

The Academy of Alameda Charter School Board

Board Meeting

Date and Time

Saturday January 31, 2026 at 9:00 AM PST

Location

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			9:00 AM
A. Call the Meeting to Order	Discuss	Jennifer Laird	1 m
B. Record Attendance		Christine Chilcott	2 m
II. Open Session			9:03 AM
A. Public Comment	FYI	Jennifer Laird	2 m
Public comment on any item not listed on the agenda. Allotted time for comments is two (2) minutes per speaker.			

	Purpose	Presenter	Time
B. Public Comment	FYI	Jennifer Laird	2 m
Public comment on the closed session item. Allotted time for comments is two (2) minutes per speaker.			
III. Closed Session			9:07 AM
A. Executive Director Goals Review	Discuss	Jennifer Laird	25 m
A review of the Executive Director's goals for the 25-26 school year.			
IV. Open Session			9:32 AM
A. Report Out Any Actions Taken In Closed Session	FYI	Jennifer Laird	2 m
V. Consent Agenda			9:34 AM
A. Approve Draft Meeting Minutes	Approve Minutes	Jennifer Laird	2 m
Approve minutes for Board Meeting on December 9, 2025			
B. Check Registers	FYI	Jennifer Laird	1 m
C. Credit Card Statements	FYI	Jennifer Laird	1 m
D. Vote on Consent Agenda	Vote	Jennifer Laird	1 m
VI. Board Communication			9:39 AM
A. Vote on School Accountability Report Card	Vote	Jennifer Laird	2 m
<p><i>EC</i> Section 35256 requires the governing school board of each school district to "develop and cause to be implemented" a SARC for each school within their district in which to report school conditions provided in <i>EC</i> Section 33126. To "develop and cause to be implemented" is to "approve." Once the SARC is approved, it will be posted on the State of California's SARC website by the February 1, 2026 deadline as required.</p>			

	Purpose	Presenter	Time
Draft Motion: The Academy of Alameda Board of Directors votes to approve the 2024-25 Student Accountability Report Card for The Academy of Alameda as presented.			
B.	Vote on the Professional Boundaries Policy	Vote	Jennifer Laird

2 m

The Professional Boundaries Policy has been updated with some changes.

Draft Motion: The Academy of Alameda Board of Directors votes to approve the revised Professional Boundaries Policy as presented.

C.	Vote on the Immigration Enforcement Activity Policy	Vote	Jennifer Laird
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2 m

The Immigration Enforcement Activity Policy is a new policy.

Draft Motion: The Academy of Alameda Board of Directors votes to approve the Immigration Enforcement Activity Policy as presented.

D.	Vote on the 26-27 Academic Calendar	Vote	Jennifer Laird
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2 m

Draft Motion: The Academy of Alameda Board of Directors votes to approve the 2026-27 Academic Calendar as presented.

E.	Board Committee Reports	Discuss	Jennifer Laird
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5 m

Reports from the following committees:

- Finance Committee
- Student Success Committee
- Governance Committee

VII. Closing Items

9:52 AM

A.	Individual Board Member Reports	Discuss	Jennifer Laird
B.	Executive Director Report	FYI	Christine Chilcott
C.	Upcoming Board Meetings	Discuss	Jennifer Laird

2 m

1 m

1 m

February 26:

Mid-Year LCAP Presentation

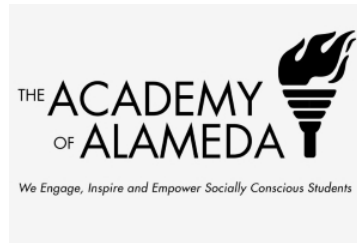
	Purpose	Presenter	Time
D. Adjourn Meeting		Jennifer Laird	

Coversheet

Approve Draft Meeting Minutes

Section:	V. Consent Agenda
Item:	A. Approve Draft Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on December 9, 2025

DRAFT



The Academy of Alameda Charter School Board

Minutes

Board Meeting

Date and Time

Tuesday December 9, 2025 at 6:00 PM

Location

AoA Room 203

Directors Present

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

Directors Absent

D. Forbes

Guests Present

A. McGeorge, C. Chilcott, D. Espinosa, N. Stewart (remote)

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 Tuesday Dec 9, 2025 at 6:00 PM.

