Conduct of CONTRACTOR.

- 12.1. Child Abuse and Neglect Reporting Act. [CONTRACTOR shall ensure that all personnel who have contact with or supervise students are designated mandated reporters and have completed mandated reporter training in compliance with Education Code §44691 and Penal Code §11165.7 prior to providing services, and annually thereafter. CONTRACTOR shall maintain and provide proof of training to the DISTRICT upon request.](#)
- 12.2. Staff Requirements. CONTRACTOR will provide documentation guaranteeing that CONTRACTOR will adhere to the following staff requirements for each CONTRACTOR agent, including employees, staff of subcontracting agencies, and volunteers. CONTRACTOR will provide DISTRICT with evidence of staff qualifications, consistent with invoicing requirements outlined in Section 9.3 which include:
 - 12.2.1. Tuberculosis Screening. Current documentation of negative TB Test (PPD) on file for each CONTRACTOR agent working with students.
 - 12.2.2. Background Check. [CONTRACTOR certifies that it has complied with Education Code §45125.1 and has reviewed fingerprint results for all employees, agents, and subcontractors who may have contact with students, and that none have been convicted of a disqualifying offense.](#)
 - 12.2.3. Minimum Qualifications. CONTRACTOR staff and agents who directly supervise students and are included in the 1:20 or 10:1 staff to student ratio must meet the following minimum qualifications for an instructional aide: a high school diploma or its equivalency and one of the following: (a) an AA degree; or completion of 48 semester units in college; or (b) successful completion of the Instructional Assistant exam, administered by the Alameda County Office of Education. [CONTRACTOR shall ensure staff receive training in behavior management, trauma-informed practices, and student supervision consistent with District and CDE guidance.](#)

- 12.3. Removal of Staff. In the event that the DISTRICT, in its sole discretion, at any time during the term of this MOU, desires the removal of any CONTRACTOR related persons, employee, representative or agent from a DISTRICT school site and, or property, CONTRACTOR shall immediately upon receiving notice from the DISTRICT of such desire, cause the removal of such person or persons.
- 12.4. Conflict of Interest. CONTRACTOR shall abide by and be subject to all applicable DISTRICT policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of the DISTRICT to perform any service by this Agreement without first obtaining the prior written approval of the DISTRICT. CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to the DISTRICT's attention in writing.
- 12.5. Drug-Free / Smoke Free Policy. No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on DISTRICT property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use drugs on these sites.
- 12.6. Anti-Discrimination. CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation. CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and DISTRICT policy. In addition, CONTRACTOR agrees to require compliance by all its subcontractor(s).

13. Confidentiality. To ensure compliance with enrollment of qualifying students, the DISTRICT shall provide student data to CONTRACTOR. CONTRACTOR and all personnel designated by CONTRACTOR to perform under this Agreement shall maintain the confidentiality of all information received in the course of performing this Agreement. This requirement shall extend beyond the effective termination or expiration date of this Agreement. In the event CONTRACTOR receives student data protected by the Family Educational Rights and Privacy Act ("FERPA"), Provider shall abide by Education Code section 49073, including the following: (a) Provider shall not use the student data provided, for an unauthorized purpose, transfer the student data to an unauthorized third party, or sell said data (b) Provider shall delete or otherwise dispose of student data in its possession after the termination of services under this Agreement (c) Provider shall undertake reasonable precautions to protect the student data and shall promptly report to the District any unauthorized access to the student data.

CONTRACTOR shall notify the DISTRICT within 24 hours of any incident involving student safety, data breach, or unauthorized access to student information.

CONTRACTOR shall not use any Artificial Intelligence (AI) tools or systems in connection with Student Data or Confidential District Information, including but not limited to recording, transcription, summarization, or analysis tools, without prior written authorization from the DISTRICT. CONTRACTOR shall not upload, transmit, or process Student Data using AI tools under any circumstances. Any unauthorized use or disclosure shall be reported within 24 hours and constitutes a material breach of this agreement.

14. Indemnification. CONTRACTOR agrees to indemnify, defend and hold harmless the DISTRICT, its board of directors, officers, agents and employees from and against any and all claims, demands, damages, costs, expenses of whatever nature including court costs and

attorney fees arising out of or resulting from any third-party claim alleging the negligence of its members, agents and employees. It is understood that such indemnity shall survive the termination of the agreement. The DISTRICT agrees to indemnify, defend and hold harmless CONTRACTOR, its board, officers, agents and employees from and against any and all claims, demands, damages, costs, expenses of whatever nature including court costs and attorney fees arising out of or resulting from the negligence of its Board of Directors, members, agents and employees. It is understood that such indemnity shall survive the termination of the Agreement.

15. Insurance. Throughout the life of the MOU, CONTRACTOR shall pay for and maintain in full force and effect with an insurance company(ies) admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A/VII" in Best Insurance Rating Guide, the following policies of insurance:

- 15.1. COMMERCIAL GENERAL LIABILITY occurrence-based insurance policy which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000 per occurrence and \$3,000,000 aggregate.
- 15.2. SEXUAL ABUSE AND MOLESTATION coverage for actual or alleged sexual abuse and molestation, either included in the Commercial General Liability policy, by endorsement, or through a separate stand-alone policy. Coverage shall apply to acts committed by employees, volunteers, or agents and must provide limits of no less than \$1,000,000 per occurrence and \$2,000,000 aggregate.
- 15.3. AUTO LIABILITY. CONTRACTOR shall maintain auto liability insurance covering all owned, non-owned, and hired vehicles used in the performance of services under this Agreement. The policy shall provide coverage with limits of not less than \$1,000,000 per occurrence for bodily injury and property damage.
- 15.4. WORKERS' COMPENSATION insurance, as required by the California Labor Code, with not less than the statutory limits.
- 15.5. PROPERTY AND FIRE insurance shall provide to protect: Real Property, against risk of direct loss, commonly known as Special Form and Fire Legal Liability, to protect against liability for portions of premises leased or rented; Business Personal Property, to protect on a Broad Form, named peril bases, for all furniture, equipment and supplies of CONTRACTOR. If any District property is leased, rented or borrowed, it shall also be insured the same as real property.

The above general and auto liability policies of insurance shall be endorsed to name Alameda Unified School District, its officers, employees, volunteers or agents, as additional insured. Said Additional Insured endorsement shall be provided to the DISTRICT upon CONTRACTOR's execution of this MOU and before work commences under this MOU. If at any time said policies of insurance lapse or become canceled, this MOU shall become void. The acceptance by the DISTRICT of the above-required insurance does not serve to limit the liability or responsibility of the insurer or CONTRACTOR to the DISTRICT.

16. Litigation. If any litigation is initiated to enforce or interpret this MOU, the prevailing party shall be entitled to reasonable attorney's fees and costs. The Agreement shall be performed in Alameda, California and is governed by the laws of the State of California.

17. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

18. Counterparts. This MOU and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

On behalf of our respective institutions or organizations, we hereby execute this Memorandum of Understanding.

ALAMEDA UNIFIED SCHOOL DISTRICT

THE ACADEMY OF ALAMEDA

President, Board of Education

Date

Executive Director

Date

Name

Name

Coversheet

Vote on the 2026-27 LCAP and 2026 Local Indicators

Section:	IV. Action Items
Item:	A. Vote on the 2026-27 LCAP and 2026 Local Indicators
Purpose:	Vote
Submitted by:	
Related Material:	Academy of Alameda 2026-27 LCAP FINAL.pdf Academy of Alameda 2026 Local Indicators Final.pdf Academy of Alameda 2026-27 LCAP Overview.pdf

LCFF Budget Overview for Parents

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

CDS Code: 01 61119 0122085

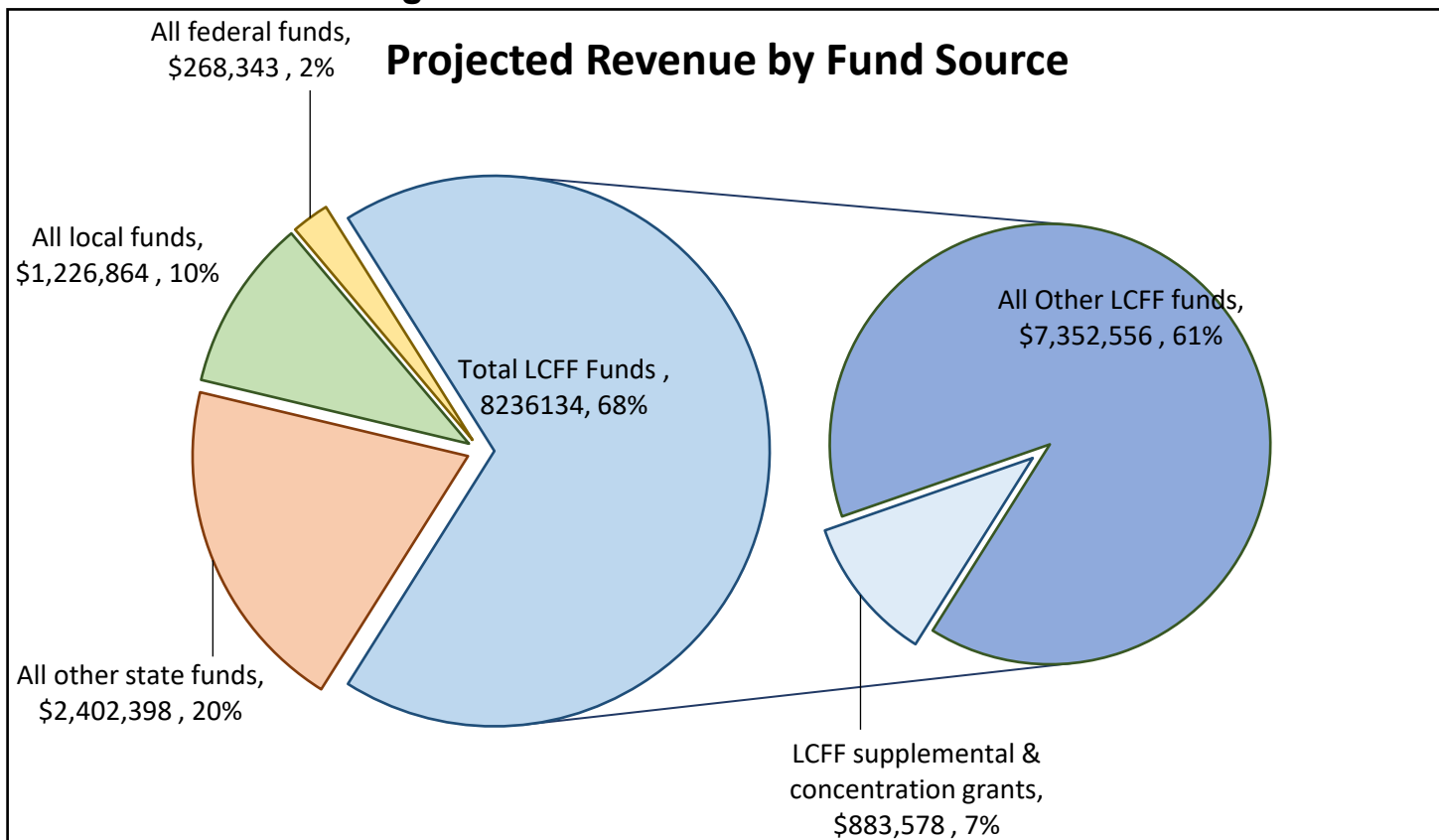
School Year: 2026-27

LEA contact information: Christine Chilcott, Executive Director, (510) 748-4017, cchilcott@aoaschools.org

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

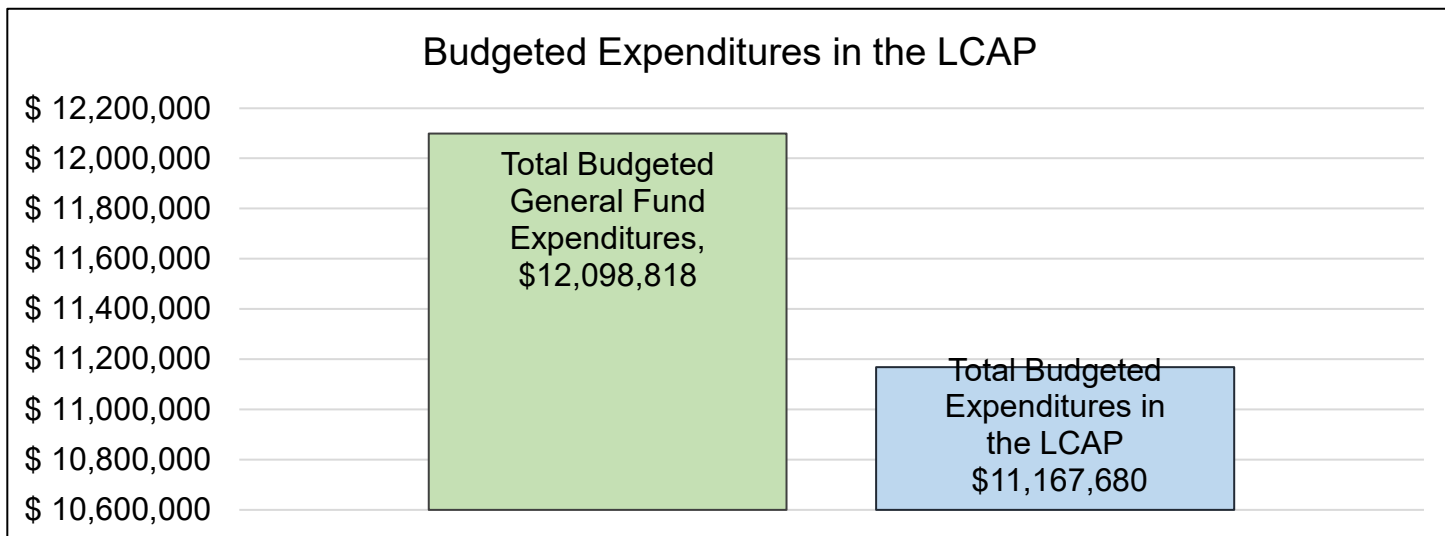


This chart shows the total general purpose revenue The Academy of Alameda expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for The Academy of Alameda is \$12,133,739.00, of which \$8,236,134.00 is Local Control Funding Formula (LCFF), \$2,402,398.00 is other state funds, \$1,226,864.00 is local funds, and \$268,343.00 is federal funds. Of the \$8,236,134.00 in LCFF Funds, \$883,578.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much The Academy of Alameda plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: The Academy of Alameda plans to spend \$12,098,818.00 for the 2026-27 school year. Of that amount, \$11,167,680.00 is tied to actions/services in the LCAP and \$931,138.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

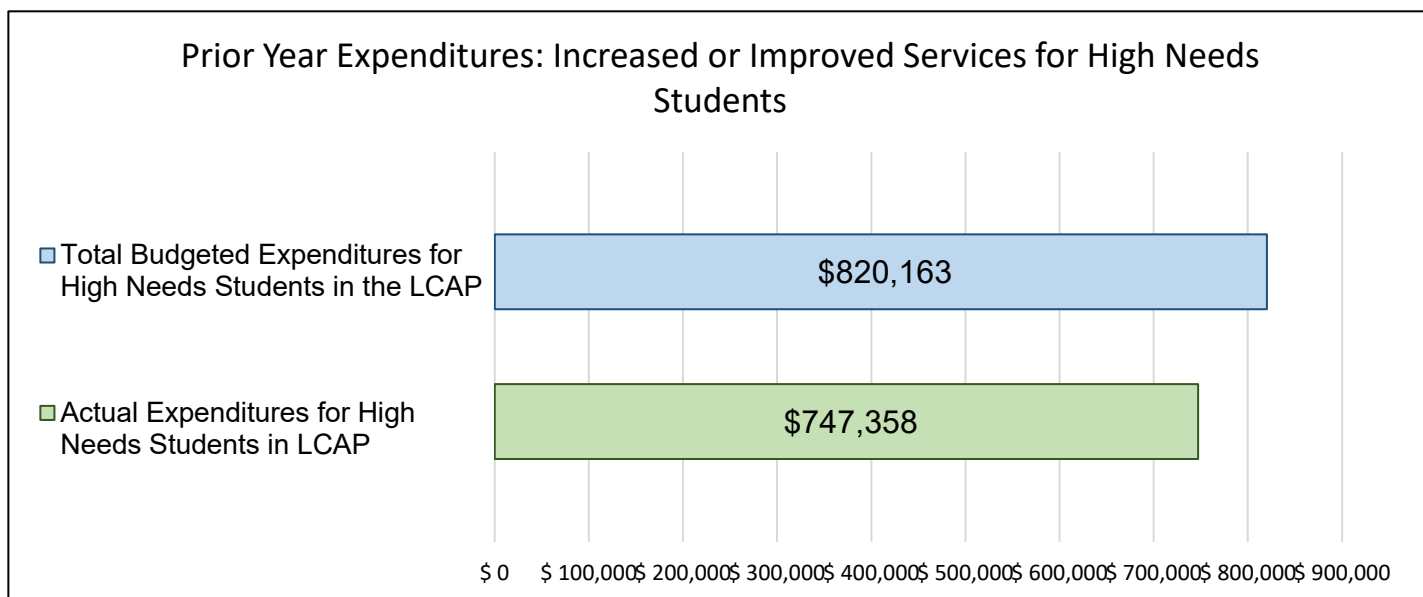
The budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) are oversight fees, legal fees, business expenses and other operating expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, The Academy of Alameda is projecting it will receive \$883,578.00 based on the enrollment of foster youth, English learner, and low-income students. The Academy of Alameda must describe how it intends to increase or improve services for high needs students in the LCAP. The Academy of Alameda plans to spend \$883,578.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, The Academy of Alameda's LCAP budgeted \$820,163.00 for planned actions to increase or improve services for high needs students. The Academy of Alameda actually spent \$747,358.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$72,805.00 had the following impact on The Academy of Alameda's ability to increase or improve services for high needs students:

Actual expenditures were lower than budgeted primarily due to the reallocation of funding sources. ,

Local Control and Accountability Plan

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

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

Plan Summary 2026-27

General Information

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

The Academy of Alameda (AoA) is a free, TK-8 public charter school where all students meet their full potential through rigorous academics, pathways to advanced math, and an inclusive, age-appropriate social justice-oriented curriculum focused on community, advocacy, and multiple perspectives. AoA is located in the East Bay area. At the Academy of Alameda, students gain the confidence to self-direct their learning, graduating with the abilities and skills needed to succeed in high school and life. Our graduates leave with a strong sense of community, belonging, and agency that crosses boundaries of race, culture, gender, and socioeconomic status. As one of the top five most diverse schools in California (Niche), we prepare students to become thoughtful, compassionate, and engaged members of their community and the world.

The Academy of Alameda envisions a future where all students are successful, and students' destinies are not determined by their demographics. The Academy of Alameda's Mission is to equitably develop students into critical thinkers and lifelong learners who navigate the world with integrity and apply their learning to empower themselves and their communities.

During the 2025-26 school year, the school served a diverse student population of 677 students. Student demographics included 25.0% Hispanic or Latino, 18.8% African American, 18.6% Asian, 17.0% identifying as Two or More Races, 14.6% White, 4.3% Filipino, 1.2% Pacific Islander, and 0.6% American Indian or Alaska Native. The school also served students with a wide range of educational and socio-emotional needs. Approximately 61.6% of students were identified as socioeconomically disadvantaged, 13.7% were English learners, 15.4% qualified for special education services, and 2.5% were identified as homeless youth (2025-26 Dataquest). The LCFF Unduplicated percentage is approximately 65%.

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

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

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

Goal 3: Two-Way Communication and Effective Family Engagement: Provide transparent communication to stakeholders through effective two-way communication that develops an inclusive family involvement plan where all members have the opportunity to connect and provide feedback, and to get involved both at the school level and/or directly with their child's education.

Reflections: Annual Performance

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

2025 Dashboard Performance

Academic Performance in English Language Arts (ELA): Overall, students declined from 12.6 points above standard in 2024 to 4.8 points below standard in 2025, resulting in a decrease from a Green to a Yellow performance level. Asian students (34.1 points above standard) and White students (26.3 points above standard) maintained a Green performance level. Students identifying as two or more races scored 61 points above standard and declined to a Yellow performance level. English Learner (-45.6 DFS), socioeconomically disadvantaged students (-31.7 DFS), Hispanic/Latino students (-31.9 DFS) and African American students (-62.7 DFS) all maintained an Orange performance level, with declines in DFS compared to the previous year. Students with disabilities scored 92.0 points below standard and remained in the Red performance level. To address declining ELA outcomes, the school is strengthening intervention and literacy supports through the pilot of the Lexia reading intervention program and the expansion of consistent literacy curriculum and reading supports across grade levels.

Academic Performance in Math: Overall, students scored 22.7 points below standard in Math in 2025 and maintained a Yellow performance level. Asian students (44.8 points above standard) maintained a Blue performance level. White students (9.8 points above standard) maintained a Green performance level, while students identifying as two or more races improved to a Green performance level at 4.0 points below standard. English Learners (-54.2 DFS) improved from an Orange to a Yellow performance level. Socioeconomically disadvantaged students (-51.1 DFS) and Hispanic/Latino students (-59.2 DFS) maintained an Orange performance level, while African American students (-100.8 DFS) and students with disabilities (-123.7 DFS) remained in the Red performance level. The school will continue focusing on strengthening math instruction, intervention supports and targeted strategies to improve student achievement and address performance gaps among student groups.