B. Record Attendance

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

D. Public Comment

II. Public Session

A. Report Out From Closed Session

No action taken in closed session.

B. Public Comment

A. Schlenk commented about how difficult it has been to add more students as her grade was the one that was affected the most.

J. Whatley showed some details about her new involvement in meta and showed how important it is to keep the information updated and provide more engagement.

C. Robie asked if we have a list of students whose parents opt out for the students showing up on the campaigns. C. Chilcott advised we have a list of those who have opted out.

III. Consent Agenda

A. Approve Draft Meeting Minutes

C. Robie made a motion to approve the minutes from Board Meeting on 10-22-25.

A. Price seconded the motion.

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

Roll Call

C. Robie Aye

J. Laird Aye

A. Price Aye

K. McCoy Aye

R. Rentschler Aye

D. Forbes Absent

W. Schaff Aye

B. Check Registers

C. Credit Card Statements

D. Vote on Consent Agenda

C. Robie made a motion to approve the full consent calendar.

A. Price seconded the motion.

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

Roll Call

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

IV. Board Communication

A. Executive Board Slate 25-26

A. Price made a motion to approve the new board slate as presented.
W. Schaff seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Audit and First Interim Report

N. Stewart presented the financial reports. She advised that we did have a current net income and increase so far in October. She did advise that February is where we are usually kind of low. She also presented the first interim report submitted. N. Stewart advised of the one audit finding as well as the summary.

R. Rentschler made a motion to approve the FY 25 Audit as presented.
W. Schaff seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

W. Schaff made a motion to approve the First Interim Report as presented.
K. McCoy seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. Special Education Report

P. Cha and A. McGeorge answered any questions about the presentation shared with the board. C. Chilcott advised that on slide 9 there is a correction from 13% to 16%. A. Price wanted to give kudos to the SPED team. K. McCoy asked if there was any successes that they are very proud of. P. Cha said that they are glad they were able to accomplish all of this all while onboarding two new teachers.

D. Identity Report

C. Chilcott advised that we have been working what it means to be a social justice school. J. Whatley said she feels we do not put ourselves out there to show who we really are. She advised that is why she is adding more stuff and pictures to our social media so that it will be readily available for when the parents are looking for schools. C. Robie advised the identity statement needs to be showing that we are a social justice school that values diversity. She also advised that the identity statement needs to be what we speak about and show the proof of that statement with our social media and all of the explanations about what it means to be a social justice school. R. Rentschler advised that he feels our website is pretty clear about what the school stands for. J. Laird asked if the postcards is the first and most close to going out before any other changes. C. Robie asked if the term social justice on the postcard and if it is shown prominently on there to speak on our identity.

E. Discuss Board Retreat Date

J. Laird spoke of the possibility of combining both the Larson training with a short board meeting. A. Price asked if the information was theoretical or actual. C. Chilcott advised that it has to do with what the school stands for. She also advised that homework is given so as to speak about what you have found out about the school and what it stands for and what we want it to stand for. The meeting was proposed for January 31st to start at about 9am.

F. Board Committee Reports

Governance committee- met on Dec 1st and spoke about David as well as the letter going to the journal that speaks about what AoA does and what we stand for. They also spoke about adding a background of the school to the website and interviewing some of

the founding members as well as adding videos to make it more appealing. They also spoke about the agreement with AUSD which comes up in 2027 as it takes a while.

Nothing to report from the Student success committee and the financial committee.

G. Honoring David Forbes

The board went around giving stories about David and what he stood for and believed.

V. Closing Items

A. Individual Board Member Reports

A. Price echoed R. Rentschler's comment praising J. Laird's willingness to step up with the circumstances.

B. Executive Director Report

C. Chilcott wanted to clarify that there would be no Jan 22 board meeting as it will be in the beginning of the board retreat.

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 8:19 PM.