English Learner Progress Indicator: The Academy of Alameda English Learners demonstrated tremendous success on the English Learner Progress Indicator. The school increased its ELPI by 8.3% with 48.6% of English Learners making progress towards English language proficiency or maintaining the highest level. The school improved from an Orange performance level on the 2024 Dashboard to a Green performance level in 2025.

Suspension Rate: Overall, the school's suspension increased from 3.8% in 2024 to 4.9% in 2025, maintaining an Orange performance level. English Learners experienced a significant increase in suspension rates, rising to 7.9%, and declining to a Red performance level. Hispanic/Latino students also saw a notable increase in suspensions to 7.4%, resulting in a decline from a Green to a Red performance level. Filipino students also experienced an increase in suspension rates to 2.9% and received an Orange performance level.

Socioeconomically disadvantaged students (5.9%) and White students (3.0%) maintained an Orange performance level. Students with disabilities (6.8%) and African American students (8.9%) improved from a Red to an Orange performance level but continue to experience a high rate. Students identifying as two or more races (3.8%) improved to a Yellow performance level, and Asian students (0.8%) improved to a Green performance level. The school continues to analyze suspension data and implement strategies to improve student behavior supports, strengthen restorative practices and identify alternatives to suspension in order to reduce disproportionality and improve school climate outcomes for all student groups.

Chronic Absenteeism: Overall, The Academy of Alameda's maintained a Red performance level with 22.2% of students chronically absent. English learners improved their chronic absenteeism rate to 23.6% and maintained an Orange performance level, while students with disabilities also improved to 28.7% and improved from a Red to an Orange performance level. Asian students demonstrated significant improvement, decreasing its rate to 6.6% and improving to a Green performance level. Students identifying as two or more races (16.0%) and White students (17.8%) also improved their attendance outcomes and maintained a Yellow performance level. Socioeconomically disadvantaged students (31.0%), African American students (32.8%), Hispanic/Latino students (33.3%), and Filipino students (20.6%) continue to experience high rates of absenteeism and received a Red performance level in 2025. The school will continue implementing attendance improvement strategies, family outreach, and targeted supports to address barriers to attendance and improve engagement for student groups disproportionately impacted by chronic absenteeism.

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

Lowest Performing Student Groups

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

Chronic Absenteeism for English Learners (Action 2.4 Attendance Support): The Academy of Alameda continues to prioritize reducing its chronic absenteeism rates. The school implemented the Gold Medal Attendance Awards, an initiative that focused on improving attendance and reducing absences for all students. Deans of Students and the school nurse have collaborated with instructional staff to increase attendance and engagement.

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

Learning Recovery and Emergency Block Grant

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

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the parent advisory council which will include parents of English Learners. The parent advisory council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. Parents and families also participate in an annual survey which provides feedback on the goals and services.
Teachers, administrators, and other school personnel	The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of The Academy of Alameda based on student achievement data to include SBAC, ELPAC, and interim assessment data, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Hispanic/Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services. The teachers and staff also participate in an annual survey which provides feedback on the goals and services.
Students	Students participate in an annual survey in the spring which provides feedback on the goals and services.
Board	AoA provides opportunities for its Board and the public to comment and provide input and feedback into the LCAP. The Board provided input/feedback during the Mid Year presentation on 02/26/2026. The Public Hearing for the LCAP will be on 05/21/2026.

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

Based on feedback from educational partners, the Academy of Alameda will continue prioritizing student attendance, reducing chronic absenteeism, strengthening academic achievement, and supporting positive school climate and student engagement. Educational partners emphasized the importance of maintaining strong family-school partnerships, recognizing that students are most successful when they are consistently attending school and families are actively engaged in their education. Feedback from families, students, staff, and advisory groups also reinforced the need to continue fostering a safe, supportive, and inclusive school environment that promotes belonging, engagement, and social-emotional well-being.

Educational partners reviewed multiple sources of data, including Dashboard results, local assessment data, attendance data, school climate survey results, and English Learner outcomes. Feedback highlighted successes in English Learner progress, improvements in mathematics and science outcomes for some student groups, expansion of programs such as Advanced Math Program (AMP), Spanish language instruction, and Financial Literacy, and continued access to a broad course of study for all students. At the same time, educational partners identified ongoing needs related to chronic absenteeism, declining English Language Arts outcomes, and persistent achievement gaps among some student groups, including African American students, socioeconomically disadvantaged students, English Learners, and students with disabilities.

Educational partners also acknowledged the challenges associated with increasing operational costs and the continued growth of the students with disabilities population, which has placed additional demands on staffing, intervention services, and support systems. Despite reductions in intervention staffing and resources in recent years, educational partners expressed support for continuing targeted interventions, literacy supports, English Learner services, attendance improvement efforts, mental health services, restorative practices, and family engagement initiatives. Stakeholders recognized that sustained implementation, monitoring, and refinement of these supports are necessary to evaluate effectiveness and improve outcomes for different student groups over time.

Goals and Actions

Goal 1

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	CAASPP proficiency ELA - % Met/Exceeded the Standard for all students and all numerically significant subgroups Data Source: DataQuest CAASPP Test Results	All Students 56.1% SED: 42.3% EL: 17.1% SWD: 19.2% Asian: 61.3% African American: 33.7% Filipino: 73.3% Hispanic: 47.3% White: 72.8% Two or More Races: 58.6% Data Year: 2022-23	All Students 55.7% SED: 47.7% EL: 10.0% SWD: 15.8% Asian: 68.2% African American: 30.3% Filipino: 74.2% Hispanic: 48.9% White: 67.1% Two or More Races: 58.7% Data Year: 2023-24	All Students: 48.5% SED: 39.0% EL: 3.6% SWD: 17.2% Asian: 69.3% African American: 16.3% Filipino: 75% Hispanic: 39.0% White: 61.8% Two or More Races: 54.4% Data Year: 2024-25	All Students 60% SED: 46% EL: 21% SWD: 23% Asian: 65% African American: 38% Filipino: 76% Hispanic: 51% White: 75% Two or More Races: 60% Data Year: 2025-26	All Students -7.6% SED: -3.3% EL: -13.5% SWD: -2.0% Asian: +8.0% African American: -17.4% Filipino: +1.7% Hispanic: -8.3% White: -11.0% Two or More Races: -4.2%
1.2	CAASPP proficiency Math - % Met/Exceeded the Standard for all students and all numerically significant subgroups Data Source: DataQuest CAASPP Test Results	All Students: 46.3% SED: 34.3% EL: 17.1% SWD: 5.8% Asian: 62.7% African American: 17.9% Filipino: 50.0% Hispanic: 39.8% White: 58.7% Two or More Races: 55.7% Data Year: 2022-23	All Students: 47.5% SED: 40.6% EL: 13.5% SWD: 19.3% Asian: 71.8% African American: 13.5% Filipino: 64.5% Hispanic: 40.0% White: 58.3% Two or More Races: 49.3% Data Year: 2023-24	All Students: 46.4% SED: 39.5% EL: 19.7% SWD: 21.9% Asian: 68.6% African American: 16.1% Filipino: 75% Hispanic: 37.4% White: 58.0% Two or More Races: 48.6% Data Year: 2024-25	All Students: 50% SED: 38% EL: 21% SWD: 10% Asian: 66% African American: 22% Filipino: 54% Hispanic: 44% White: 53% Two or More Races: 59% Data Year: 2025-26	All Students +0.1% SED: +5.2% EL: +2.5% SWD: +16.1% Asian: +5.9% African American: -1.8% Filipino: +25.0% Hispanic: -2.4% White: -0.7% Two or More Races: -7.1%

1.3	CA Science Test (CAST) % Met/Exceeded standard for all students and all numerically significant subgroups Data Source: DataQuest CAASPP Test Results	All students: 41.6% SED: 30.6% EL: 7.1% SWD: 15.8% Asian: 27.3% African American: 19.4% Hispanic: 38.9% White: 58.5% Two or more races: 56.5% Data Year: 2022-23	All students: 50.3% SED: 37.9% EL: 0.0% SWD: 25.0% Asian: 76.7% African American: 21.6% Hispanic: 31.6% White: 68.8% Two or more races: 60.0% Data Year: 2023-24	All students: 50.0% SED: 40.3% EL: 9.1% SWD: 20.0% Asian: 63.0% African American: 8.7% Hispanic: 57.7% White: 65.2% Two or more races: 61.9% Data Year: 2024-25	2025-26 All students: 45% SED: 34% EL: 11% SPED: 20% Asian: 32% African American: 23% Hispanic: 43% White: 62% Two or more races: 60%	All Students: +8.4% SED: +9.7% EL: +2.0% SWD: +4.2% Asian: +35.7% African American: -10.7% Hispanic: +18.8% White: +6.7% Two or More Races: +5.4%
1.4	STAR ELA - % of students meeting growth goals Data Source: Local Data STAR	72.9% (Grades 2-8) Data Year: 2023-24	62.6% (Grades 2-8) Data Year: 2024-25	55.8% Data Year: 2025-26	Baseline + 5% growth Data Year: 2026-27	-17.1%
1.5	STAR Math - % of students meeting growth goals Data Source: Local Data STAR	64.8% (Grades 1-8) Data Year: 2023-24	63.9% (Grades 1-8) Data Year: 2024-25	57.4% Data Year: 2025-26	Baseline + 5% growth Data Year: 2026-27	-7.4%
1.6	STAR Early Reading Assessment (K-2) Data Source: Local Data STAR	65.3% (Grades K-1) Data Year: 2023-24	68.9% (Grades K-1) Data Year: 2024-25	70.7% Data Year: 2025-26	Baseline + 3% growth Data Year: 2026-27	5.4%

1.7	ELPI - % of English Learners improving on the ELPAC Data Source: CA School Dashboard	50% Data Year: 2022-23	40.3% Data Year: 2023-24	48.6% Data Year: 2024-25	>55% Data Year: 2025-26	-1.4%
1.8	% of LTEL scoring at Level 3 and 4 on ELPAC Data Source: ELPAC Results	62.5% Data Year: 2022-23 Data updated in 2024-25	53.8% Data Year: 2023-24	42.9% Data Year: 2024-25	45% Data Year: 2025-26	-19.6%
1.9	EL Reclassification rate Data Source: Calpads (Data Source updated in 2024-25)	25.4% Data Year: 2022-23	17.7% Data Year: 2023-24	2.3% Data Year: 2024-25	>10% Data Year: 2025-26	-23.1%
1.10	% of teachers properly credentialed and appropriately assigned Data Source: SARC	95.7% Data Year: 2021-22	100% Data Year: 2022-23	80.7% Data Year: 2023-24	100% Data Year: 2024-25	-15%
1.11	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home Data Source: SARC	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100% Data Year: 2026-27	Maintained

1.12	Implementation of standards for all students and enable ELs access to CCSS and ELD standards Data Source: 2023 CA Dashboard Local Indicators	Full Implementation and Sustainability for all CCSS and ELD standards Data Year: 2023-24	Full Implementation for all CCSS and ELD standards Data Year: 2024-25	Full Implementation for all CCSS and ELD standards Data Year: 2025-26	Full Implementation and Sustainability for all CCSS and ELD standards Data Year: 2026-27	Maintained
1.13	% of students, including unduplicated pupils and individuals with exceptional needs, that have access to and are enrolled in a broad course of study Data Source: Local Indicator - Master Schedule in SIS	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100% Data Year: 2026-27	Maintained

Goal Analysis for 2025-26

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

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

Overall, the actions designed to support achievement of Goal 1 were implemented as planned, with the school continuing to provide targeted academic interventions, curriculum supports, and enrichment opportunities to address student needs.

Successes:

The school experienced growth in Mathematics outcomes for several student groups since 2022-23. The school continues implementing math interventions and instructional supports (Action 1.2), including Peer Teach, peer tutoring, and the Open Up Math curriculum. California

Science Test (CAST) outcomes also improved for nearly all student groups. Additional successes included the addition of a middle school Spanish teacher (Action 1.1 and 1.5) who supports English Learners through small group instruction, ELPAC testing support, and ELAC facilitation for families. The Advance Math Program (AMP) (Action 1.3) continued to expand and remained a strong area of interest for incoming middle school families, with approximately 40 students participating during the 2025-26 school year. The school also began implementation of a Financial Literacy curriculum within middle school math, beginning with Grade 8 during the 2025-26 school year with planned expansion to all middle school grades in 2026-27.

Challenges:

Despite ongoing intervention efforts, ELA outcomes declined for most student groups. The school also experienced increasing demands on support systems as the students with disabilities population has grown since 2022-2023. At the same time, reductions in staffing and intervention supports in prior years, including reading intervention, MTSS staffing, ELD coordination, and middle school instructional aide support, continued to impact the school's ability to provide intensive intervention services. Current ELA interventions included Freckle, differentiated classroom instruction, tutorial support, and individualized intervention support; however, student outcomes indicated a need for additional adjustments to intervention systems. As a result, the school began piloting the Lexia reading intervention program during Spring 2026 for students performing below standard in reading, with the possibility of schoolwide implementation in 2026–27 if results demonstrate effectiveness. The school is also planning to strengthen literacy instruction through the implementation of a history/reading curriculum in grades 6–8 and the potential pilot of Arts & Letters in grade 6 to support a more consistent literacy curriculum across grade levels.

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

Action 1.2 Multi-Tiered Systems of Support: Budgeted \$729,712; Actual \$658,204 - Actual expenditures differed from budgeted amounts due to adjustments in staff funding allocations to Special Education and ASES programs.

Action 1.4 Professional Education: Budgeted \$78,452; Actual \$113,404 - Estimated actual expenditures exceeded budgeted amounts due to additional costs associated with professional learning programs and the REACH Internship program that were not included in the original budget.

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

The combined impact of Action 1.1 Highly Qualified Staff, Action 1.2 Multi-Tiered Systems of Support, Action 1.3 Instructional Materials, Supplies, and Technology, Action 1.4 Professional Education, and Action 1.7 After School, Summer, & Extended Year Programs was partially effective in supporting improved student outcomes and access to intervention and enrichment opportunities. The school maintained 100% access to standards-aligned instructional materials, maintained full implementation of academic standards, and maintained 100% access to a broad course of study for all students, including unduplicated pupils and students with exceptional needs. Positive outcomes were demonstrated in CAASPP Math proficiency rates for several student groups compared to baseline levels. The school also demonstrated improved CAST outcomes for most student groups. These outcomes reflect the positive impact of targeted intervention supports, instructional materials, professional learning opportunities, and expanded learning opportunities.

Action 1.2 Multi-Tiered Systems of Support and Action 1.5 English Language Development were also partially effective in achieving desired literacy and English Learner outcomes. CAASPP ELA proficiency rates declined overall and for several student groups compared to baseline

levels. In addition, English learner outcomes on the English Learner Progress Indicator (ELPI) improved from the previous year and are getting back to baseline levels.

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

Action descriptions in 1.3 Instructional Materials, Supplies, and Technology were updated to include the Advanced Math Program.

Action descriptions in 1.6 Special Education were updated to remove the Program Specialist and include the Special Education Administrator.

The Year 3 Target Outcome was adjusted for Metric 1.8 (% of LTEL scoring at Level 3 and 4 on ELPAC) based on three years of LTEL ELPAC results. The school refined the 3-year target to align with demonstrated growth patterns.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Staff	- We will continue to provide strong Tier 1 instruction across the curriculum in math, science, ELA, social studies, physical education, and electives. In addition, we will provide adequate supervision staffing, instructional support staffing, as well as staffing to maintain operations. - The school aims to staff the Elementary School with highly qualified teachers and aides in order to keep ratios low. In TK, the school maintains a 10:1 ratio. For Kindergarten, there is a 27:2 ratio that includes a dedicated Kindergarten aide in the class. There is a 27:1 ratio in Grade 1, 26:1 ratio in Grades 2 and 3, and a 30:1 ratio in Grades 4 and 5. All lead teachers hold a credential from the State of California. - In Middle School, we will have a ratio of 28:1 in all core classes and electives, with rotating Aides to support classrooms. All lead teachers hold a credential or are in the process of clearing their credentials from the State of California.	\$ 5,947,174	No

1.2	Multi-Tiered Systems of Support	We will continue to provide targeted Tier 2 and Tier 3 supports to students including the following: • Two Literacy Aides in the elementary school program who will support students with researched based phonics instruction in a differentiated setting. • Peer Teach (Math): develop ways for Math teachers to build within small groups and allows teachers to establish tutorial time, running small groups, and working in conjunction with the 6th grade math teacher. Peer teach allows math teachers to look at student data from STAR testing and utilize teacher-created formative and summative assessments to pull small groups for targeted intervention connected to specific skills and learning targets. This will allow us to increase access to grade-level material for all students while also targeting any gaps in math skills that will lead to learning acceleration. In addition, afterschool academic assistance and elementary small-group math intervention support will be provided to students needing additional targeted support in foundational and grade-level math skills. • Peer Tutoring for Math support during tutorial (class Tues, Thurs, Friday) • Peer Tutoring for all subjects in MS - peer tutors push in during tutorial periods as needed	\$ 791,857	Yes
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1.3	Instructional Materials, Supplies, and Technology	● We provide high-quality instructional materials and supplies to students to ensure quality instructional experiences. In addition, we provide additional materials requested by teachers to support their work with students. We provide technology to support learning, including classroom Chromebook carts, document cameras, and projectors for all teachers. We work with Techabee to provide additional support for software and hardware. ● Elementary School: We utilize a variety of curricular and instructional materials including SIPPS, Making Meaning and Being a Writer (K-1), Wit and Wisdom (2-5), Eureka Squared (TK-5), Zearn, Mystery Science, Beast Academy (Math enrichment), CKLA TK ELA (TK), RULER for SEL (TK-5). ● Middle School: ○ We utilize a variety of curricular and instructional materials. This includes Open-Up Resources, Peer Teach, and Zearn Math curriculum, Language Live!, novels for literature circles and units of study in ELA and Social Studies, materials for science labs for our NGSS-aligned science courses, and curriculum for our Reading Lab intervention course. In 2025-26, the school implemented a pilot program utilizing Lexia, an online reading intervention program, as part of ELA intervention support and to provide additional targeted literacy intervention. ○ Advanced Math Program (AMP) continues to grow and is a draw for incoming middle school families. ○ We also provide access to educational technology to enhance learning experiences and increase learning personalization in the classroom (SIPPS, Summit K12). We also provide our PE, Music, Art, and Technology elective teachers with a budget to provide high-quality and engaging materials for students. We utilize Edificity, a web-based program, to support scheduling prioritization for Tier 2 support.	\$ 357,727	No
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1.4	Professional Education	• 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 professional learning communities (PLCs), curriculum training and consulting, and education conferences. Additionally, the principal receives coaching through UC Berkeley. • We are pursuing several strands of professional development for teachers and staff in order to make sure we are increasing intellectual achievement and providing multiple pathways to success. Professional learning opportunities also include identity safety and inclusive practices training to support LGBTQ+ students and families and foster safe, supportive, and inclusive school environments for all students. • In the Middle School, we are focusing on student-centered instructional models and implementing competency-based grading in partnership with Building 21, an organization supporting the implementation of this initiative. • In addition, as part of professional learning, the school is facilitating cross-grade level inquiry groups to collaboratively explore and address problems of practice.	\$ 135,402	No
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1.5	English Language Development	● We provide a structured English Immersion program to support English learners in acquiring academic and conversational English. ● Small tutorial group, individualized support; Work 1:1 or in small groups with students during the Middle School flex Tutorial period. ● Continue implementation of the Project GLAD model and other high-leverage strategies and teaching strategies through Professional Development and teacher coaching. ● EL Support embedded in curriculum and support systems (professional development, planning, ensuring ELs have access to curriculum (front loading vocabulary) ● Emerging Bilingual Support: ○ New students are identified in the enrollment process; the ELPAC provides reclassification data for current ELs ○ Academic Dean and consultant work with parents/guardians of our emerging bilingual students through the ELAC structure to provide additional support and to get feedback on our EL program. ● Long Term English Learner Support: ○ AOA will monitor Long Term English Learner data to identify LTELs at the beginning of the year to provide supports and ensure they are making progress towards English language proficiency. Students and parents will receive information about the importance of taking and trying one's best on the ELPAC, so that students can move towards qualification for reclassification as fluent English proficient.	\$ -	No
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1.6	Special Education	• The Academy continues to enroll and support students with disabilities with focused services. The Academy ensures that a free and appropriate education is provided to all students with exceptional needs. The Academy provides related services, such as Speech, OT/AT, DHH, and APE, by hiring credentialed or licensed providers through private agencies or independent contractors. Specialized Academic Instruction is provided by our two Education Specialists in the Middle School, and two Education Specialists in the Elementary School. The school has a Special Education Administrator that supports Middle and Elementary Case Managers. Special Education Instructional Aides support general education teachers with the implementation of students' accommodations, and provide targeted specialized academic instruction under the direct supervision of the Education Specialists. One-to-one Instructional Aides will be hired as needed, as documented in students' IEPs. • To continue to strengthen our full inclusion program, Education Specialists will continue to receive training through the SELPA regarding IEP goal writing, PBIS and Universal Design for Learning (UDL) techniques to support the collaboration with general education teachers. Instructional Aides will take part in weekly professional development meetings to increase their positive impact in supporting students with disabilities in general education classes. • As a part of our Special Education plan, the SPED department will continue to engage in co-teaching training and exploration in order to better support students with disabilities in general education classrooms, as well as all students through increased support for differentiation. Education specialists and general education teachers will engage in increased collaborative planning time. • Extended Year Programs are offered through the SPED department for students with IEPs, as needed. • Support is provided through small group instruction, 1:1 sessions, push-in and pull-out models, and with the assistance of aides aligned to students' IEPs. • Implementation of Goalbook to support differentiated curriculum planning and IEP goal writing. • Additional reading support provided by the Special Education administrator, Education Specialists, and Instructional Aides.	\$ 984,654	No
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		• Use of Sound Partners and SIPPS for elementary-level reading intervention. • Use of SIPPS for reading intervention at the middle school level.		
1.7	After School, Summer, & Extended Year Programs	• Our afterschool program runs from 3:30pm to 6:30pm five days a week. Students in the afterschool program receive homework support and can take enrichment classes offered by our afterschool staff, such as art, basketball, and entrepreneurship. Some of our afterschool staff work as campus supervisors during the school day to increase the connection between the regular school day and the after-school program. • Our after-school staff also runs our summer program for approximately 6 weeks during the summer. This program focuses on academic and enrichment opportunities for students and specialized sports camps. • For the Middle School, we utilize the ASES (middle school) grant to offer the program at a low cost to our families. • The Academy also receives the Expanding Learning Opportunities Program grant (TK-8)	\$ 831,499	No

Goal 2

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Academy of Alameda knows that a positive school culture has a significant impact on both the learning environment and the way students experience school including their social emotional and behavioral development. We saw an increase in truancy and chronic absenteeism over the last several years and we added staff capacity to support attendance and family engagement in 2023-24. We believe that by providing mental health services, social emotional learning curriculum and opportunities, Student Activities, Athletics, and Events,

attendance support, and a restorative justice program to support positive behaviors the school culture will improve as indicated by the metrics below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate Data Source: P-2 Attendance Report	92.97% Data Year: 2023-24	93.8% Data Year: 2024-25	92.7% Data Year: 2025-26	96% Data Year: 2026-27	-0.27%
2.2	Chronic Absence Rate for all students and all numerically significant subgroups Data Source: CA School Dashboard	All: 21.8% EL: 28.1% SED: 27.5% SWD :29.6% African American: 28.0% Asian: 10.9% Hispanic/Latino: 27.9% Two/More Races: 21.2% White: 21.4% Filipino: 15.8% Data Year: 2022-23	All: 22.6% EL: 24.4% SED: 29.3% SWD: 33.3% African American: 32.5% Asian: 10.1% Hispanic/Latino: 27.4% Two/More Races: 23.6% White: 19.4% Filipino: 20.5% Data Year: 2023-24	All: 22.2% EL: 23.6% SED: 31.0% SWD: 28.7% African American: 32.8% Asian: 6.6% Hispanic/Latino: 33.3% Two/More Races: 16.0% White: 17.8% Filipino: 20.6% Data Year: 2024-25	All 15% EL 23% SED 22% SWD 24% African American 23% Asian 5% Hispanic/Latino 22% Two/More Races 10% White 16% Filipino 10% Data Year: 2025-26	All Students: +0.4% EL: -4.5% SED: +3.5% SWD: -0.9% African American: +4.8% Asian: -4.3% Hispanic: +5.4% Two or More Races:-5.2% White: -3.6% Filipino: +4.8%

2.3	Suspension Rate for all students and all numerically significant subgroups Data Source: CA School Dashboard	All Students: 3.1% EL: 3.3% SED: 4.4% SWD: 4.8% African American: 6.4% Asian: 0% Filipino: 7.9% Hispanic: 3.1% Two or More Races: 3.0% White: 1.6% Data Year: 2022-23	All Students: 3.8% EL: 3.4% SED: 5.0% SWD: 7.5% African American: 10.0% Asian: 0.8% Filipino: 0.0% Hispanic: 2.1% Two or More Races: 4.5% White: 2.7% Data Year: 2023-24	All Students: 4.9% EL: 7.9% SED: 5.9% SWD: 6.8% African American: 8.9% Asian: 0.8% Filipino: 2.9% Hispanic: 7.4% Two or More Races: 3.8% White: 3% Data Year: 2024-25	<1% Data Year: 2025-26	All Students: +1.8% EL: +4.6% SED: +1.5% SWD: +2.0% African American: +2.5% Asian: +0.8% Filipino: -5.0% Hispanic: +4.3% Two or More Races: +0.8% White: +1.4%
2.4	Expulsion Rate for all students and all numerically significant subgroups Data Source: DataQuest Expulsion Rate	0% Data Year: 2022-23	0% Data Year: 2023-24	0.2% Data Year: 2023-24	0% Data Year: 2025-26	+0.2%
2.5	Middle School Dropout Rate Data Source: CALPADS Fall 1 Report 8.1c	0% Data Year: 2023-24	0% Data Year: 2024-25	0% Data Year: 2025-26	0% Data Year: 2025-26	Maintained

2.6	Facilities meet the “good repair” standard Data Source: SARC	Condition: Fair 2022-23 SARC (published in 2024)	Condition: Good 2023-24 SARC (published in 2024)	Condition: Fair 2024-25 SARC (published in 2025)	Met: Good Data Year: 2025-26	Maintained
2.7	% of students who respond favorably to questions about school safety, school climate, and sense of belonging Data Source: Panorama Survey	School Safety: 78% School Climate: 74% Sense of Belonging: 79% Data Year: 2023-24	School Safety: 80% School Climate: 74% Sense of Belonging: 77% Data Year: 2024-25	School Safety: 78% School Climate: 71% Sense of Belonging: 74% Data Year: 2025-26	Baseline +5% growth Data Year: 2026-27	School Safety: Maintain School Climate: -3% Sense of Belonging: -5%
2.8	% of families who respond favorably to questions about school safety Data Source: Panorama Survey	92% Data Year: 2023-24	94% Data Year: 2024-25	94% Data Year: 2025-26	Baseline +2% growth Data Year: 2026-27	+2%

Goal Analysis for 2025-26

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

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

Overall, the actions designed to support achievement of Goal 2 were implemented as planned, with the school continuing to focus on improving attendance, maintaining safe and supportive learning environments, and strengthening student wellness and behavior supports. Mental health, social-emotional learning, attendance supports, restorative justice systems, and facilities-related actions were fully implemented, including the addition of an intern to support elementary student mental health needs, expansion of restorative and SEL small groups, implementation of attendance incentive systems, and enhanced behavioral intervention supports through the addition of a registered Behavior Technician and exploration of BCBA supports for students with higher behavioral needs. The school also maintained strong partnerships and coordinated supports through counseling teams, ERMHS services, and community-based mental health providers.

Successes:

The school also maintained facilities in good repair and was removed from the Williams Walkthrough process related to facilities, curriculum, and teacher credentialing. Additional successes included teachers receiving Alameda Education Foundation (AEF) mini-grants to support classroom projects and enrichment opportunities, as well as two additional grants to support the launch of the Spanish program and continued implementation of the Financial Literacy course. The school also implemented “VAPE School” as an alternative to suspension for vaping-related incidents in partnership with the Hazelden Foundation to provide prevention education and substance awareness support for students. In addition, the school strengthened fidelity and collaboration related to IEP implementation, behavior support plans, and family communication in an effort to reduce suspensions and provide more preventative behavioral supports prior to disciplinary action.

Challenges:

The increased chronic absenteeism among several student groups indicate a continued need for targeted attendance interventions and family engagement supports. Budget reductions also resulted in the loss of the Attendance and Family Liaison position, which impacted the school’s ability to provide additional outreach and family support services. Suspension rates increased for most student groups, largely due to vaping related incidents. The school continues to analyze discipline data and identify additional alternatives to suspension and restorative interventions to better support students while maintaining a positive school culture and safety.

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

Action 2.3 Student Culture Activities, Athletics, and Events: Budgeted \$161,873; Actual \$143,919 - A portion of field trip expenditures was reallocated to ELOP funding based on actual program expenditures.

Action 2.6 Operations and Facilities: Budgeted \$1,663,694; Actual \$1,889,477 - Differences between budgeted and estimated actual expenditures were primarily driven by increased costs for Special Education contractors, technology services, Prop 39 obligations, insurance, and bad debt expense.

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

The combined impact of Action 2.1 Mental Health, Action 2.2 Social Emotional Learning, Action 2.3 Student Culture Activities, Athletics, and Events, Action 2.4 Attendance Support, Action 2.5 Restorative Justice, and Action 2.6 Operations and Facilities was mostly effective in making progress toward Goal 2. Attendance supports, mental health services, counseling, social-emotional learning, school culture activities, and family outreach contributed to improvements in chronic absenteeism for several student groups, including English Learners (28.1% to 23.6%), students with disabilities (29.6% to 28.7%), Asian students (10.9% to 6.6%), students identifying as two or more races (21.2% to 16.0%), and White students (21.4% to 17.8%). Student survey results remained generally positive, with 78% of students responding favorably regarding school safety, 71% regarding school climate, and 74% regarding sense of belonging, while 94% of families responded favorably regarding school safety. These outcomes indicate that the school's mental health, SEL, attendance, and student engagement efforts continue to support a positive and safe school environment. Overall attendance declined slightly from 92.97% to 92.7%, and chronic absenteeism increased for socioeconomically disadvantaged students (27.5% to 31.0%), African American students (28.0% to 32.8%), Hispanic/Latino students (27.9% to 33.3%), and Filipino students (15.8% to 20.6%). Suspension rates also increased overall from 3.1% to 4.9%, indicating a continued need to strengthen restorative practices, behavioral supports, and alternatives to suspension. The school has

implemented VAPE School, behavior intervention supports, and increased family collaboration. Action 2.6 Operations and Facilities was effective, as the school maintained facilities in good repair, remained at a 0% middle school dropout rate, and maintained a low expulsion rate of 0.2%, supporting a safe and supportive learning environment for students.

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

There are no changes planned to the goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Mental Health	Providing mental health support, social-emotional learning opportunities, and creating a strong school culture are critical components of our school plan to make sure that students are able to get the support they need to make sure they can engage in learning. We have school counselors at both the Elementary and Middle School levels, who provide counseling support to students on both a regular and drop-in basis. In addition, the school utilizes an intern to provide supplemental support for elementary students with mental health needs under the supervision of counseling staff. We also have a TK-8 ERMHS mental health clinician who provides counseling to students with IEPs who require additional mental health services. In addition, we partner with a non-profit, A Better Way, to provide an additional mental health clinician who supports students who qualify for MediCal. All of these support providers work together on our Counseling Team to coordinate support for new student referrals and to provide opportunities for thought partnership and support for specific students. We also employ a part-time Nurse to provide health care support to students.	\$ 334,312	No

2.2	Social Emotional Learning	• We believe that maintaining a strong social-emotional learning program is critical for student success. We use the Panorama Student Culture survey as a universal screener to determine areas of success and growth for students. Both the Elementary and Middle Schools are implementing social-emotional learning curriculum. • In Elementary School, we will continue to utilize the RULER curriculum for socio-emotional learning. • In Middle School, we utilize our flex period for advisory. Teachers will implement a new, SEL curriculum developed by the Academic Dean and MS counselor. In addition, the RULER curriculum will be added to support social-emotional learning, self-awareness, and relationship-building skills. Our counseling team and other staff members also facilitate small groups focused on restorative practices, SEL, and student support needs, including groups centered around common identities or issues that emerge throughout the school year.	\$ 51,099	No
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2.3	Student Culture Activities, Athletics, and Events	• We will support a variety of school culture events and programs to build and maintain positive school culture and opportunities for joy. We have created a yearlong culture calendar that includes heritage months, regular school culture activities, such as spirit weeks, assemblies, student recognition opportunities, and dances, as well as other fun activities spread throughout the school year. Our Junior School Culture Leadership Team, a student created group, led by our Counselor and Academic Dean of Students, will implement these activities. The School will continue to provide enrichment and community-building field trips for students. • Elementary School offers afterschool enrichment opportunities including folkloric dance club, environmental club and sports clubs. • In the Middle School, we provide a sports program, through a partnership with the Alameda Education Foundation. We have volleyball, basketball, girls flag football and track teams that compete with students at other local middle schools. These teams practice and have games after school. • Student merchandise is available to students to increase school representation and promote school culture and student togetherness. • Lunch bunches are regularly held with teachers and staff to promote and support different student groups, helping them build a positive sense of identity. • Emerging bilingual students will have a group that meets monthly to help them create a positive identity as a bi- or multilingual person through activities that celebrate multilingualism.	\$ 151,558	No
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2.4	Attendance Support	• The school implemented the Gold Medal Attendance Awards initiative that focuses on improving attendance and reducing absences and trancies. • The school will take a proactive approach to improve student attendance and engagement at both the Middle and Elementary Schools. Attendance data will be monitored regularly to identify students in need of additional support. The school will follow up with students and families to offer resources and guidance aimed at improving attendance. In addition, the school will schedule and facilitate SART meetings as needed. Updates to the attendance policy will be implemented as needed to enhance timely and effective communication with families regarding attendance concerns.	\$ 91,721	Yes
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		● We have a Dean of Students at both the Elementary and Middle School levels, as well as a Restorative Justice Coordinator in the Middle School. These staff members create positive school culture opportunities for students, create and maintain behavior support plans for specific students, support teachers with behavior and classroom management, and respond to behavioral incidents. In addition, the school utilizes a Registered Behavior Technician (RBT) to support students with behavior intervention plans and individualized behavioral needs. The school is also exploring additional BCBA-level support to strengthen interventions and services for students with more intensive behavioral and social-emotional needs. ● The school implements a Tiered System of Supports (TSS) in both the Elementary and Middle Schools to deliver targeted academic, behavioral, and social-emotional interventions based on student needs. ● In Elementary and Middle Schools all teachers are trained in the No Nonsense Nurturer model and use a consistent behavior system focused on clear expectations, relationship-building, group rewards, and individual accountability. Students who receive four behavior reminders in a day are referred to the Dean of Culture and may be enrolled in Behavior Academy for targeted skill-building. After three Behavior Academy referrals, an SST meeting is held with the family to develop a personalized behavior plan with goal tracking and rewards. ● The school monitors demographic trends in behavior interventions and provides layered supports—including mental health coordination and IEP-aligned plans—for high-needs students. ● Middle schools targeted approach includes a behavior and academic intervention log. Counseling services are available for social-emotional support. The school's Restorative Justice team provides support using a 3-prong approach that focuses on building relationships, conflict resolution through dialogue and restorative circles by request. There is an integrated approach to support for middle schools. Staff including the Dean of Academics, Dean of Students and teachers collaborate to identify root causes of behavior, including academic and mental health impacts. These supports are developed in partnership with families using a holistic approach.	\$ 214,326	No
2.5	Restorative Justice			

2.6	Operations and Facilities	We commit to maintaining a safe, up-to-date facility that is adequate for student learning and creates a space that enhances school culture and student learning. This includes rent, custodial staff, utilities, repairs, maintenance, and beautification projects. This also includes operations staff.	\$ 1,090,616	No
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Goal 3

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

State Priorities addressed by this goal.

Priority 3 Parental Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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3.1	% of families responding favorably to questions on school climate, school fit Data Source: Panorama Survey	School Climate: 94% School Fit: 83% Data Year: 2023-24	School Climate: 95% School Fit: 91% Data Year: 2024-25	School Climate: 95% School Fit: 82% Data Year: 2025-26	Baseline +2% growth Data Year: 2026-27	School Climate: +1% School Fit: -1%
3.2	Number of Responses to Spring Family Survey Goal Data Source: Panorama Survey	166 respondents Data Year: 2023-24	127 respondents Data Year: 2024-25	209 respondents Data Year: 2025-26	175 respondents Data Year: 2026-27	+43 respondents

3.3	Representation of families who respond to the Family Survey: Race/Ethnicity, Language, Socioeconomic Status Data Source: Panorama Survey	Race/Ethnicity Asian = 26% African American = 14% Latinx = 8% White 33% Two or More Races = 9% Other = 6% Language Arabic = 4% Chinese = 4% English = 58% Spanish = 7% Tagalog = 4% Other = 23% Data Year: 2023-24	Race/Ethnicity Asian = 19% African American = 13% Hispanic/Latinx = 10% White 24% Two or More Races = 24% Other = 9% Language Arabic = N/A Chinese = 1% English = 86% Spanish = 6% Tagalog = 1% Other = 6% Data Year: 2024-25	Race/Ethnicity Asian = 29% African American = 15% Hispanic/Latinx = 10% White 26% Two or More Races = 12% Other = 2% Language Arabic = N/A Chinese = 1% English = 86% Spanish = 6% Tagalog = 1% Other = 6% Data Year: 2025-26	Equal representation of identified respondent groups (race/ethnicity etc) + or - 5% Data Year: 2026-27	Overall, equal representation for race/ethnicity with the exception of White, Two or More Races
3.4	Percentage of parents participating in Parent Teacher Conferences, including Students with Disabilities and English Learners Data Source: Local Data	74.5% Data Year: 2023-24	67% Data Year: 2024-25	78% Data Year: 2025-26	Baseline +5% growth Data Year: 2026-27	+3.5%

Goal Analysis for 2025-26

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

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

Overall, both actions were implemented as planned with the school continuing to prioritize strong family communication, educational partner engagement, and community connection opportunities. However, the school has shifted away from the Collaborative Academic Advisory Team and instead established a Staff Collaboration Committee, composed of representatives from across departments, including administration, the principal, HR Director and all four Deans. The committee meets monthly to discuss schoolwide priorities, share important updates and information, and support communication and collaboration related to topics such as school operations, construction updates, budget planning, and overall school culture.

Implementation successes include the continued growth and involvement of the Parent Teacher Student Association, which supports family engagement, school events, fundraising efforts, outreach to incoming families, and volunteer coordination. Administration and staff worked collaboratively with the PTSA to identify additional opportunities to promote the Academy of Alameda within the community and strengthen school connectedness for both current and prospective families.

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

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

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

The combined impact of Action 3.1 Parent/Family Communication and Action 3.2 Family Engagement Events and Committees was effective in strengthening family engagement and maintaining positive relationships between families and the school. Family perceptions remained strong, with 95% of families responding favorably regarding school climate, 82% regarding school fit, 209 families participating in the annual survey, and parent-teacher conference participation increasing from 74.5% to 78%. The school's communication systems, family events, advisory groups, and PTSA provided multiple opportunities for families to engage with the school and provide feedback. The school will continue targeted outreach and engagement efforts to ensure all families are connected and represented in the school community.

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

There are no changes planned to the goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent/Family Communication	- We utilize multiple methods of communication to keep our families informed and to respond to questions. We have two front office staff members, an Office Manager and Office Assistant, who greet families and respond to questions. The Principal and Executive Director send weekly newsletters through ParentSquare to update families on what is happening in the classroom and to share information about upcoming events. We also utilize ParentSquare groups to communicate to specific groups, such as athletic teams, or the students in the school play. Teachers also use ParentSquare to communicate information to families about their specific classes or to make requests of families, such as reminding students to complete an assignment or volunteer for a field trip. ParentSquare sends emails, text messages, and robocalls. We use SchoolMint to communicate with families during the enrollment process. Additionally, the school also utilizes social media platforms to keep families informed. - We also use our school website to communicate information and to share important documents, such as our LCAP, with families. Families can use our website to find the school calendar and to get contact information for specific staff members. - As we have a wide variety of languages spoken in our community, we hire translators for meetings, such as IEPs, SSTs, and conferences to make sure communication is clear. We utilize the translation feature in ParentSquare when sending messages. When there is an important document being sent, we hire a translation service, use staff with knowledge, or Google Translate to translate the document.	\$ 243,954	No

3.2	Family Engagement Events and Committees	• Parents are invited to February and May board meetings to provide input and feedback on LCAP. Teachers, parents and families, and students, also provide input on strengths and areas of needs for the school. In 2025-26, the school established a Staff Collaboration Committee, composed of representatives from across departments, including administration, the principal, HR Director and all four Deans. The committee meets monthly to discuss schoolwide priorities, share important updates and information, and support communication and collaboration related to topics such as school operations, construction updates, budget planning, and overall school culture. • We hold a number of family engagement events throughout the year to support family education and to help families to connect with the school community and one another. Schoolwide events include Back to School Night, Fall Festival, Spring Open House, Parent Coffee events, Science Fair, Festival of Cultures and Field Day. These events include opportunities for families to connect with teachers and staff members, and food and childcare are provided to increase accessibility and participation. Staff and parent volunteers collaborate to plan and support these events, and a portion of the school culture budget is utilized to help cover related costs. • The Parent Teacher Student Association (PTSA) is fully implemented and supports family engagement, fundraising efforts, volunteer coordination, and schoolwide student and community needs. Parent volunteers also support field trips, schoolwide events, and activities for specific grade-level communities, including support opportunities for 8th grade families. • We hold parent education events throughout the year during evening hours to increase family access and participation. Topics covered include sessions on supporting students with executive functioning and study skills led by a local organization, understanding adolescent development and mental health, drug education, and meetings for specific grade-level families. These events provide opportunities for families to connect with staff and one another. We always solicit feedback from families after these events to help with our future planning.	\$ 162,129	No
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		● We also hold Middle School student-led conferences and Elementary School parent-teacher conferences to strengthen family engagement, communication, and collaboration around student learning and progress. ● We hold town hall meetings, as needed, to share information with families regarding school planning, program updates, and significant changes impacting the school community.		
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$883,578	\$-

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 2	Low income students and English Learners received an Orange performance level on the CA Dashboard for ELA. Low income students were 31.7 points below standard and English Learners were 45.6 points below standard.	The MTSS will provide targeted Tier 2 and Tier 3 supports to students. Monitoring and scheduling of Tier 2 interventions will be streamlined to ensure staff can effectively prioritize and deliver targeted student support. Literacy aides will support all students, including low income and English Learners, with research based phonics instruction in a differentiated setting.	1.1, 1.2 CAASPP Proficiency in ELA and Math 1.4, 1.5, 1.6 STAR ELA, Math and Early Reading Assessment
Goal 2 Action 4	AOA continues to prioritize reducing its chronic absenteeism rates. English Learners (23.6%) received an Orange Performance Level. Low income students have a chronic absenteeism rate of 31.0% and received a Red performance level.	AOA staff will work with students with high absences and tardies, including low income and English Learners, through targeted support to increase attendance. The school will continue its "Gold Medal Attendance" initiative to improve attendance rates.	2.1 Attendance Rate 2.2 Chronic Absence Rate

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

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

Not applicable

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	\$ 7,352,556	\$ 883,578	12.017%	0.000%	12.017%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 8,236,134	\$ 2,402,398	\$ 481,153	\$ 268,343	\$ 11,388,027.29	\$ 9,036,733	\$ 2,351,295

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Highly Qualified Staff	All	No	LEA-wide	All	All	Ongoing	\$ 5,947,174	\$ -	\$ 5,335,318	\$ 119,898	\$ 481,153	\$ 10,805	\$ 5,947,174	0.000%
1	2	Multi-Tiered Systems of Support	All	Yes	LEA-wide	All	All	Ongoing	\$ 588,093	\$ 203,763	\$ 791,857				\$ 791,857	0.000%
1	3	Instructional Materials, Supplies, and Technology	All	No	LEA-wide	All	All	Ongoing		\$ 357,727	\$ 357,727				\$ 357,727	0.000%
1	4	Professional Education	All	No	LEA-wide	All	All	Ongoing		\$ 135,402	\$ 116,828			\$ 18,574	\$ 135,402	0.000%
1	5	English Language Development	English Learners	No	LEA-wide	English Learners	All	Ongoing		\$ -					\$ -	0.000%
1	6	Special Education	SWD	No	LEA-wide	N/A	All	Ongoing	\$ 785,876	\$ 198,778		\$ 889,020		\$ 95,634	\$ 984,654	0.000%
1	7	After School, Summer, & Extended Year Programs	All	No	LEA-wide	All	All	Ongoing	\$ 831,278	\$ 223		\$ 831,499			\$ 831,499	0.000%
2	1	Mental Health	All	No	LEA-wide	All	All	Ongoing	\$ 334,312	\$ -	\$ 334,312				\$ 334,312	0.000%
2	2	Social Emotional Learning	All	No	LEA-wide	All	All	Ongoing		\$ 51,099	\$ 51,099				\$ 51,099	0.000%
2	3	Student Culture Activities, Athletics, and Events	All	No	LEA-wide	All	All	Ongoing		\$ 151,558	\$ 151,558				\$ 151,558	0.000%
2	4	Attendance Support	All	Yes	LEA-wide	All	All	Ongoing	\$ 91,721	\$ -	\$ 91,721				\$ 91,721	0.000%
2	5	Restorative Justice	All	No	LEA-wide	All	All	Ongoing	\$ 214,326	\$ -	\$ 70,996			\$ 143,330	\$ 214,326	0.000%
2	6	Operations and Facilities	All	No	LEA-wide	N/A	All	Ongoing		\$ 1,090,616	\$ 528,635	\$ 561,981			\$ 1,090,616	0.000%
3	1	Parent/Family Communication	All	No	LEA-wide	N/A	All	Ongoing	\$ 243,954	\$ -	\$ 243,954				\$ 243,954	0.000%
3	2	Family Engagement Events and Committees	All	No	LEA-wide	All	All	Ongoing		\$ 162,129	\$ 162,129				\$ 162,129	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 7,352,556	\$ 883,578	12.017%	0.000%	12.017%	\$ 883,578	0.000%	12.017%	Total:	\$ 883,578
								LEA-wide Total:	\$ 883,578
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Multi-Tiered Systems of Support	Yes	LEA-wide	All	All	\$ 791,857	0.000%
2	4	Attendance Support	Yes	LEA-wide	All	All	\$ 91,721	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 11,003,535.24	\$ 11,167,680.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Highly Qualified Staff	No	\$ 5,782,119	\$ 5,684,415
1	2	Multi-Tiered Systems of Support	Yes	\$ 729,712	\$ 658,204
1	3	Instructional Materials, Supplies, and Technology	No	\$ 126,774	\$ 253,074
1	4	Professional Education	No	\$ 78,452	\$ 113,404
1	5	English Language Development	No	\$ -	-
1	6	Special Education	No	\$ 709,413	\$ 687,886
1	7	After School, Summer, & Extended Year Programs	No	\$ 790,987	\$ 786,448
2	1	Mental Health	No	\$ 247,813	\$ 233,935
2	2	Social Emotional Learning	No	\$ 68,668	\$ 62,842
2	3	Student Culture Activities, Athletics, and Events	No	\$ 161,873	\$ 143,919
2	4	Attendance Support	Yes	\$ 90,451	\$ 89,154
2	5	Restorative Justice	No	\$ 186,577	\$ 190,330
2	6	Operations and Facilities	No	\$ 1,663,694	\$ 1,889,477
3	1	Parent/Family Communication	No	\$ 210,457	\$ 225,642
3	2	Family Engagement Events and Committees	No	\$ 156,545	\$ 148,950

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 820,359	\$ 820,163	\$ 747,358	\$ 72,805	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Multi-Tiered Systems of Support	Yes	\$ 729,712	\$ 658,204	0.000%	0.000%
2	4	Attendance Support	Yes	\$ 90,451	\$ 89,154	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 6,926,475	\$ 820,359	0.000%	11.844%	\$ 747,358	0.000%	10.790%	\$ 73,001.00	1.054%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - o The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - o Indicate the school year to which the baseline data applies.
 - o The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

- o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

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

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
November 2024



The Academy of Alameda 2026 Local Indicators Report

What are Local Indicators?

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).

The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators. The seven local indicators are:

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

In addition to being a public record of progress on the Dashboard, the local indicator process serves to inform process and planning within the Local Control and Accountability Plan (LCAP). Further, progress in local indicators can inform technical assistance provided through the Differentiated Assistance process.

LCFF Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	31.2	62.4%	11.9%	0.0%	19.3%	0.0%	6.4%	0.0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0.0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	4

LCFF Priority 2: Implementation of State Academic Standards

Recently Adopted Academic Standards and/or Curriculum Frameworks

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- 1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

- 2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

- 3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Academic Standards	n/a	1	2	3	4	5
Career Technical Education	X					
Health Education Content Standards					X	
Physical Education Model Content Standards					X	
Visual and Performing Arts						X
World Language				X		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers				X	

Activities	1	2	3	4	5
Providing support for teachers on the standards they have not yet mastered				X	

LCFF Priority 3: Parental Involvement and Family Engagement

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number that best indicates the LEA's current stage of implementation for each practice in each section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The Academy of Alameda continues to demonstrate strong progress in building positive relationships between school staff and families through

ongoing communication, family engagement opportunities, and meaningful opportunities for family input and participation. The school prioritizes building partnerships with families through multiple communication methods.

In both the Elementary and Middle School Programs, teachers formally meet with families twice a year for family/teacher conferences. Conferences are offered in flexible formats, including in-person and virtual options, to maximize participation and accessibility for families. School leaders also maintain regular communication through ParentSquare, email, phone calls, weekly newsletters, school updates and family information sessions in order to keep families informed about student learning, school programs, and upcoming events. They have also collaborated with external organizations to provide a series of family workshops including successful school habits, mental health awareness, and youth and technology. These parent education opportunities provide information about student learning and development and promote a strong partnership between the families and the school.

The school holds a number of family engagement events throughout the year to support family education and to help families to connect to the school and each other. The school-wide events include: Back to School Night, Fall Festival, Spring Open House, Parent Coffee Events, Science Fair, Festival of Cultures and Field Day. These events help foster a welcoming school community and strengthen relationships between families and school staff.

In addition, families participate in annual surveys and advisory groups that provide feedback on school programs, services and priorities. Structured opportunities for family leadership and input in the decision-making process are available through the Parent Teacher Student Association (PTSA) and English Learner Advisory Committee (ELAC).

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Educational partner feedback and local data indicate that The Academy of Alameda should continue strengthening two-way communication, increasing family participation in school events and advisory groups, and expanding outreach to families who may experience barriers to engagement. The school will have additional parent/teacher conferences and additional events to continue to build relationships with families. The Executive Director and Principal send a weekly newsletter through ParentSquare to update families on what is happening at the school and to share information about upcoming events. The school will leverage ParentSquare and School Mint (during the enrollment process) to continue to communicate and build relations with families. Additionally, the school will utilize social media platforms to keep families informed. Home visits will also be conducted in Elementary School as needed. Each teacher will zoom in with families and students at the beginning of the year to establish connection/relationship prior to the school year

beginning. These are informal where families can share information about the student and establish a touch point before the first day of school. Translations are available for these meetings to cater to the variety of languages spoken at school. In regards to the ELAC and PTSA, the school will focus on increasing participation and providing open and ongoing communication in regards to the impacts families have on these advisory groups.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The Academy of Alameda will strengthen engagement of underrepresented families by expanding efforts to build meaningful relationships between school staff and families. The Academy of Alameda is creating a program specifically aimed to increase engagement and partnership with our African-American families. The purpose of this is to truly understand the needs of our African-American families to better understand how to work together in partnership to support our African-American students who are overrepresented in discipline and truancy, and underrepresented in key areas of academic achievement that we know they are capable of. Translation services will continue to be provided at meetings and for key communications to ensure that families who speak a variety of languages feel included and informed. The school will deepen outreach to families experiencing housing instability and other challenges, offering support and connections to resources, in alignment with McKinney-Vento responsibilities. To increase family presence and voice on campus, parent volunteer opportunities will continue, including with parent volunteer groups and room parent volunteer opportunities in both elementary and middle school. The school will also conduct individual outreach and meetings with families of students with IEPs to foster stronger connections and ensure they feel heard and supported. For newly enrolled students and their families, school tours at the beginning of the year will help ease the transition and build early relationships. Additionally, ELAC will continue to serve as a vital space for families of English Learners to engage in the school's decision-making process and strengthen their connection to staff and the school community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

We have a strong foundation in building relationships with families. In our Elementary School program, all teachers start the school year with virtual home visits for every student in class. The purpose of these visits is to build a positive family relationship prior to the start of the school year, and to give families the opportunity to share about their child. These visits are non academic, with the sole purpose of relationship building.

Both our Elementary and Middle programs utilize ParentSquare for ongoing family communication, which has translation options for all our families. We hold a number of family engagement events throughout the year to support family education and to help families to connect to the school and each other, including Back to School Night, Fall Festival, Spring Open House, Parent Coffee Events, Science Fair, Festival of Cultures, Field Day, Game nights, AOA @ Night, After school care has been extended to 6:30pm to support working families. Parent-teacher conferences provide another important opportunity for one-on-one relationship building.

The school continues to build strong relationships with families through consistent communication, support around attendance and enrollment, and by connecting families to available school-based resources. Additionally, AOA supports meaningful family involvement through the Parent Teacher Student Association (PTSA) and the English Learner Advisory Committee (ELAC). Both groups provide families with structured opportunities to engage in the decision-making process.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The school is committed to strengthening partnerships with families to improve student outcomes through a variety of collaborative efforts. Parent/Teacher conferences will be used to review student progress and engage families in goal-setting. In addition, the school will implement student-led conferences to encourage students' active involvement and accountability for their learning. For incoming 6th grade students and new middle school families, New Student Orientation will be offered to welcome students, address academic needs, and help families understand school expectations. During orientation, students engage in activities that identify academic strengths and areas for growth, as well as reflect on personal strengths and needs. Families will also receive academic resources, such as access to Zearn and writing journals, to support learning at home. The Parent/Staff Advisory Group will continue to foster strong family-school relationships focused on positive student outcomes. Additionally, ELAC will provide a dedicated space for families of English Learners to engage in decision-making and support their children's success, while the PTSA will play a key role in promoting family involvement and community-building to further enhance student achievement. The school also holds Elementary Orientation for new elementary families, TK and kindergarten playdates so families can get to know each other prior to school starting, and will be starting a SPED orientation when their new SPED department leader begins.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve engagement of underrepresented families, the school is implementing several strategies focused on building strong relationships that support student success. Parent/Teacher conferences will be used to connect with all families and ensure they are informed about their child's academic progress. The Academy of Alameda is creating a program specifically aimed to increase engagement and partnership with our African-American families. The purpose of this is to truly understand the needs of our African-American families to better understand how to work together in partnership to support our African-American students who are overrepresented in discipline and

truancy, and underrepresented in key areas of academic achievement that we know they are capable of. This program's goals are to improve family engagement, participation, and voice in the school, student attendance which increases access to regular classroom academics and intervention as needed, and the created family-school partnerships improves communication which supports how discipline can be differently handled when the school and family work as partners, thus reducing formal discipline measures such as suspensions. The school will continue proactive outreach to families, especially those who are traditionally underrepresented or face challenges in school engagement. Translation services will be provided at meetings, and tools such as ParentSquare and Google Translate will be used to ensure ongoing communication in families' home languages. Individual outreach and meetings will be held with families of students with IEPs to ensure their voices are heard and their children's needs are supported. To help new students and families feel welcomed and connected, the school will host a New Student Orientation for all incoming 6th graders and new middle school families. This orientation will introduce families to academic tools, school expectations, and support resources, while also gathering input from students through assessments and surveys. The Parent/Staff Advisory Group will play a key role in strengthening relationships with families around shared goals for student achievement. The ELAC will continue to provide a meaningful forum for families of English Learners to engage in school planning and advocacy, while the PTSA will help lead inclusive school events and foster greater community involvement across diverse groups. The PTSA also desires to implement School Smarts, a PTA curriculum designed to engage parents from diverse backgrounds to become involved in the PTA and the school community.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The Academy of Alameda has demonstrated strong progress in seeking input for decision-making by engaging families and other educational partners in multiple, meaningful ways. As part of the school's 5-year Strategic Planning Process, an outside firm facilitated a comprehensive input-gathering effort that included in-person interviews, focus groups, and surveys with parents, teachers, and staff to identify school strengths and areas for improvement. Families also played an active role in the school's Charter Renewal process through participation in fall focus groups, surveys, and attendance at public board meetings. Ongoing opportunities for family input include parent/teacher conferences, annual parent surveys, and interactive parent education events. The school also holds town halls as needed to inform families about major updates and to solicit feedback on key changes to programs. To maintain transparency and foster trust, the school provides annual updates on the

progress of its Strategic Plan. These efforts reflect a strong commitment to engaging all educational partners in shaping school priorities and fostering a collaborative decision-making culture.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

AoA will continue strengthening family engagement and shared decision-making through collaboration with family and educational partner groups, including Parent Advisory Groups, ELAC, the Parent Teacher Student Association (PTSA), as well as through family engagement events, parent education opportunities, Board meetings, surveys, conferences and town halls. These structures provide opportunities for families, students, and staff to provide input on school initiatives, priorities, and areas for growth. Family surveys and parent/teacher conferences will continue to serve as important tools for gathering feedback, with an emphasis on using the input collected to inform planning and communicate outcomes back to families.

The school will continue working collaboratively with the PTSA to strengthen family engagement, volunteer coordination, communication with current and incoming families, school events, and opportunities to increase the school's presence within the broader community. The school will also strengthen advisor roles by ensuring they consistently engage with families and serve as a bridge for communication between home and school. Additionally, with the transition of the MTSS responsibilities to the Academic Deans, there will be a renewed focus on using that position to more actively involve families in discussions around academic progress, social-emotional needs, and overall student success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

A Parent/Staff Advisory Group, including student representation, along with the PTSA, will continue to play a key role in strengthening relationships with families around student achievement and providing opportunities for input in decision-making. Advisors will continue to engage with families to strengthen communication and connection between home and school. The Academic Deans will also engage with underrepresented families through MTSS processes and discussions related to academic, behavioral, and social-emotional supports. The ELAC will continue to provide a meaningful forum for families of English Learners to engage in the school's decision-making process. The Academy of Alameda is creating a program specifically aimed to increase engagement and partnership with our African-American families. The purpose of this is to truly understand the needs of our African-American families to better understand how to work together in

partnership to support our African-American students who are overrepresented in discipline and truancy, and underrepresented in key areas of academic achievement that we know they are capable of. One of the goals of this program is to increase African-American families' voices' in the school to better understand the wants and needs of our African-American families and students, that the school can provide.

LCFF Priority 6: School Climate

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

During the 2025-26 school year, The Academy of Alameda utilized the Panorama Surveys to gather feedback from students and families regarding school climate, safety, belonging and school-family relationships. Panorama Surveys are recognized by the California Department of Education (CDE) as a high-quality tool for collecting school climate data. Student surveys were administered to students in grades 3-8 and focused on school climate, social emotional supports, safety and belonging. Family surveys assessed family-school relationships, school climate, communication and overall school fit.

Survey results demonstrated generally positive perceptions of school climate and safety. Among students, 78% responded favorably to questions regarding school safety, 71% responded favorably to questions related to school climate, and 74% responded favorably regarding their sense of belonging. Family survey results were also positive, with 94% responding favorably to school safety, 94% to school climate, and 82% to school fit. In addition to survey data, the school reviewed attendance, chronic absenteeism, suspension, and school engagement data as part of its ongoing evaluation of school climate and student connectedness.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Survey results indicate that the school continues to provide a safe, supportive and welcoming environment for students and families. The school was also rated highly in academic rigor, sense of belonging, and teacher-student relationships. The school will continue to foster a positive school environment to increase engagement amongst students. Overall, family survey results maintained progress on school climate, school fit and school safety. AOA will continue to evaluate feedback from families in ways to engage both students and families with school connectedness.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Strategic next steps for the school will focus on strengthening the school-home connection by encouraging and supporting students in sharing their learning experiences with their families. Additionally, the school will continue exploring meaningful ways for parents to engage and participate that do not always require being physically present on campus, ensuring more inclusive and flexible opportunities for involvement.

LCFF Priority 7: Access to a Broad Course of Study

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The Academy of Alameda utilizes its master schedule, student information system, course enrollment data, and annual Local Indicator review to monitor access to and participation in a broad course of study. The school also reviews enrollment and participation data for all student groups, including English Learners, socioeconomically disadvantaged students, students with disabilities and other student groups to ensure equitable access to educational opportunities. As a single TK-8 school site operating under a full inclusion model, all students have access to and are enrolled in a broad course of study aligned to California State Standards.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The Academy of Alameda continues to provide all students with access to a broad course of study through its full inclusion model. All students, including unduplicated pupils and students with exceptional needs, have access to grade-level curriculum, enrichment opportunities, intervention supports, electives, technology, social-emotional learning programs and specialized services as appropriate. The school maintains 100% access to a broad course of study for all students, as reflected in its local indicator results and LCAP metrics. Additional opportunities include advanced math pathways through the Advanced Math Program (AMP), Spanish language instruction, visual and performing arts, technology, physical education, after-school enrichment, and targeted intervention programs designed to support student success. No differences in access or enrollment exist among student groups because all students are served within the same inclusive educational program.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no barriers preventing the school from providing access to a broad course of study for all students. Through its full inclusion model, all students, including English Learners, students with disabilities, socioeconomically disadvantaged students and other student groups, have equitable access to academic programs, enrichment opportunities, intervention supports and electives. The school continues to monitor enrollment, participation, and access data to ensure equitable opportunities for all students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The school will continue implementing its full inclusion model to ensure all students maintain access to a broad course of study. The school will continue providing standards-aligned curriculum, intervention supports, technology, enrichment opportunities and expanded learning opportunities to meet the needs of diverse learners. Recent enhancements include the continued expansion of the Advanced Math Program (AMP), implementation of Spanish language instruction, Financial Literacy coursework, literacy intervention supports, and ongoing investments in instructional materials and technology. The school will continue reviewing student participation and access data annually to ensure equitable access and to make adjustments as needed to support student success and engagement.

LCAP Board Approval and 2026 Local Indicators

The Academy of Alameda
June 11, 2026



Agenda

- 2026 Local Indicators Review
- Budget Overview for Parents
- 2026-2027 LCAP Goals Overview
- 2026-2027 LCAP Areas of Focus

2026 Local Indicators

What are Local Indicators

- State data is not available for some priority areas identified in the LCFF statute
- For these priority areas, the SBE approved the local indicators, which are based on information that an LEA collects locally
 - Priority 1: Basic Conditions of Learning
 - Priority 2: Implementation of State Academic Standards
 - Priority 3: Parental Involvement and Family Engagement
 - Priority 6: School Climate
 - Priority 7: Access to a Broad Course of Study

Performance Standards/Ratings for Local Indicators

- The Academy of Alameda (AOA) annually measures progress on each Local Control Funding Formula (LCFF) local indicator and completes the required State Board of Education (SBE) Self-Reflection Tools.
- Local Indicator results are presented publicly as part of the LCAP adoption process. AOA will present its Local Indicators and adopt the 2026–27 LCAP at the June 11, 2026 Regular Board Meeting.
- Following Board adoption, Local Indicator results are submitted and reported publicly through the California School Dashboard.
- Schools that complete all three required performance standards for a local indicator receive a Dashboard rating of "Met."

Priority 1: Basic Conditions of Learning

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	31.2	62.4%	11.9%	0.0%	19.3%	0.0%	6.4%	0.0%
Access to Instructional Materials					Number		Percent	
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home					0		0%	
Facility Conditions							Number	
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)							4	

Priority 1 is addressed in The Academy of Alameda’s 25-26 LCAP Goal 1 and Goal 2

Priority 2: Implementation of State Academic Standards

Assessment of school's progress in:	Rating
Providing Professional Learning (ELA, ELD, Math, NGSS, History-Social Science)	4.8
Standards Aligned Instructional Materials Available (ELA, ELD, Math, NGSS, History-Social Science)	4.8
Implementing Instructional Policies and Programs (ELA, ELD, Math, NGSS, History-Social Science)	4.8
Implementing Other Adopted Academic Standards (CTE, Health, PE, VAPA, World Language)	4.0
Support for Teachers and Administrators (Professional learning and support)	4.3

Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

**Priority 2 is addressed in
AOAs 2025-26 LCAP
Goal 1**

Priority 3: Parental Involvement and Family Engagement

Assessment of school's progress in:	Average Rating
Building Relationships between School Staff and Families	4.0
Building Partnerships for Student Outcomes	4.25
Seeking Input for Decision Making	3.0

Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 3 is addressed in AOA's 2025-26 LCAP Goal 3

Priority 6: School Climate

School Climate Metrics (Data)	Key Learnings (Meaning and Use)
<i>Student Survey Results</i> School Safety: 78% School Climate: 71% Sense of Belonging: 74% <i>Family Survey Results</i> School Safety: 94% School Climate: 94% School Fit: 82%	Strengths: • Students and families report positive perceptions of school safety and climate. • Students report a strong sense of belonging and positive relationships with staff. Areas of Need/Continuous Improvement: • Continue strengthening student connectedness and engagement. • Expand opportunities for family involvement and school-home connections.

Priority 6 is addressed in AOA's 2025-26 LCAP Goal 2

Priority 7: Access to a Broad Course of Study

Narrative Summary

Course Access Metric: 100% have access to and are enrolled in a broad course of study.

Tools Used: Master schedule reviews, student information system (SIS), course enrollment data, participation data, and annual Local Indicator review.

Student Access: Grade-level standards-aligned curriculum, Advanced Math Program (AMP), Spanish language instruction, VAPA, technology, PE, SEL after-school enrichment, intervention supports, and specialized services through a full inclusion model.

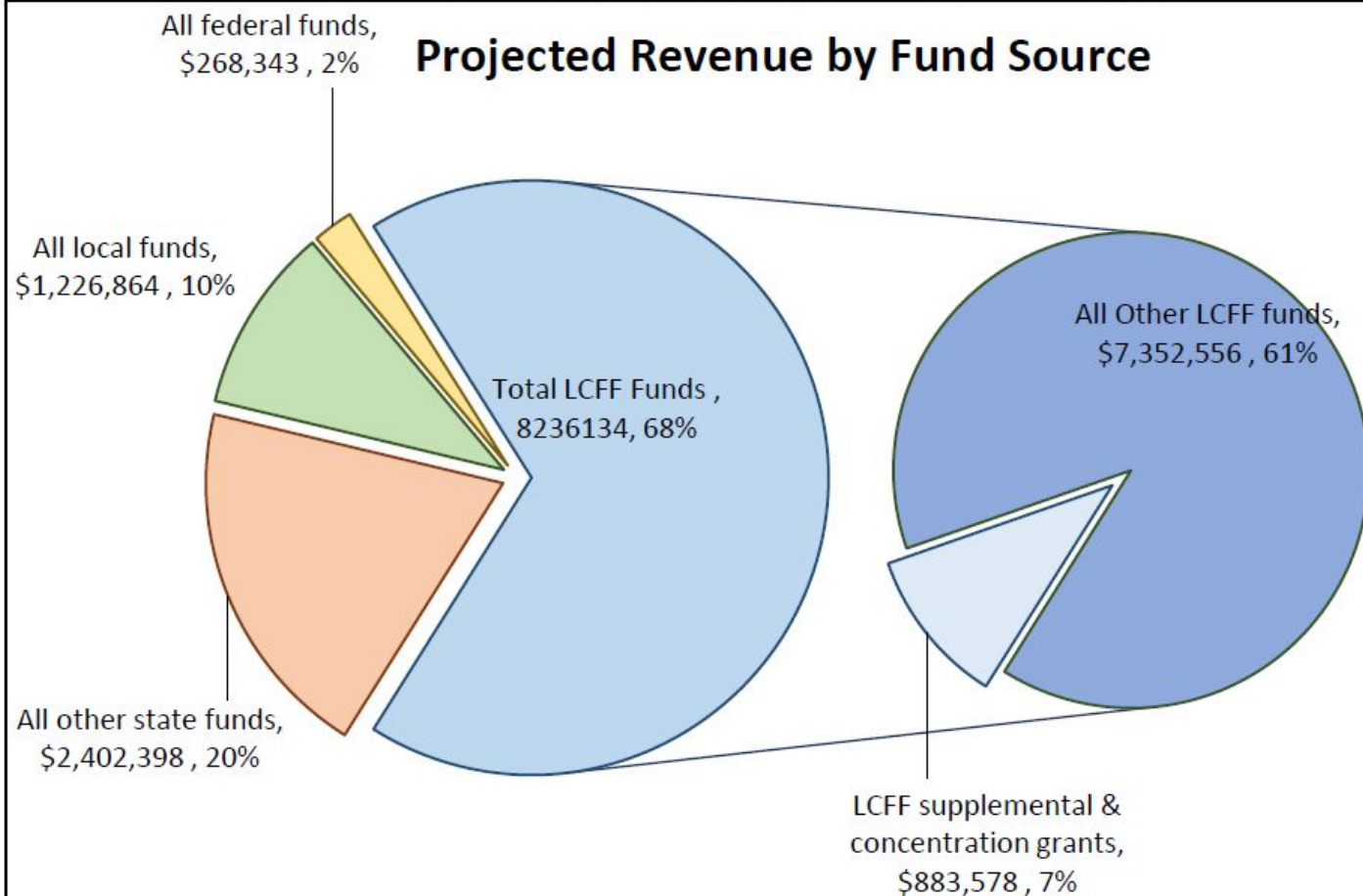
Barriers: No barriers identified

Actions Taken: Continued implementation of the full inclusion model, expansion of AMP, implementation of Spanish language instruction and Financial Literacy coursework, literacy intervention supports, and ongoing investments in instructional materials, technology, and expanded learning opportunities.

Priority 7 is addressed in AOA's LCAP Goal 1

Budget Overview for Parents

Budget Overview for the 2026-27 School Year



LCAP Goals: Progress



Goal 1

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

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



Goal 2

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

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



Goal 3

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

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

2026-27 Input and Focus Areas

- Overall, the school has been working to improve attendance by decreasing chronic absenteeism since students cannot learn if they are not at school
- Covid funding has been decreasing since 2023 and extra resources (intervention roles and supports) have been decreasing accordingly
- SWD has increased in this time from 13%-20%, more than neighboring schools and districts
- Interventions are put in place to replace the loss of resource instructors, family and attendance staff, intervention supports, etc., but it takes some time to determine if the intervention is working, needs to be adjusted for some groups, or changed altogether

2026-27 Input and Focus Areas (cont.)

- The school has seen improvement in some some subjects and areas with some subgroups
- African-American student scores are declining in most areas while absenteeism and suspensions are still in the highest levels
- The school team is looking at data in multiple ways to determine how to most effectively support student needs, especially African-American students, as class sizes increase at the elementary levels, SWD population continues to grow, and resources continue to shrink



Questions/Comments

Coversheet

Vote on the 2026-27 TK-8 Schoolwide Budget

Section:	IV. Action Items
Item:	B. Vote on the 2026-27 TK-8 Schoolwide Budget
Purpose:	Vote
Submitted by:	
Related Material:	AOA 26-27 Budget Presentation + Exhibits.pdf

Academy of Alameda Financial Update

NAOMI STEWART
BOARD MEETING
JUNE 2026





Contents

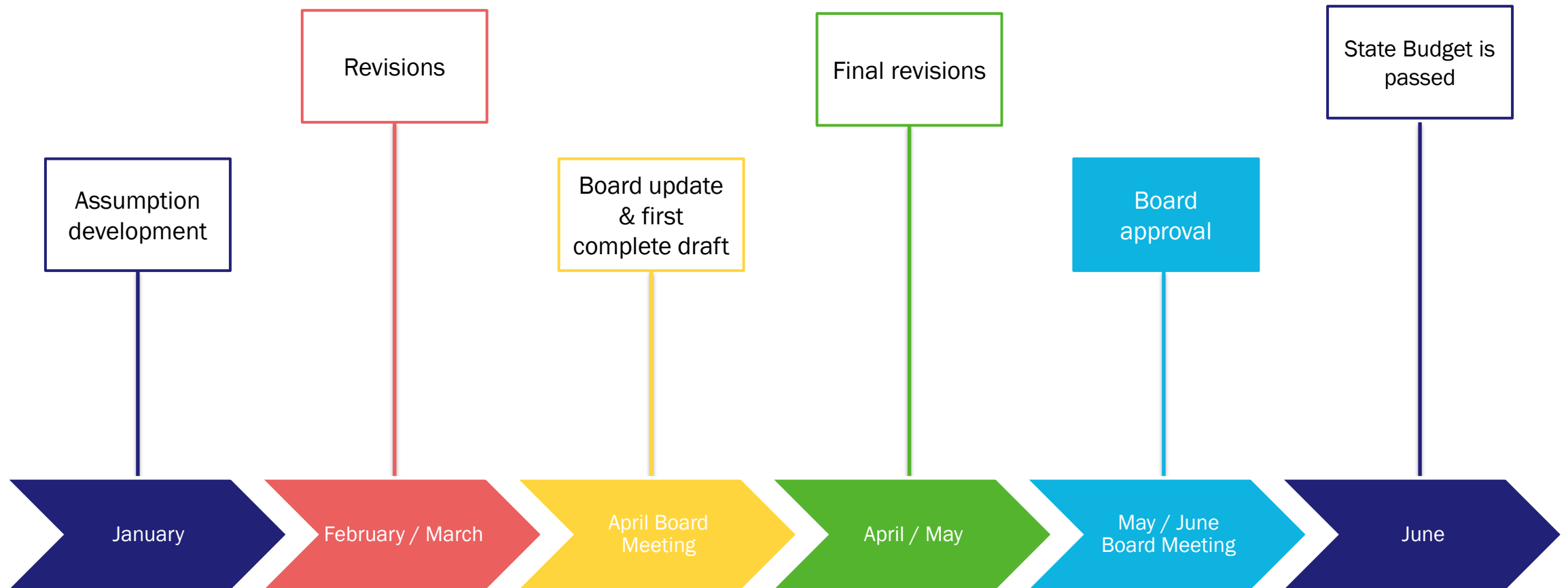
- **FY27 Budget Proposal**
- **Exhibits**
 - 26-27 MYP w/ Assumptions
 - 3 Year Cashflow Forecast
 - Budget Alternative Form

FY27 Budget Proposal



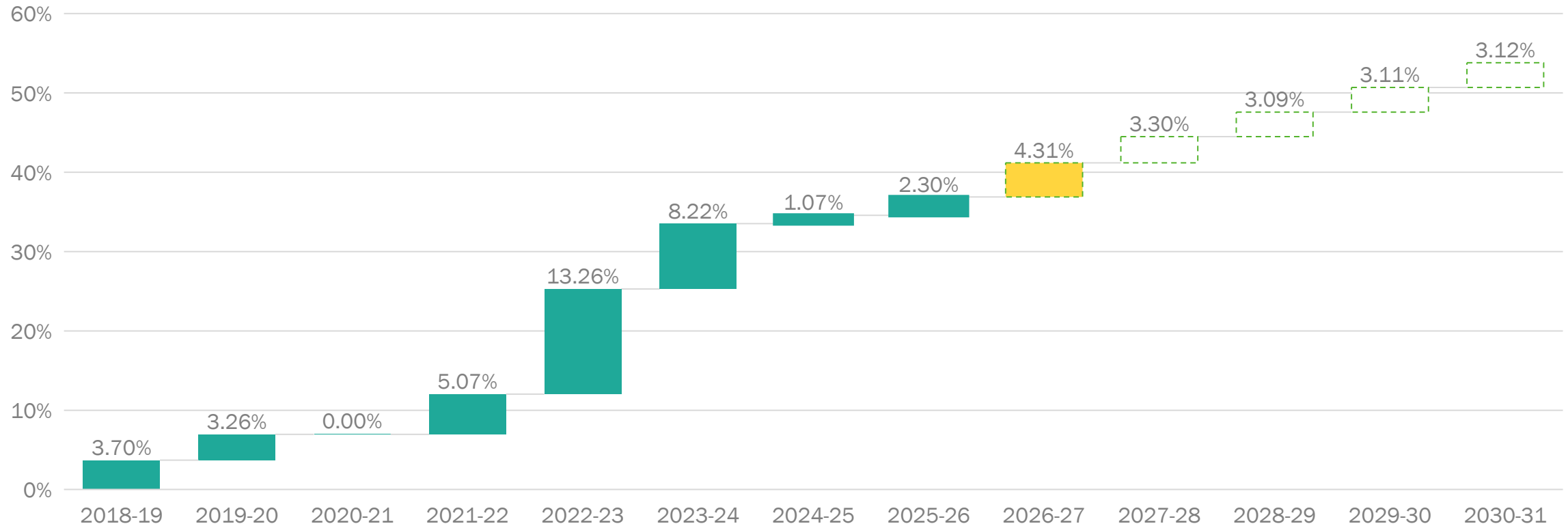
Budget Development

Process begins in late winter/early spring with budget approval by June 30



CA Historical and Projected LCFF Increase

Projected LCFF increases moderate after peak increases of 2021–24



2026-27 May Revise 'Super-COLA' – 4.31%



FY27 Budget MYP

FY27 forecasted net income of \$34k and 21.6% fund balance as of % of expenses

		2026-27	2027-28	2028-29
		Proposed Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	8,236,134	8,786,177	9,057,315
	Federal Revenue	268,343	269,727	272,456
	Other State Revenues	2,402,398	2,190,450	2,288,452
	Local Revenues	1,033,291	1,059,127	1,059,127
	Fundraising and Grants	193,573	88,373	6,073
	Total Revenue	12,133,738	12,393,854	12,683,423
Expenses	Compensation and Benefits	9,036,733	9,245,765	9,452,053
	Books and Supplies	457,795	325,514	331,224
	Services and Other Operating	2,592,757	2,672,437	2,669,817
	Depreciation	11,534	11,534	11,534
	Total Expenses	12,098,818	12,255,249	12,464,627
	Net Income	34,920	138,605	218,796
	Beginning Balance (Audited)	2,573,683	2,608,602	2,747,208
	Net Income	34,920	138,605	218,796
Ending Fund Balance (incl. Depreciation)		2,608,602	2,747,208	2,966,004
Ending Fund Balance as % of Expenses		21.6%	22.4%	23.8%



Budget Assumptions

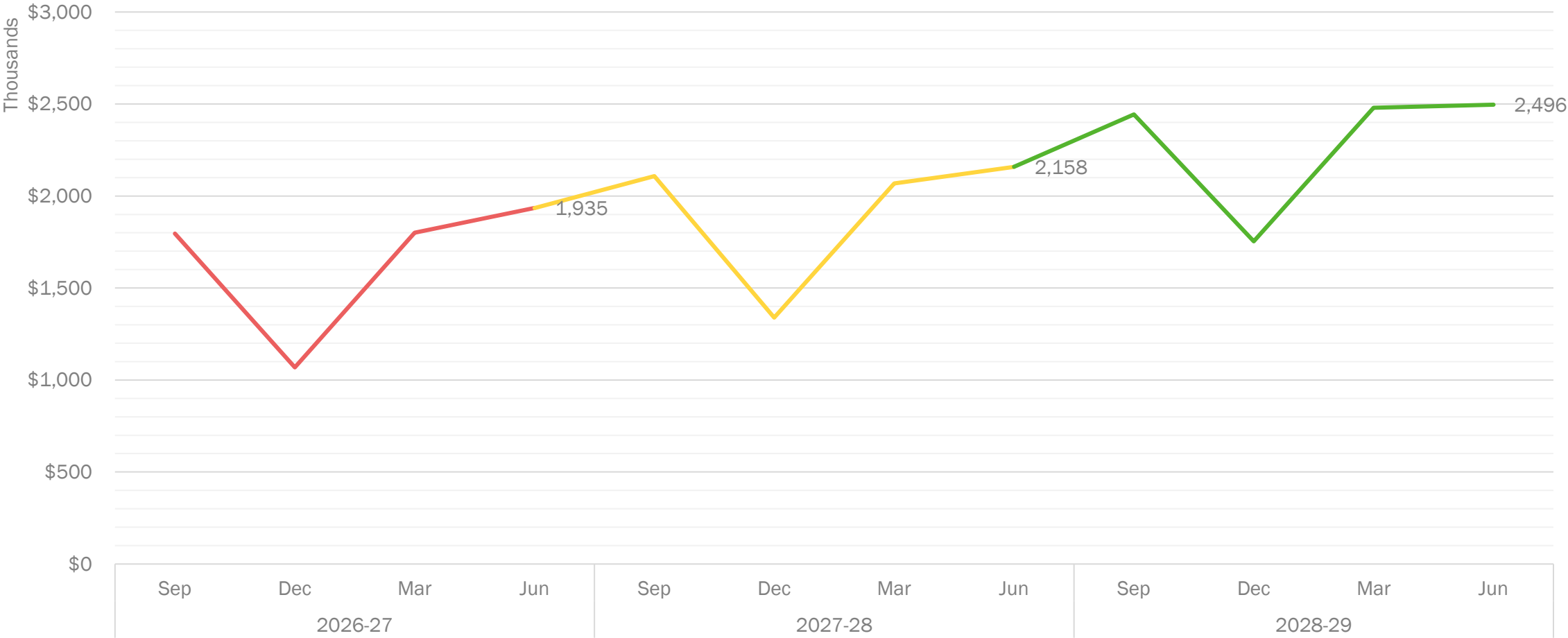
Revenue Drivers	2025-26	2026-27	2027-28	2028-29
Enrollment	678	676	695	695
ADA	622	631	649	649
Unduplicated Count	440	439	451	451
COLA	2.30%	4.31%	3.30%	3.09%

Funding Sources	2025-26	2026-27	2027-28	2028-29
State Revenues				
Revenue Per ADA	\$17,772	\$19,218	\$19,093	\$19,539
State SPED Rate per ADA	\$918	\$1,340	\$1,340	\$1,340
Lottery per ADA	\$272	\$272	\$272	\$272
Mandate per PY ADA	\$20.52	\$21.11	\$21.76	\$22.48
Student Support Professional Development Block Grant (FY26 + FY27) – Spend by FY29	\$185,478	\$370,000	\$106,269	\$106,269
Parcel Tax– Assumes In-district ADA 64%	\$ 681,759	\$687,361	\$706,696	\$706,696
Private Donations – Spanish Program (\$150k) and Financial Literacy (\$75k)	-	\$187,500	\$37,500	-

Expense Assumptions	2026-27	Notes
Compensation and Benefits	Increase in headcount, salaries	Hiring new Spanish Teacher and salary increases
Books and Supplies	21% increase from prior year	One-time Arts and Letters Program, Spanish Program, and Financial Literacy Program Costs
Services and Other Operating Expenses	2% increase from prior year	AAFSEE Program Costs and increased Sped Contractors costs

3-year Cashflow Forecast

Healthy cash balance through FY29 due to one-time funds and enrollment projections



Exhibits



Academy of Alameda Middle
Multi-year Projection
As of May FY2027

	Year 1	Year 2	Year 3	Assumptions
	2026-27	2027-28	2028-29	
SUMMARY				
Revenue				
LCFF Entitlement	8,236,134	8,786,177	9,057,315	
Federal Revenue	268,343	269,727	272,456	
Other State Revenues	2,402,398	2,190,450	2,288,452	
Local Revenues	1,033,291	1,059,127	1,059,127	
Fundraising and Grants	193,573	88,373	6,073	
Total Revenue	12,133,738	12,393,854	12,683,423	
Expenses				
Compensation and Benefits	9,036,733	9,245,765	9,452,053	
Books and Supplies	457,795	325,514	331,224	
Services and Other Operating Expenditures	2,592,757	2,672,437	2,669,817	
Depreciation	11,534	11,534	11,534	
Other Outflows & Amortization	-	-	-	
Total Expenses	12,098,818	12,255,249	12,464,627	
Net Income	34,920	138,605	218,796	
Fund Balance				
Beginning Balance (Unaudited)	2,573,683	2,608,602	2,747,208	
Audit Adjustment				
Beginning Balance (Audited)	2,573,683	2,608,602	2,747,208	
Net Income	34,920	138,605	218,796	
Ending Fund Balance	2,608,602	2,747,208	2,966,004	
Total Revenue Per ADA	19,218	19,093	19,539	
Total Expenses Per ADA	19,162	18,879	19,202	
Net Income Per ADA	55	214	337	
Fund Balance as a % of Expenses	22%	22%	24%	
Key Assumptions				
Enrollment Breakdown				
TK	40	40	40	
K	50	54	54	
1	48	52	52	
2	52	52	52	
3	56	56	56	
4	60	60	60	
5	60	60	60	
6	96	107	107	
7	100	100	100	

Academy of Alameda Middle
Multi-year Projection
As of May FY2027

		Year 1	Year 2	Year 3	Assumptions
		2026-27	2027-28	2028-29	
8		114	114	114	
	Total Enrolled	676	695	695	
ADA %					
	K-3	93.4%	93.4%	93.4%	
	4-6	93.4%	93.4%	93.4%	
	7-8	93.4%	93.4%	93.4%	
	Average ADA %	93.4%	93.4%	93.4%	
ADA					
	K-3	230	237	237	
	4-6	202	212	212	
	7-8	200	200	200	
	Total ADA	631	649	649	
REVENUE					
LCFF Entitlement					
8011	Charter Schools General Purpose Entitlement - State Aid	3,591,886	3,853,719	4,066,229	
8012	Education Protection Account Entitlement	1,573,443	1,775,275	1,833,903	
8096	Charter Schools in Lieu of Property Taxes	3,070,805	3,157,183	3,157,183	
	SUBTOTAL - LCFF Entitlement	8,236,134	8,786,177	9,057,315	
Federal Revenue					
8181	Special Education - Entitlement	95,634	97,018	99,747	
8291	Title I	132,998	132,998	132,998	
8292	Title II	18,574	18,574	18,574	
8293	Title III	10,805	10,805	10,805	
8294	Title IV	10,332	10,332	10,332	
	SUBTOTAL - Federal Revenue	268,343	269,727	272,456	
Other State Revenue					
8381	Special Education - Entitlement (State	833,976	846,049	869,848	\$1,340 x PY ADA
8382	Special Education Reimbursement (State	55,044	58,324	60,272	FY26 \$90 x CY ADA FY27 \$85 x CY ADA
8550	Mandated Cost Reimbursements	13,138	13,737	14,595	
8560	State Lottery Revenue	179,371	184,416	184,416	
8590	All Other State Revenue	370,000	106,269	106,269	FY27 SSPDDBG \$582k - \$370k in FY27, Remaining split over FY28 and FY29
8591	Prop 28 Arts & Music in Schools	119,370	119,162	122,532	
8593	ELO-Program (2600)	703,289	734,284	802,311	\$2,750/TK-6 ADA
8595	Afterschool (ASES)	128,210	128,210	128,210	
	SUBTOTAL - Other State Revenue	2,402,398	2,190,450	2,288,452	
Local Revenue					
8639	All Other Sales	1,284	1,284	1,284	
8660	Interest	734	734	734	

Academy of Alameda Middle
Multi-year Projection
As of May FY2027

		Year 1	Year 2	Year 3	Assumptions
		2026-27	2027-28	2028-29	
8662	Net Increase (Decrease	44,000	44,000	44,000	LAIF interest
8676	After School Program Revenue	231,316	237,817	237,817	Adjusted rate per YTD
8690	Other Local Revenue	20,000	20,000	20,000	
8693	Field Trips	17,140	17,140	17,140	
8699	All Other Local Revenue	27,901	27,901	27,901	
8701	Art and Music Fundraising	3,555	3,555	3,555	General Band/Music
8702	Measure E Parcel Tax	687,361	706,696	706,696	Assumes 64% in-district ADA
	SUBTOTAL - Local Revenue	1,033,291	1,059,127	1,059,127	
Fundraising and Grants					
8802	Donations - Private	192,350	42,350	4,850	
					FY27 Spanish Program \$150k; FY27-28 Financial literacy 75k donation (split over two years)
8803	Annual Fundraising (School-wide)	-	44,800	-	Disneyland Trip every two years
8804	School Culture Fundraising	1,223	1,223	1,223	Dances, snack sales, etc.
	SUBTOTAL - Fundraising and Grants	193,573	88,373	6,073	
TOTAL REVENUE		12,133,738	12,393,854	12,683,423	
EXPENSES					
Compensation & Benefits					
Certificated Salaries					
1100	Teachers Salaries	2,713,166	2,767,430	2,822,778	
1101	Teacher - Stipends	80,600	82,140	80,111	
1103	Teacher - Substitute Pay	74,957	76,456	77,986	One Long-term substitute
1148	Teacher - Special Ed	127,121	129,663	132,257	
1200	Certificated Pupil Support Salaries	54,000	55,080	56,182	
1201	Certificated Pupil Support - School Psychologist	214,222	218,506	222,876	
1202	Certificated Pupil Support - Counselor	175,786	179,301	182,887	
1203	Certificated Pupil Support Salaries - Custom 3	51,219	52,243	53,288	
1300	Certificated Supervisor & Administrator Salaries	544,256	555,141	566,244	
1950	Other Cert - Instructional Coaches	560,975	572,195	583,639	
	SUBTOTAL - Certificated Salaries	4,596,302	4,688,156	4,778,247	
Classified Salaries					
2100	Classified Instructional Aide Salaries	703,611	717,684	730,568	
2201	Classified Support - Restorative Justice coordinator	81,693	83,327	84,993	
2202	Classified Support - School Culture Coordinator	214,326	218,612	222,985	
2300	Classified Supervisor & Administrator Salaries	239,965	244,765	249,660	
2400	Classified Clerical & Office Salaries	243,954	248,833	253,810	
2905	Other Classified - After School	645,963	661,902	676,050	
	SUBTOTAL - Classified Salaries	2,129,512	2,175,123	2,218,065	

Employee Benefits

Academy of Alameda Middle
Multi-year Projection
As of May FY2027

		Year 1	Year 2	Year 3	Assumptions
		2026-27	2027-28	2028-29	
3100	STRS	832,085	848,713	864,986	
3300	OASDI-Medicare-Alternative	242,502	247,766	252,800	
3400	Health & Welfare Benefits	918,922	964,868	1,013,111	
3500	Unemployment Insurance	132,496	132,496	132,496	
3600	Workers Comp Insurance	71,294	72,751	74,161	
3900	Other Employee Benefits	113,620	115,893	118,186	
SUBTOTAL - Employee Benefits		2,310,919	2,382,486	2,455,740	
Books & Supplies					
4200	Books & Other Reference Materials	148,651	49,224	49,809	Arts and Lettters Program Materials FY27 only
4320	Educational Software	51,099	52,121	53,163	
4325	Instructional Materials & Supplies	69,389	32,139	32,782	Spanish Program Costs and Financial literacy program costs FY27 only
4326	Art & Music Supplies	16,320	16,646	16,979	
4330	Office Supplies	15,918	16,236	16,561	
4335	PE Supplies	4,397	4,485	4,575	
4340	Professional Development Supplies	2,431	2,480	2,529	
4345	Non Instructional Student Materials & Supplies	9,860	10,057	10,258	
4350	Uniforms	110	113	115	
4351	Yearbook	13,526	13,796	14,072	
4352	Afterschool Supplies	20,000	20,000	20,000	
4353	Summerschool Supplies	10,612	10,824	11,041	
4354	Middle school Athletics	3,964	4,043	4,124	
4355	Org Culture supplies	11,349	11,576	11,807	
4360	Books and Supplies - Sped	2,653	2,706	2,760	
4410	Classroom Furniture, Equipment & Supplies	11,907	12,146	12,389	
4420	Computers: individual items less than \$5k	19,768	20,163	20,566	
4423	Additional Technology	9,742	9,937	10,135	
4430	Non Classroom Related Furniture, Equipment & Supplies	6,417	6,545	6,676	
4700	Food	20,132	20,534	20,945	
4720	Other Food	9,551	9,742	9,937	
SUBTOTAL - Books and Supplies		457,795	325,514	331,224	
Services & Other Operating Expenses					
5210	Conference Fees	2,809	2,865	2,923	
5220	Travel and Lodging	11,142	11,365	11,593	
5305	Dues & Membership - Professional	9,648	9,841	10,037	
5310	Subscriptions	78,012	79,563	81,031	
5400	Insurance	151,739	154,774	157,869	
5510	Utilities - Gas and Electric	1,082	1,104	1,126	
5515	Janitorial, Gardening Services & Supplies	232,320	236,967	241,706	
5525	Utilities - Waste	56,429	57,558	58,709	
5605	Equipment Leases	24,196	24,679	25,173	
5611	Prop 39 Related Costs	290,843	296,660	302,593	District Technology costs + Utilities + Cleaning
5615	Repairs and Maintenance - Building	12,734	12,989	13,249	
5617	Repairs and Maintenance - Other Equipment	2,165	2,208	2,252	
5803	Accounting Fees	2,045	2,086	2,128	

Academy of Alameda Middle
Multi-year Projection
As of May FY2027

		Year 1	Year 2	Year 3	Assumptions
		2026-27	2027-28	2028-29	
5804	Internal Audit & Accounting support	26,320	28,343	30,558	
5805	Administrative Fees	4,299	4,385	4,472	
5809	Banking Fees	1,804	1,840	1,877	
5812	Business Services	206,000	212,180	218,545	Based on 3-yr contract renewal with Vertex
5815	Consultants - Instructional	28,755	29,330	29,916	
5818	Coaching	25,000	25,000	25,000	
5819	School Culture Initiatives	65,272	70,677	76,091	AAFSEE Program Costs (events, EOY celebration, incentives,etc.)
5820	Consultants - Non Instructional - Custom 1	12,300	12,546	12,797	
5824	District Oversight Fees	279,528	267,452	291,019	Prior year (3% of LCFF)
5828	Translators	2,066	2,108	2,150	
5830	Field Trips Expenses	44,852	97,549	46,664	Disneyland trip every two years
5833	Fines and Penalties	216	221	225	
5834	Afterschool & Summer Services	12,963	13,223	13,487	
5836	Fingerprinting	8,489	8,659	8,832	
5839	Fundraising Expenses	3,891	3,969	4,048	
5845	Legal Fees	63,672	64,946	66,245	
5846	Loan and Financing Fees	271	276	282	
5848	Licenses and Other Fees	1,396	1,424	1,453	
5851	Marketing and Student Recruiting	162,129	165,372	168,679	
5857	Payroll Fees	7,633	7,786	7,941	
5860	Printing and Reproduction	7,993	8,153	8,316	
5863	Professional Development	81,647	130,740	131,855	AAFSEE PD Costs in FY28 and FY29
5869	Special Education Contract Instructors	420,000	423,889	427,873	Includes \$220k placeholder for unforeseen IEP costs
5875	Staff Recruiting	18,557	18,928	19,307	
5880	Student Health Services	10,612	10,824	11,041	
5881	Student Information System	9,323	9,509	9,700	
5884	Substitutes	155,455	82,160	81,600	FY27 based on PY spending
5887	Technology Services	53,320	74,386	55,474	GoGuardian in FY28 (\$20k)
5899	Miscellaneous Operating Expenses	3,177	3,241	3,305	
5915	Postage and Delivery	541	552	563	
5920	Communications - Telephone & Fax	108	110	113	
SUBTOTAL - Services & Other Operating Exp.		2,592,757	2,672,437	2,669,817	
Depreciation Expense					
6900	Depreciation	11,534	11,534	11,534	
SUBTOTAL - Depreciation Expense		11,534	11,534	11,534	
Other Outflows & Amortization					
SUBTOTAL - Other Outflows & Amortization		-	-	-	
TOTAL EXPENSES		12,098,818	12,255,249	12,464,627	

Academy of Alameda Middle
2026-27
As of May FY2027

	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Driver/ Rate Type
Revenues and related expenses				
Statewide LCFF Assumptions				
LCFF COLA	4.31%	3.30%	3.09%	
TK-3 LCFF Base	10,698	11,051	11,392	
4-6 LCFF Base	10,860	11,218	11,565	
7-8 LCFF Base	11,181	11,550	11,907	
TK-3 Gr Span Adj	1,113	1,149	1,185	
School LCFF Assumptions				
LCFF per ADA	13,045	13,535	13,953	
ILPT per ADA	4,864	4,864	4,864	
Supplemental & Concentration Funding	883,578	984,670	1,014,641	
Unduplicated Pupil % (3 year avg)	61.88%	64.94%	64.91%	
District UPP	38.75%	38.75%	38.75%	
Other Federal and State Revenues				
Other SELPA Fed	154	153.66	153.66	PY ADA
Other SELPA State	1,340	1,340.00	1,340.00	PY ADA
SPED Mental Health State Rate	87	89.85	92.85	
Mandated Cost Reimbursements: K-8	21.11	21.76	22.48	Prior Year Enrollment
One Time Funding	0.00	0.00	0.00	Prior Year Enrollment
State Lottery Unrestricted	190.00	190.00	190.00	P-A ADA
State Lottery Restricted	82.00	82.00	82.00	P-A ADA
Absence Factor	1.04	1.04	1.04	Multiplier to state lottery rates
ELOP Rate 1	2,750	2,750	2,750	
AMS Enrollment Rate	124	124	124	
AMS FRPM Rate	84	84	84	
Fees				
Authorizer Fees	0.00%		0.00	
Special Education Encroachment Fees	0.00			

Payroll				
Annual Pay Increase				
Teacher		2.00%	2.00%	
Other Certificated		2.00%	2.00%	
Classified		2.00%	2.00%	
Benefits				
STRS	19.10%	19.10%	19.10%	% of eligible payroll
PERS	26.40%	26.80%	25.90%	% of eligible payroll
PARS	3.75%	3.75%	3.75%	% of eligible payroll
Other Retirement 1	10.00%	10.00%	10.00%	
Other Retirement 2	100.00%	100.00%	100.00%	
Social Security	6.20%	6.20%	6.20%	% of eligible payroll
Medicare	1.45%	1.45%	1.45%	% of total payroll
Health & Welfare Benefits				Annual rate per employee
H+W	\$918,922	\$964,868	\$1,013,111	
H&W average annual increase	5.00%	5.00%	5.00%	
In Lieu Medical Stipend		\$0	\$0	Annual stipend
SUTA %	18.00%	18.00%	18.00%	% of eligible payroll
SUTA Tax Base	\$7,000	\$7,000	\$7,000	
ETT (part of SUTA)	\$7	\$7	\$7	Annual rate per employee
Workers Comp	1.06%	1.06%	1.06%	% of total payroll

Academy of Alameda Middle
Monthly Cash Forecast
As of May FY2027

	2026-27													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	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	1,484,205	1,550,514	1,795,065	1,795,452	1,597,210	1,391,101	1,068,719	1,584,790	1,606,585	1,800,651	1,567,871	1,374,806		
REVENUE														
LCFF Entitlement	181,619	540,269	837,735	560,815	560,815	560,815	979,361	757,041	977,420	548,100	548,100	548,100	8,236,134	635,941
Federal Revenue	-	-	-	-	43,177	-	-	43,177	-	-	43,177	95,634	268,343	43,177
Other State Revenue	32,623	108,846	98,753	330,181	165,981	146,771	156,434	368,335	200,459	177,148	209,695	212,959	2,402,398	194,212
Other Local Revenue	40,573	42,240	55,639	44,781	44,781	55,781	5,636	5,636	16,636	5,636	5,636	703,997	1,033,291	6,317
Fundraising & Grants	16,233	16,131	16,131	16,131	16,131	16,131	16,131	16,131	16,131	16,131	16,131	16,029	193,573	-
TOTAL REVENUE	271,048	707,487	1,008,258	951,909	830,886	779,498	1,157,562	1,190,321	1,210,646	747,016	822,740	1,576,720	12,133,738	879,647
EXPENSES														
Certificated Salaries	58,835	409,799	409,799	409,799	409,799	456,799	406,912	406,912	406,912	406,912	406,912	406,912	4,596,302	-
Classified Salaries	141,114	180,218	180,218	180,218	180,218	186,218	180,218	180,218	180,218	180,218	180,218	180,218	2,129,512	-
Employee Benefits	105,658	198,323	198,323	198,323	198,323	208,551	197,739	197,739	197,739	197,739	197,739	197,739	2,310,919	16,982
Books & Supplies	60,801	43,674	38,000	40,196	40,196	65,746	17,777	17,777	17,777	17,777	17,777	80,296	457,795	-
Services & Other Operating Expenses	243,196	209,742	183,700	358,285	208,704	184,568	208,490	198,967	213,933	177,149	213,158	160,541	2,592,757	32,324
Capital Outlay & Depreciation	961	961	961	961	961	961	961	961	961	961	961	961	11,534	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	610,564	1,042,717	1,011,000	1,187,782	1,038,201	1,102,842	1,012,098	1,002,576	1,017,541	980,757	1,016,766	1,026,668	12,098,818	49,307
Operating Cash Inflow (Outflow)	(339,516)	(335,230)	(2,742)	(235,873)	(207,315)	(323,344)	145,464	187,745	193,105	(233,741)	(194,026)	550,052	34,920	830,340
Accounts Receivable	404,864	630,921	-	49,972	244	-	18,811	-	-	-	-	-	-	
Investments	-	-	-	(13,302)	-	-	364,616	(283,224)	-	-	-	-	-	
Fixed Assets	961	961	961	961	961	961	961	961	961	961	961	961	961	
ROU Assets	-	-	-	-	-	-	-	-	-	-	-	-	15,278	
Accounts Payable	-	-	-	-	-	-	-	10,384	-	-	-	-	-	
Other Current Liabilities	-	(52,102)	-	-	-	-	-	-	-	-	-	-	-	
Deferred Revenue	-	-	2,169	-	-	-	(13,781)	105,930	-	-	-	-	-	
ROU Long-Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	(6,106)	-	
Ending Cash	1,550,514	1,795,065	1,795,452	1,597,210	1,391,101	1,068,719	1,584,790	1,606,585	1,800,651	1,567,871	1,374,806	1,934,991		

Days Cash on Hand	47	54	54	48	42	32	48	49	54	47	42	58		
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Academy of Alameda Middle
Monthly Cash Forecast
As of May FY2027

	2027-28													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	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	1,934,991	1,997,388	2,033,148	2,108,502	1,829,673	1,631,856	1,339,167	1,892,344	1,829,148	2,068,042	1,835,034	1,633,732		
REVENUE														
LCFF Entitlement	184,248	555,911	905,312	583,010	583,010	583,010	1,055,244	796,051	1,072,178	587,788	587,788	587,788	8,786,177	704,839
Federal Revenue	-	-	-	-	43,177	-	-	43,177	-	-	43,177	97,018	269,727	43,177
Other State Revenue	50,039	145,366	123,662	216,342	169,181	173,627	158,131	268,043	177,482	154,171	187,359	165,842	2,190,450	201,205
Other Local Revenue	41,657	43,324	56,722	45,865	45,865	56,865	5,636	5,636	16,636	5,636	5,636	723,332	1,059,127	6,317
Fundraising & Grants	3,733	3,631	3,631	3,631	3,631	3,631	11,098	11,098	11,098	11,098	11,098	10,996	88,373	-
TOTAL REVENUE	279,677	748,231	1,089,327	848,848	844,865	817,133	1,230,110	1,124,006	1,277,394	758,694	835,058	1,584,975	12,393,854	955,537
EXPENSES														
Certificated Salaries	60,011	417,988	417,988	417,988	417,988	465,928	415,044	415,044	415,044	415,044	415,044	415,044	4,688,156	-
Classified Salaries	143,936	184,097	184,097	184,097	184,097	190,217	184,097	184,097	184,097	184,097	184,097	184,097	2,175,123	-
Employee Benefits	110,061	204,405	204,405	204,405	204,405	214,839	203,810	203,810	203,810	203,810	203,810	203,810	2,382,486	17,104
Books & Supplies	38,511	24,261	18,473	20,714	20,714	46,774	14,913	14,913	14,913	14,913	14,913	81,502	325,514	-
Services & Other Operating Expenses	250,544	221,961	190,674	372,125	215,678	192,064	212,626	191,026	220,636	173,837	218,496	179,295	2,672,437	33,476
Capital Outlay & Depreciation	961	961	961	961	961	961	961	961	961	961	961	961	11,534	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	604,025	1,053,673	1,016,599	1,200,290	1,043,843	1,110,783	1,031,451	1,009,852	1,039,461	992,662	1,037,321	1,064,709	12,255,249	50,580
Operating Cash Inflow (Outflow)	(324,348)	(305,442)	72,728	(351,442)	(198,978)	(293,650)	198,658	114,154	237,933	(233,969)	(202,263)	520,266	138,605	904,958
Accounts Receivable	385,783	389,548	-	84,210	200	-	19,906	-	-	-	-	-	-	
Investments	-	-	-	(12,558)	-	-	344,227	(267,386)	-	-	-	-	-	
Fixed Assets	961	961	961	961	961	961	961	961	961	961	961	961	961	
ROU Assets	-	-	-	-	-	-	-	-	-	-	-	-	10,185	
Accounts Payable	-	-	-	-	-	-	-	7,788	-	-	-	-	-	
Other Current Liabilities	-	(49,307)	-	-	-	-	-	-	-	-	-	-	-	
Deferred Revenue	-	-	1,664	-	-	-	(10,575)	81,287	-	-	-	-	-	
ROU Long-Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	(6,893)	-	
Ending Cash	1,997,388	2,033,148	2,108,502	1,829,673	1,631,856	1,339,167	1,892,344	1,829,148	2,068,042	1,835,034	1,633,732	2,158,252		
Days Cash on Hand	60	61	63	55	49	40	56	55	62	55	49	64		

Academy of Alameda Middle
Monthly Cash Forecast
As of May FY2027

	2028-29													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	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	2,158,252	2,255,209	2,341,711	2,443,837	2,191,110	2,020,332	1,753,715	2,321,349	2,249,814	2,480,041	2,223,013	1,998,309		
REVENUE														
LCFF Entitlement	189,431	582,173	943,715	618,535	618,535	618,535	1,106,365	807,966	1,087,353	586,967	586,967	586,967	9,057,315	723,805
Federal Revenue	-	-	-	-	43,177	-	-	43,177	-	-	43,177	99,747	272,456	43,177
Other State Revenue	50,763	150,472	128,285	223,891	176,730	182,034	165,680	281,486	186,885	163,574	198,023	175,244	2,288,452	205,384
Other Local Revenue	41,657	43,324	56,722	45,865	45,865	56,865	5,636	5,636	16,636	5,636	5,636	723,332	1,059,127	6,317
Fundraising & Grants	608	506	506	506	506	506	506	506	506	506	506	404	6,073	-
TOTAL REVENUE	282,459	776,475	1,129,228	888,797	884,814	857,940	1,278,188	1,138,772	1,291,381	756,683	834,309	1,585,694	12,683,423	978,683
EXPENSES														
Certificated Salaries	61,211	426,014	426,014	426,014	426,014	474,913	423,011	423,011	423,011	423,011	423,011	423,011	4,778,247	-
Classified Salaries	146,692	187,739	187,739	187,739	187,739	193,982	187,739	187,739	187,739	187,739	187,739	187,739	2,218,065	-
Employee Benefits	114,662	210,623	210,623	210,623	210,623	221,268	210,016	210,016	210,016	210,016	210,016	210,016	2,455,740	17,221
Books & Supplies	39,214	24,680	18,776	21,061	21,061	47,643	15,211	15,211	15,211	15,211	15,211	82,732	331,224	-
Services & Other Operating Expenses	246,386	216,435	185,350	370,323	210,354	186,752	211,141	200,011	225,176	177,734	223,035	182,990	2,669,817	34,129
Capital Outlay & Depreciation	961	961	961	961	961	961	961	961	961	961	961	961	11,534	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	609,127	1,066,452	1,029,464	1,216,722	1,056,753	1,125,518	1,048,080	1,036,950	1,062,114	1,014,673	1,059,974	1,087,449	12,464,627	51,351
Operating Cash Inflow (Outflow)	(326,668)	(289,977)	99,764	(327,925)	(171,939)	(267,578)	230,108	101,822	229,266	(257,989)	(225,665)	498,245	218,796	927,332
Accounts Receivable	422,665	426,097	-	86,093	200	-	20,483	-	-	-	-	-	-	
Investments	-	-	-	(11,856)	-	-	324,978	(252,434)	-	-	-	-	-	
Fixed Assets	961	961	961	961	961	961	961	961	961	961	961	961	961	
ROU Assets	-	-	-	-	-	-	-	-	-	-	-	-	6,790	
Accounts Payable	-	-	-	-	-	-	-	9,735	-	-	-	-	-	
Other Current Liabilities	-	(50,580)	-	-	-	-	-	-	-	-	-	-	-	
Deferred Revenue	-	-	1,400	-	-	-	(8,896)	68,381	-	-	-	-	-	
ROU Long-Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	(8,091)	-	
Ending Cash	2,255,209	2,341,711	2,443,837	2,191,110	2,020,332	1,753,715	2,321,349	2,249,814	2,480,041	2,223,013	1,998,309	2,496,214		
Days Cash on Hand	66	69	72	64	59	51	68	66	73	65	59	73		

CHARTER SCHOOL BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: The Academy of Alameda
 (name continued) _____
CDS #: 01611190122085
Charter Approving Entity: Alameda Unified School District
County: Alameda
Charter #: 1181
Budgeting Period: 2026-27

This charter school uses the following basis of accounting:

☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	3,350,711.30	3,591,885.73		3,591,885.73
Education Protection Account State Aid - Current Year	8012	1,548,890.02	1,573,442.98		1,573,442.98
State Aid - Prior Years	8019	0.00	-		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,959,779.98	3,070,805.02		3,070,805.02
Other Revenue Limit Transfers	8091, 8097				0.00
Total, LCFF/Revenue Limit Sources		7,859,381.30	8,236,133.73	0.00	8,236,133.73
2. Federal Revenues					
No Child Left Behind/Every Student Succeeds Act	8290	172,480.00		172,709.00	172,709.00
Special Education - Federal	8181, 8182	91,056.00		95,633.54	95,633.54
Child Nutrition - Federal	8220	0.00		-	0.00
Donated Food Commodities	8221				0.00
Other Federal Revenues	8110, 8260-8299	0.00		-	0.00
Total, Federal Revenues		263,536.00	0.00	268,342.54	268,342.54
3. Other State Revenues					
Special Education - State	StateRevSE	562,263.00		889,020.08	889,020.08
All Other State Revenues	StateRevAO	1,350,471.85	192,509.16	1,320,868.51	1,513,377.67
Total, Other State Revenues		1,912,734.85	192,509.16	2,209,888.59	2,402,397.75
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	1,044,385.91	1,226,863.81	-	1,226,863.81
Total, Local Revenues		1,044,385.91	1,226,863.81	0.00	1,226,863.81

5. TOTAL REVENUES		11,080,038.06	9,655,506.69	2,478,231.13	12,133,737.83
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	2,782,224.31	2,771,322.88	224,521.83	2,995,844.71
Certificated Pupil Support Salaries	1200	508,284.35	402,106.85	93,119.30	495,226.15
Certificated Supervisors' and Administrators' Salaries	1300	536,556.69	413,345.04	130,910.60	544,255.64
Other Certificated Salaries	1900	448,817.07	295,582.21	265,392.92	560,975.12
Total, Certificated Salaries		4,275,882.42	3,882,356.98	713,944.65	4,596,301.62
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	746,045.00	300,691.62	402,919.70	703,611.32
Non-certificated Support Salaries	2200	287,599.45	68,412.48	227,606.31	296,018.79
Non-certificated Supervisors' and Administrators' Sal.	2300	212,679.37	239,965.35	-	239,965.35
Clerical and Office Salaries	2400	225,642.28	243,953.80	-	243,953.80
Other Non-certificated Salaries	2900	465,615.62	45,000.00	600,963.09	645,963.09
Total, Non-certificated Salaries		1,937,581.73	898,023.25	1,231,489.10	2,129,512.34

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102	765,358.45	337,944.01	494,141.16	832,085.17
PERS	3201-3202	0.00	-	-	0.00
OASDI / Medicare / Alternative	3301-3302	224,905.06	134,549.69	107,951.87	242,501.56
Health and Welfare Benefits	3401-3402	875,163.56	891,354.09	27,567.65	918,921.74
Unemployment Insurance	3501-3502	137,185.82	78,738.31	53,757.91	132,496.22
Workers' Compensation Insurance	3601-3602	68,615.28	50,672.03	20,621.60	71,293.63
OPEB, Allocated	3701-3702	0.00	-	-	0.00
OPEB, Active Employees	3751-3752	0.00	-	-	0.00
Other Employee Benefits	3901-3902	115,608.82	52,686.91	60,933.33	113,620.24
Total, Employee Benefits		2,186,837.00	1,545,945.03	764,973.52	2,310,918.55
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	0.00	-	-	0.00
Books and Other Reference Materials	4200	55,584.93	148,651.46	-	148,651.46
Materials and Supplies	4300	234,391.55	193,965.06	37,662.03	231,627.09
Noncapitalized Equipment	4400	65,050.24	47,834.09	-	47,834.09
Food	4700	29,100.60	29,682.61	-	29,682.61
Total, Books and Supplies		384,127.32	420,133.23	37,662.03	457,795.26
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0.00	-	-	0.00
Travel and Conferences	5200	25,510.00	11,142.48	2,809.08	13,951.56
Dues and Memberships	5300	88,751.64	87,660.07	-	87,660.07

Insurance	5400	132,953.84	151,739.00	-	151,739.00
Operations and Housekeeping Services	5500	266,075.96	282,404.81	7,426.99	289,831.80
Rentals, Leases, Repairs, and Noncap. Improvements	5600	332,899.49	286,343.25	43,594.61	329,937.85
Transfers of Direct Costs	5700-5799				0.00
Professional/Consulting Services and Operating Expend.	5800	1,445,745.86	1,267,449.15	451,537.64	1,718,986.80
Communications	5900	636.72	649.46	-	649.46
Total, Services and Other Operating Expenditures		2,292,573.51	2,087,388.22	505,368.32	2,592,756.54
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170	0.00	-	-	0.00
Buildings and Improvements of Buildings	6200	0.00	-	-	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	-	-	0.00
Equipment	6400	0.00	-	-	0.00
Equipment Replacement	6500	0.00	-	-	0.00
Depreciation Expense (for accrual basis only)	6900	11,534.00	11,534.00	-	11,534.00
Total, Capital Outlay		11,534.00	11,534.00	0.00	11,534.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299	0.00	-	-	0.00
Transfers of Indirect Costs	7300-7399	0.00	-	-	0.00
Debt Service:					
Interest	7438	0.00	-	-	0.00
Principal	7439	0.00	-	-	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		11,088,535.97	8,845,380.70	3,253,437.61	12,098,818.31
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(8,497.91)	810,125.99	(775,206.48)	34,919.52

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00

E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
		(8,497.91)	810,125.99	(775,206.48)	34,919.52
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	2,849,083.75	2,573,682.95	0.00	2,573,682.95
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		2,849,083.75	2,573,682.95	0.00	2,573,682.95
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,840,585.84	3,383,808.95	(775,206.48)	2,608,602.47
Components of Ending Fund Balance (Modified Accrual Basis)					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740		775,206.48	(775,206.48)	0.00
c. Committed					0.00
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					0.00
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					0.00
Reserve for Economic Uncertainties	9789	2,840,585.84	2,608,602.47	0.00	2,608,602.47
Unassigned / Unappropriated Amount	9790M				0.00
Components of Ending Net Position (Accrual Basis)					
1. Net Investment in Capital Assets	9796				-
2. Restricted Net Position	9797				-
3. Unrestricted Net Position	9790A	-	0	-	0

CHARTER SCHOOL MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: The Academy of Alameda
(continued) 0
CDS #: 01611190122085
Charter Approving Entity: Alameda Unified School District
County: Alameda
Charter #: 1181
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2026-27			Totals for 2027-28	Totals for 2028-29
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,591,885.73	0.00	3,591,885.73	3,853,719.12	4,066,228.56
Education Protection Account State Aid - Current Year	8012	1,573,442.98	0.00	1,573,442.98	1,775,274.73	1,833,902.81
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	3,070,805.02	0.00	3,070,805.02	3,157,183.27	3,157,183.27
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		8,236,133.73	0.00	8,236,133.73	8,786,177.12	9,057,314.64
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	0.00	172,709.00	172,709.00	172,709.00	172,709.00
Special Education - Federal	8181, 8182	0.00	95,633.54	95,633.54	97,018.02	99,747.02
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	268,342.54	268,342.54	269,727.02	272,456.02
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	889,020.08	889,020.08	904,373.55	930,119.98
All Other State Revenues	StateRevAO	192,509.16	1,320,868.51	1,513,377.67	1,286,076.47	1,358,332.36
Total, Other State Revenues		192,509.16	2,209,888.59	2,402,397.75	2,190,450.02	2,288,452.34
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	1,226,863.81	0.00	1,226,863.81	1,147,499.96	1,065,199.96
Total, Local Revenues		1,226,863.81	0.00	1,226,863.81	1,147,499.96	1,065,199.96

5. TOTAL REVENUES		9,655,506.69	2,478,231.13	12,133,737.83	12,393,854.12	12,683,422.97
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,771,322.88	224,521.83	2,995,844.71	3,055,689.60	3,113,131.40
Certificated Pupil Support Salaries	1200	402,106.85	93,119.30	495,226.15	505,130.67	515,233.29
Certificated Supervisors' and Administrators' Salaries	1300	413,345.04	130,910.60	544,255.64	555,140.75	566,243.57
Other Certificated Salaries	1900	295,582.21	265,392.92	560,975.12	572,194.63	583,638.52
Total, Certificated Salaries		3,882,356.98	713,944.65	4,596,301.62	4,688,155.66	4,778,246.77
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	300,691.62	402,919.70	703,611.32	717,683.54	730,567.94
Non-certificated Support Salaries	2200	68,412.48	227,606.31	296,018.79	301,939.17	307,977.95
Non-certificated Supervisors' and Administrators' Sal.	2300	239,965.35	0.00	239,965.35	244,764.65	249,659.95
Clerical and Office Salaries	2400	243,953.80	0.00	243,953.80	248,832.88	253,809.53
Other Non-certificated Salaries	2900	45,000.00	600,963.09	645,963.09	661,902.35	676,049.94
Total, Non-certificated Salaries		898,023.25	1,231,489.10	2,129,512.34	2,175,122.59	2,218,065.31

Description	Object Code	FY 2026-27			Totals for 2027-28	Totals for 2028-29
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	337,944.01	494,141.16	832,085.17	848,713.12	864,986.03
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	134,549.69	107,951.87	242,501.56	247,765.81	252,799.58
Health and Welfare Benefits	3401-3402	891,354.09	27,567.65	918,921.74	964,867.82	1,013,111.22
Unemployment Insurance	3501-3502	78,738.31	53,757.91	132,496.22	132,496.22	132,496.23
Workers' Compensation Insurance	3601-3602	50,672.03	20,621.60	71,293.63	72,750.75	74,160.91
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	52,686.91	60,933.33	113,620.24	115,892.65	118,186.49
Total, Employee Benefits		1,545,945.03	764,973.52	2,310,918.55	2,382,486.37	2,455,740.45
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	148,651.46	0.00	148,651.46	49,224.49	49,808.98
Materials and Supplies	4300	193,965.06	37,662.03	231,627.09	197,222.03	200,766.48
Noncapitalized Equipment	4400	47,834.09	0.00	47,834.09	48,790.78	49,766.59
Food	4700	29,682.61	0.00	29,682.61	30,276.26	30,881.79
Total, Books and Supplies		420,133.23	37,662.03	457,795.26	325,513.56	331,223.83
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	11,142.48	2,809.08	13,951.56	14,230.59	14,515.20
Dues and Memberships	5300	87,660.07	0.00	87,660.07	89,403.36	91,068.58
Insurance	5400	151,739.00	0.00	151,739.00	154,773.78	157,869.26
Operations and Housekeeping Services	5500	282,404.81	7,426.99	289,831.80	295,628.43	301,541.00

Rentals, Leases, Repairs, and Noncap. Improvements	5600	286,343.25	43,594.61	329,937.85	336,536.61	343,267.34
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	1,267,449.15	451,537.64	1,718,986.80	1,781,201.35	1,760,879.69
Communications	5900	649.46	0.00	649.46	662.45	675.70
Total, Services and Other Operating Expenditures		2,087,388.22	505,368.32	2,592,756.54	2,672,436.57	2,669,816.76
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	11,534.00	0.00	11,534.00	11,534.00	11,534.00
Total, Capital Outlay		11,534.00	0.00	11,534.00	11,534.00	11,534.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		8,845,380.70	3,253,437.61	12,098,818.31	12,255,248.75	12,464,627.13
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		810,125.99	(775,206.48)	34,919.52	138,605.37	218,795.84

Description	Object Code	FY 2026-27			Totals for 2027-28	Totals for 2028-29
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		810,125.99	(775,206.48)	34,919.52	138,605.37	218,795.84
F. FUND BALANCE, RESERVES						

1. Beginning Fund Balance						
a. As of July 1	9791	2,573,682.95	0.00	2,573,682.95	2,608,602.47	2,747,207.84
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		2,573,682.95	0.00	2,573,682.95	2,608,602.47	2,747,207.84
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,383,808.95	(775,206.48)	2,608,602.47	2,747,207.84	2,966,003.68
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740	775,206.48	(775,206.48)	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	2,608,602.47	0.00	2,608,602.47	2,747,207.84	2,966,003.68
Unassigned/Unappropriated Amount	9790	0.00	0.00	0.00		
Components of Ending Net Position (Accrual Basis)						
1. Net Investment in Capital Assets	9796	0.00	0.00	0.00		
2. Restricted Net Position	9797	0.00	0.00	0.00		
3. Unrestricted Net Position	9790A	0.00	0.00	0.00	0.00	0.00

Fiscal Year: 2026-27

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Coversheet

Approval of the updated Adult-Student Interaction Policy

Section:	IV. Action Items
Item:	C. Approval of the updated Adult-Student Interaction Policy
Purpose:	Vote
Submitted by:	
Related Material:	Adult Student Interaction Policy 4909-0221-8667.pdf

Adult/Student Interaction Policy

Adult-Student Interactions

While the use of appropriate touching is part of daily life and is important for student development, adults must ensure that they do not exceed appropriate behavior. If a child or other adult specifically requests that they not be touched, then that request must be honored without question.

Boundaries Defined

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by an adult while interacting with a student, whether during school hours or outside of school hours, including through social media platforms, text messaging, and other forms of communication that do not otherwise include a student’s parent/guardian. Trespassing beyond the boundaries of a student-adult relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

This policy is intended to guide adults in conducting themselves in a way that reflects the high standards of behavior and professionalism required of them and to specify the boundaries between such adults and students.

Although this policy gives specific, clear direction, it is each adult’s obligation to avoid situations that could prompt suspicion by parents/guardians, students, colleagues, or School leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

Professional boundaries apply not only between students and staff, volunteers, and contractors, and Board members, but also among and between students, and among and between adults employed, volunteering, or under contract with the School. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment. Additionally, all facilities/areas under School control shall be effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.

Some activities may seem innocent from an adult’s point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between adults and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Adults must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the adult to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all adults study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal. It is recommended that any such gifts be pre-approved by the Principal

2. Kissing of ANY kind
3. Massage [Note: Permitted in athletics only if provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one's lap (grades 3 and above)
6. Touching buttocks, thighs, chest or genital area
7. Wrestling with students or other adults except in the context of a formal wrestling program
8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
13. "Dating" or "going out with" a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
15. Taking or requesting photographs or videos of students for personal use or posting online
16. Either partially or fully undressing in front of a student or asking a student to undress, with the intent to view/expose private body parts
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
25. Giving students a ride to/from school or school activities without the express, advance written permission of the Principal and the student's parent or legal guardian
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
28. Adults mirroring the immature behavior of minors
29. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.
30. Any form of grooming behavior, including conduct designed to build secrecy or inappropriate trust.

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed in compliance with the School's Limitations on Restraint and Seclusion Policy. Only such force as necessary to defend oneself, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Acceptable Behaviors

1. Pats on the shoulder or back
2. Handshakes
3. "High-fives" and hand slapping
4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
5. Holding hands while walking with small children or children with significant disabilities
6. Assisting with toileting of small or disabled children in view of another staff member
7. Touch required under an IEP or a 504 Plan
8. Reasonable restraint of a violent person to protect self, others, or property
9. Obtaining formal written pre-approval from the Principal to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus
10. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to School activities or classes (communication should be initiated via transparent [non-private] School-based technology and equipment)
11. Keeping the door wide open when alone with a student
12. Keeping reasonable and appropriate space between you and the student
13. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
14. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
15. Keeping after-class discussions with a student professional and brief
16. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
17. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
18. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
19. Recognizing the responsibility to stop "Unacceptable Behaviors" of students and/or co-workers
20. Asking another adult to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
21. Prioritizing professional behavior during all moments of student contact
22. *Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career*

Duty to Report Suspected Misconduct

When an adult becomes aware of an individual having crossed the boundaries specified in this policy, or has a strong suspicion of "grooming behavior," they must immediately report the matter to human resources. "Grooming behavior" is an attempt to build an emotional and/or physical connection with a minor to gain their trust for the purpose of sexual abuse. "Suspicion" means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe that a violation of the boundaries policy occurred. Prompt reporting of "unacceptable behaviors" observed in adult interactions with minors is essential to protect students, staff, any witnesses, and the school as a whole. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. When observant staff members call attention to a boundary violation(s), the likelihood of harm is greatly reduced. Adults must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Consequences

Adults who have violated this policy will be subject to appropriate disciplinary action, and where appropriate,

will be reported to law enforcement and other authorities for potential legal action.

Coversheet

Approval of the updated Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Section: IV. Action Items
Item: D. Approval of the updated Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy
Purpose: Vote
Submitted by:
Related Material:
25-08-18TitleIXHarassmentIntimidationDiscriminationandBullyingPolicy.pdf

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Title IX, Harassment, Intimidation, Discrimination and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The Academy of Alameda ("AoA" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, or association with a person or group with one or more of these actual or perceived characteristics, or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. AoA school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, AoA will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom AoA does business, or any other individual, student, or

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volunteer. AoA will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom AoA does business, and all acts of AoA's Board of Directors ("Board") in enacting policies and procedures that govern AoA.

AoA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator ("Coordinator"):

Elementary School Program Title IX Coordinator	Middle School Title IX Program Coordinator
<u>Ebonie Hill Dean of Students</u> 401 Pacific Avenue, Alameda, CA 94501 ehill@aoaschools.org 510-748-4017	<u>Hyoshin Briseno-Clarke Dean of Students</u> 401 Pacific Avenue, Alameda, CA 94501 hbrisenoclarke@aoaschools.org 510-748-4017

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected characteristics listed above

Sexual Harassment

In accordance with Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or

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activities conducted by AoA.

AoA is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Under Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when:

(a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Examples of conduct that may fall within the Title IX definition of sexual harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults.
 - o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an individual for submitting

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- to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this Policy.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence or create an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student¹ or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by AoA.

*You can read more on the effects of bullying [HERE](#).

¹ "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

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Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet website including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above,
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but is not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in AoA's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that AoA investigate the

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allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in AoA education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

AoA has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

AoA advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed online or on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

AoA informs its employees, students, and parents/guardians of AoA's policies regarding the use of technology in and out of the classroom. AoA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

AoA employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. AoA advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at AoA and encourages students to practice compassion and respect each other.

AoA advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at AoA and encourages students to practice compassion and respect each other.

AoA educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

AoA's bullying prevention education also discusses the differences between appropriate and

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inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

AoA informs AoA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

AoA annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other AoA employees who have regular interaction with students.

The Academy of Alameda informs certificated employees about the common signs that a student is a target of bullying including:

- **Physical cuts or injuries**
- **Lost or broken personal items**
- **Fear of going to school/practice/games**
- **Loss of interest in school, activities, or friends**
- **Trouble sleeping or eating**
- **Anxious/sick/nervous behavior or distracted appearance**
- **Self-destructiveness or displays of odd behavior**
- **Decreased self-esteem**

AoA also informs certificated employees about the groups of students determined by AoA, and available research, to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

AoA encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for AoA’s students.

Grievance Procedures

1. Scope of Grievance Procedures

AoA will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding

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to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the AoA UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, AoA will utilize the sexual harassment grievance procedures listed below in addition to its UCP when applicable.

2. Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the appropriate Coordinator (or the Executive Director if the complaint is against the Coordinator) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator.. AoA will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

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AoA acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by AoA on a case-by-case basis.

AoA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a Title IX Coordinator, investigator or decisionmaker and any person who facilitates an informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures Under Title IX

Upon the receipt of a report of sexual harassment or a formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of

sexual harassment has been filed. Such measures are designed to restore or preserve equal access to AoA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or AoA's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. AOA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of AoA to provide the supportive measures.

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4. Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Coordinator or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than thirty (30) school days.

At the conclusion of the investigation, the Coordinator or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Coordinator, the Executive Director or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that AoA prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - AoA may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with AoA's policies.
 - AoA may remove a respondent from AoA's education program or activity on an emergency basis, in accordance with AoA's policies, provided that The Academy of Alameda undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution

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- o If a formal complaint of sexual harassment is filed, AoA may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If AoA offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - o The allegations;
 - o The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - o The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - o Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
- o AoA will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - o The decisionmaker will not be the same person(s) as the Coordinator or the investigator. AoA shall ensure that all decisionmakers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - o In most cases, a thorough investigation will take no more than thirty (30) school days. If the investigator determines that an investigation will take longer than thirty (30) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete. The entire Title IX process, including informal resolution, opportunities to respond, and determination of responsibility may take ninety (90) calendar days or longer, depending on the complexity of the investigation and the issues raised.
 - o The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - o A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - o Prior to completion of the investigative report, AoA will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration

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prior to the completion of the investigation report.

- o The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - o If the investigation reveals that the alleged harassment did not occur in AoA's education program or activity, or against a person in the United States or would not constitute sexual harassment under Title IX even if proved, the formal complaint with regard to that conduct must be dismissed for purposes of sexual harassment under Title IX. However, such a dismissal does not preclude action under another applicable AoA policy.
 - o AoA may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at AoA; or
 - The specific circumstances prevent AoA from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - o If a formal complaint of sexual harassment or any of the claims therein are dismissed, AoA will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
 - o The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - o Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
 - o AoA will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of AoA's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from AoA or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by AoA in response to a formal complaint of sexual

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harassment.

6. Right of Appeal

Should the reporting individual find AoA's resolution unsatisfactory, for complaints within the scope of this Policy, other than formal complaints of sexual harassment, the reporting individual may, within five (5) business days of notice of AoA's decision or resolution, submit a written appeal to the Chair of AoA's Board who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and AoA will implement appeal procedures equally for both parties.
- Within five (5) business days of AoA's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Chair of the Board, who will serve as the appeal decisionmaker or designate an appeal decisionmaker.
- The decisionmaker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decisionmaker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from AoA's dismissal of a formal complaint or any allegations therein, on the following bases:
 - Procedural irregularity that affected the outcome of the matter;
 - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - The Title IX Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- AoA will notify the other party in writing when an appeal is filed.
- The decisionmaker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

7. Record Keeping

All records related to any investigation of complaints under this Policy are maintained in a secure location. AoA will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.

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- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.
- All materials used to train Title IX Coordinators investigators, decisionmakers, and any person who facilitates an informal resolution process.

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THE ACADEMY OF ALAMEDA

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION &
BULLYING COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements; etc.) (Attach additional pages, if needed):

I hereby authorize AoA to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from AoA.

Signature of Complainant

Date:

Print Name

To be completed by The Academy of Alameda:

Received by: _____ Date: _____

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Follow up Meeting with Complainant held on: _____

4913-1982-0202, v. 2

Coversheet

Approval of the updated Suspension and Expulsion Policy

Section:	IV. Action Items
Item:	E. Approval of the updated Suspension and Expulsion Policy
Purpose:	Vote
Submitted by:	
Related Material:	Suspension and Expulsion Policy and Procedures 4933-7316-9579.pdf

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Suspension and Expulsion Policy and Procedures

Policy

This Student Suspension and Expulsion Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at The Academy of Alameda ("AoA" or "Charter School"). Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. AoA is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, and the procedures thereto so long as not materially different from the charter petition. .

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Family Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School's administration shall ensure that students and their parents/guardians¹

¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social

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are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated

worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

Procedures

A. Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Principal may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the school's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designee shall:

Document the actions taken and save the document to the student's record

Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, Charter School may require both the victim and perpetrator to engage in a restorative justice practice. Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

Charter School may utilize its Multi-Tiered System of Supports, which includes

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restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses. Students may be suspended and/or recommended for expulsion when the Principal or designee determines the student::
2.
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as

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controlled substance, alcoholic beverage or intoxicant.

- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products.. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school- sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 4 to 8, inclusive.

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- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
 - t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
-
- 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2. "Electronic Act" means the creation or transmission, originated on or off the school site, by means of an electronic device, including, but not

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limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Website including, but not limited to:

Posting to or creating a burn page. A “burn page” means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (a) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
- (b) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.

- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the

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photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury on another person may be subject to suspension, but not expulsion. However if a juvenile court finds that the student committed a crime of physical violence as an aider or abettor and the victim suffered great bodily injury or serious bodily injury the student may be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.
- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- w.
- x. Assault or battery, as defined in Penal Code sections 240 and 242, upon any school employee.

2. Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

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- b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
- a. .

If the Administrative Panel or Board of determines that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School applies the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term “destructive device” means) any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or

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incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

D. Suspension Procedure

A student may be suspended by the Charter School Principal or designee. Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if practicable, by a conference conducted by the Principal or the Principal's designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee. The conference may be held in-person, telephonically, or via other electronic means.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, the student and the student's parent/guardian shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to recount their version of the incident and provide any evidence in their defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is

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suspended, the parent/guardian shall be notified in writing of the suspension . This notice shall include: a) the specific offense(s) committed by the student, b) duration and dates of the suspension, c) the date the student may return to school following the suspension, and d) an explanation of the evidence that supports the charges. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian will be invited to an in-person, telephonic, or virtual conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally

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prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

E. Authority to Expel

A student may be recommended for expulsion by the Charter School Principal or designee.

Charter School may expel a student following a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by Principal or designee as needed. The Administrative Panel shall consist of at least three (3) members who do not have an instructional or supervisory relationship with the student and are not a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion. If postponed for good cause, the expulsion hearing may be extended an additional thirty (30) calendar days from the date of the original hearing, unless otherwise agreed upon in writing by the Principal or designee and student's parent/guardian.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in a

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confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (“FERPA”)).

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served.. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel

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must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Signed and dated written statements may be admitted as testimony.

If, due to a written request by the expelled student, the hearing is held at a public Board of Directors meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of a written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall be returned to their educational program at the Charter School.

- J.** The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's educational program at the Charter School under a probationary status and rehabilitation plan issued by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Principal or designee may revoke the suspension of an expulsion order if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Principal or designee revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. **Notice of Expulsion Decision**

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the expulsion decision, to the student and student's parent/guardian within ten (10) school days of the expulsion hearing. This notice shall include the following: (a) The

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Findings of Fact, including the student's name, the specific offense(s) committed by the student as well as the duration and term of the student's expulsion; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority (If required), upon finality of the expulsion. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. In accordance with Education Code Section 47605(e)(3), the Charter School shall send notice of the expulsion to the student's district of residence within 30 calendar days.**Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. Appeals

The student shall have no right to appeal an expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with the student and/or student's parents/guardians as requested or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

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Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Principal or designee at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board of Directors shall then make a final decision regarding readmission or admission of the students during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend

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school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy after notice and an opportunity for a parent, guardian, or other educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for unexcused absences will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, may subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing entity. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; and (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel.
2. The Charter School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within

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the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be reminded that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, the complaining witness shall have the right to have their testimony heard via alternative means that may included videotaped testimony or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is

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presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

S. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA (and/or the chartering authority, if required) and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the

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placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

- a. If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall: Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Special Circumstances

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Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

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- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents/guardians; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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Coversheet

Approval of the updated Suicide Prevention Policy

Section:	IV. Action Items
Item:	F. Approval of the updated Suicide Prevention Policy
Purpose:	Vote
Submitted by:	
Related Material:	Suicide Prevention Policy 4899-2577-8603 v.1.pdf

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INSERT SCHOOL LETTERHEAD]

SUICIDE PREVENTION POLICY

The Board of Directors of The Academy of Alameda (“AoA” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with AoA and community stakeholders, AoA school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, the county mental health plan, first responders, and community organizations to identify additional resources to ensure this policy is aligned and includes similar research and resources, as well as to assist in planning, implementing, evaluating, and updating AoA’s strategies for suicide prevention and intervention. AoA shall work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. To ensure the policies regarding suicide prevention are properly adopted, implemented, updated, and easily accessible to all. AoA shall appoint an individual (or team) to serve as the suicide prevention point of contact for AoA. The suicide prevention point of contact for AoA and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. this policy shall be reviewed and revised as indicated, at least every five (5) years in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, AoA created an in-house Suicide Prevention Crisis Team (“SPCT”) consisting of administrators, mental health professionals, relevant staff, parents, and middle school students. The SPCT includes the following individuals:

1. Principal
2. School Psychologist

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3. Elementary School Mental Health Counselor
4. Middle School Mental Health Counselor
5. Executive Director
6. School Nurse

To ensure the SPCT reflects the student body's perspective, AoA has designated the following volunteer student representatives to provide consultative insights:

1. Student Representative from Web Team
2. Student Representative from Web Team

AoA designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

- Primary Liaison: Executive Director
- Secondary Liaison: Principal

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and
- Collaborate to build community response.

Employee Qualifications and Scope of Services

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Employees of AoA shall act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, screen and assess and to provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting. **Suicide Awareness and Prevention Training for School Staff**

AoA, along with its partners, has carefully reviewed available staff training to ensure the curriculum is evidence-based, evidenced informed, aligned with best practices in suicide prevention, and promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training and professional development shall be provided for all school staff members (certificated and classified) and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool program staff).

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists, social workers, or nurses) who have received advanced training specific to suicide prevention. Charter School has collaborated with Vector Solutions to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on prevention and protective factors such as the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention). Core components of the general suicide prevention training shall include:

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- a. How to identify youth who may be at risk for suicide including suicide risk factors, warning signs, and protective factors.
 - b. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide including skill building to ask directly about suicide thoughts.
 - c. Charter-approved procedures for responding to suicide risk (including programs and services in a Multi-tiered System of Support (MTSS) and referral protocols). Such procedures will emphasize the student should be under constant supervision and immediately referred for a suicide risk assessment.
 - d. Charter-approved procedures identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).
6. **In addition to** core components of suicide prevention, ongoing annual staff professional development for all staff shall include the following components:
- a. The impact of traumatic stress on emotional and mental health.
 - b. Common misconceptions about suicide.
 - c. Charter School and community mental health and suicide prevention resources.
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
 - e. Ways to identify youth who may be at risk of suicide including suicide warning signs, risk, and protective factors.
 - f. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or is having thoughts of suicide. Specifically, how to talk with a student about their thoughts of suicide, including skill building to ask directly about suicide thoughts and warm handoffs.
 - g. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures will emphasize that the student should be constantly supervised until a suicide risk assessment is completed.
 - h. Charter School-approved procedures for identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).

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- i. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide.
 - Youth with a history of suicide ideation or attempts.
 - Youth with disabilities, mental illness, or substance abuse disorders.
 - Lesbian, gay, bisexual, transgender, or questioning youth.
 - Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - Youth who have suffered traumatic experiences.
 - Youth Populations Identified by Direct Student Service Work

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter School-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on school guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines and protocols.
- Best practices on follow up with parents/caregivers.

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- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Parents, Guardians, and Caregivers Notification, Participation and Education

1. AoA includes parents/guardians/caregivers in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the AoA Web page and included in the parent/student handbook. Parents/guardians/caregivers are invited to provide input on the development, review, and implementation of this policy.
3. AoA shall notify the parent/guardian/caregiver when a student has been screened or screened/assessed for suicide risk regardless of outcome
4. AoA shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a

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crisis and are knowledgeable about protocols and school, community-based, and crisis resources.

5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to approach and talk with their child(ren) about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any child/youth judged to be at risk for suicide and referral for an immediate suicide risk assessment.
 - d. Charter School's referral processes and how they or their children can reach out for help, etc.
8. Parent/guardians are provided with information on suicide prevention resources including crisis hotlines, local warmlines, and school and community-based supports and crisis resources including the National Suicide Prevention Lifeline, Crisis text line, and local crisis hotlines and includes information that hotlines/resources are not just for crisis but also for friends/family and referral.
9. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

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Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, AoA along with its partners has carefully reviewed and will continue to review potential student curricula to ensure it includes information on recognizing and responding to signs and symptoms (within themselves and friends), learning coping skills, encourage help-seeking behavior and being knowledgeable of supports and resources.

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with AoA and is characterized by caring staff and harmonious interrelationships among students.

AoA's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

AoA provides instruction to middle school students on general mental health and suicide prevention... The Charter School's instructional curriculum, shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. The instruction is provided under the supervision of Charter School employed mental health professionals, with input from county and community mental health agencies, and middle school students. The instruction is developmentally appropriate, student-centered, and includes:

- a. Coping strategies for dealing with stress and trauma.
- b. How to recognize behaviors (warning signs), protective factors, and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
- c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- e. Guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education). AoA maintains a list of current student trainings, which is available upon request.

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AoA has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

AoA supports the creation and implementation of programs and/or activities on campus that increase awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, etc.).

Charter School will include the following information on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
 - Call or Text “988”
 - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text “HOME” to 741741
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Call 1-866-488-7386 Text “START” to 678-678
- Trans Lifeline: 1-877-565-8860
- Local suicide prevention hotline telephone number

In addition to listing the above resources on student identification cards, Charter School shall include the following language: *“If you or someone you know is struggling emotionally or having trouble coping, there is help. Students in distress or those who just want to talk about their problems, can call or text the phone numbers listed here for free, confidential support.”*

AoA shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student’s emotional distress, suicidal ideation, or attempt.

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Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at AoA or in the community.

A. Action Plan for Suicide Attempts on Campus or During School-Sponsored Activity

AoA shall implement the following response protocol for suicide attempts during the school day.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. providing immediate first aid as needed, until a medical professional is available.

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- b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened and report any medications taken, and access to weapons, if applicable.
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.
 - i. Students should only be released to parents/guardians/caregivers/families or to a person who is qualified and trained to provide help.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, AoA shall verify with the parent/guardian that the follow-up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care is still not provided, AoA should consider contacting Child Protective Services to report neglect of a youth.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at AoA.

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6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

B. Action Plan for Off-Campus Suicide Attempts

In the event a suicide occurs or is attempted during the school day on a AoA campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in AoA's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. AoA staff may receive assistance from AoA counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off a AoA campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like AoA to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed

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assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in AoA activities to notify a teacher, the Executive Director, another AoA administrator, psychologist, AoA counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. AoA shall implement the following steps during or after a crisis:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority.
2. Listen actively and non-judgmentally to the student. Let the student express their feelings.
3. Acknowledge the feelings and do not argue with the student.
4. Offer hope and let the student know they are safe, and that help is available. Do not promise confidentiality or cause stress.
5. Explain calmly and get the student to a skilled mental health professional or designated staff to further support the student.
6. Keep close contact with the parents/guardians/caregivers/families and mental health professionals working with the student.

Re-Entry to School After a Suicide Attempt

A student who has verbalized ideation or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

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AoA shall implement the following steps upon the student's re-entry:

1. The Executive Director shall obtain a written release of information signed by parents/ guardians/caregivers/families and providers.
2. School mental health professionals shall confer with the student and parents/guardians/ caregivers/families about any specific requests on how to handle the situation.
3. School-based mental health professionals shall confer with the student and parents/ guardians/caregivers/families to develop a safety plan.
4. School- based mental health professionals shall inform the student's teachers about possible days of absences.
5. Teachers and administrators shall allow accommodations for student to make up work (understanding that missed assignments may add stress to student).
6. Mental health professionals or trusted staff members shall maintain ongoing contact to monitor student's actions and mood.
7. School-based mental health professionals shall work with parents/guardians/caregivers/ families to involve the student in an aftercare plan.
8. School-based mental health professionals shall provide parent's/guardians/caregivers/ families local emergency numbers for after school and weekend emergency contacts.

Messaging About Suicide Prevention

AoA along with its partners shall:

1. Thoroughly and regularly review with its partners, all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.
2. Ensure that all communications, documents, materials related to messaging about suicide focus on warning signs as well as risk, prevention, and protective factors, avoid discussing details about methods of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

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<u>Use</u>	<u>Do Not Use</u>
<u>“Died by suicide”</u> <u>or</u> <u>“Took their own life”</u>	<u>“Committed suicide”</u> <u>Note: Use of the word “commit” can imply crime/sin</u>
<u>“Attempted suicide”</u>	<u>“Successful” or “unsuccessful”</u> <u>Note: There is no success, or lack of success, when dealing with suicide</u>

3. Provide suicide prevention resources in parent/student handbooks and on school-issued identification cards for staff and students, on school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. AoA shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to conduct an initial meeting of the Suicide Prevention Crisis Team to:
 - a. Confirm death and cause.
 - b. Identify a staff member to contact the deceased’s family (within 24 hours).
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death.
 - b. Emotional support and resources available to staff.

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- c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
 - d. Share information that is relevant and that you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
 - a. Review signs of emotional distress and suicide ideation.
 - b. Review of protocols for referring students for support/assessment.
 - c. Develop and provide supports to staff in responding to student reactions.
 - d. Talking points for staff to notify students.
 - e. Share school and community-based resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and immediately refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death and availability of support services. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider, (in consultation with the family) funeral arrangements for family and school community.
 - o If possible, suggest the funeral occur outside of school hours.
 - o Encourage parents/guardians of students to attend funeral/memorial with their children.
 - o Request family approval to attend and staff a table for resources to be available at the funeral, if possible, to remind students and the community of available resources.
 - o Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
 - o Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.

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8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson to cover story without the use of explicit, graphic, or dramatic content, if needed.
10. Utilize and respond to social media outlets:
 - o Identify what platforms students are using to respond to suicide death.
 - o Identify and encourage staff and students to monitor social media outlets.
10. Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
 - b. Support siblings, close friends, teachers, and/or students of deceased.
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

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Coversheet

Review and Possible Approval of Compensation Comparability Study for Executive Director

Section:	IV. Action Items
Item: for Executive Director	I. Review and Possible Approval of Compensation Comparability Study
Purpose:	Vote
Submitted by:	
Related Material:	Executive Compensation Study FY26 (1).pdf

FY26 Executive Compensation Analysis

Positions (Generalized)	Distinct Count of School Name	Distinct Count of Client Name	Min of Base Salary	Average of Base Salary	Max of Base Salary
Assistant/Vice Principal	3	3	92,614	110,221	132,990
Chief Operating Officer	1	1	185,189	185,189	185,189
Coordinator	3	3	70,228	98,131	123,205
Dean	2	2	90,000	96,150	102,300
Director	1	1	106,406	106,406	106,406
Director of Education	1	1	157,136	157,136	157,136
Director of Human Resources	1	1	145,745	145,745	145,745
Director of Operations	2	2	105,000	134,998	164,995
Director of Special Education	1	1	160,000	160,000	160,000
Director of Student Support/Services	3	3	120,000	144,045	157,136
Executive Director	4	4	197,761	205,565	210,000
Manager	5	5	70,228	90,217	134,482
Principal	3	3	143,220	154,894	163,461
Superintendent	1	1	249,421	249,421	249,421

*VTX clients only in Alameda County

*School size 300-750

*Across 31 positions