Respectfully Submitted,
J. Laird

Coversheet

Check Registers

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14782	Jennifer Watt	12/2/2025	Bill #31--DIS Services for MaEn & Compensatory Services: 09/02 - 09/30/25 Bill #32--DIS Services for MaEn & Compensatory Services: 10/01 - 10/30/25		\$ 2,537.50
Check	14783	Adriana San Millan School Psychology and Special Education Services, LLC	12/8/2025	Bill #10996--IEP Attendance : 11/20/25 Bill #10995--Behavior Intervention Implementation: 11/19 - 11/20/25 Bill #10967--Behavior Intervention Implementation: 11/12 - 11/13/25		\$ 6,770.00
Check	14784	Amazon Capital Services	12/8/2025	Bill #134D-HWD7-XWL7--Supplies Bill #16DJ-DV1K-M1HW--Supplies Bill #1TR7-LP77-YXJH--Supplies Bill #1WX4-6W13-GMNG--Supplies Bill #1X3C-4LKY-FNF4--Supplies Bill #1YFW-9K9L-PGRF--Supplies		\$ 1,265.96
Check	14784	Amazon Capital Services	12/8/2025	Bill #19MV-7QVV-KJQ9--Supplies Bill #1K1N-7X4G-TGJ7--Supplies Bill #1QCQ-LLJY-RPHK--Supplies Bill #1NDT-3D6M-JYJ1--Supplies Bill #1K7V-XKY1-HLT1--Supplies Bill #1V1R-JGGQ-W77G--Supplies		Cont'd
Check	14784	Amazon Capital Services	12/8/2025	Bill #1DKF-TPKH-GDMF--Supplies Bill #1PX7-DHNC-PJ7M--Supplies Bill #171X-R3RF-RNXH--Supplies Bill #13XX-G6FT-FRRW--Supplies Bill #1W4C-KRV1-GGWD--Supplies		Cont'd
Check	14785	Department of Justice	12/8/2025	Bill #003997--Finger Print Apps & FBI: October' 25		\$ 98.00
Check	14786	Language Scientific	12/8/2025	Bill #20144978--Phone Interpreting: October 2025		\$ 21.89
Check	14787	Panorama Education	12/8/2025	Bill #INV15175--Unlimited Access Panorama Platform License Fee & Project Support		\$ 8,230.00
Check	14788	RCM Technologies	12/8/2025	Bill #50015--Behavior Tech : 11/09 - 11/15/25 Bill #50013--Behavior Tech : 11/02 - 11/08/25 Bill #50448--Behavior Tech : 11/16 - 11/22/25		\$ 2,872.35
Check	14789	Robert Half	12/8/2025	Bill #65634845--Substitute Svc w/e 11/14/25 Bill #65632614--Substitute Svc w/e 11/14/25		\$ 2,702.55
Check	14790	Teachers on Reserve	12/8/2025	Bill #100225--Substitute Svc: 11/10 - 11/14/25 Bill #100179--Substitute Svc: 11/03 - 11/07/25		\$ 1,465.21
Check	14791	Teachers on Reserve	12/8/2025	Bill #100195--Substitute Svc: 11/10 - 11/14/25 Bill #100153--Substitute Svc: 11/03 - 11/07/25		\$ 3,620.63

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	14792	Techabee	12/8/2025	Bill #2025-197--Techabee Foundational IT Svcs & Support: January - March 2026		\$ 11,742.00
Check	14793	The Education Team	12/8/2025	Bill #1061858--BA CBEST & BA Only: 11/13 - 11/14/25 Bill #1059990--BA Only: 11/03 - 11/05/25		\$ 1,640.68
Check	14794	AMS.Net, LLC	12/23/2025	Bill #0096717--Verkada 3Y Renewal		\$ 10,608.64
Check	14795	Adriana San Millan School Psychology and Special Education Services, LLC	12/23/2025	Bill #11059--Behavior Intervention Implementation: 12/01 - 12/05/25		\$ 3,947.50
Check	14796	Amazon Capital Services	12/23/2025	Bill #19WW-JJC7-X96R--Supplies Bill #1F7F-V4QJ-39QL--Supplies Bill #1TH6-F1NC-LNCT--Supplies Bill #19WW-JJC7-X4FJ--Supplies Bill #1QG3-DHHY-NWJN--Supplies Bill #1LN3-CRV7-194N--Supplies		\$ 1,493.35
Check	14796	Amazon Capital Services	12/23/2025	Bill #1V1N-4LVX-N4G4--Supplies Bill #1QR7-H6HQ-HLYR--Supplies Bill #19TF-6DL4-1FT6--Supplies Bill #17TX-9NRN-LPCT--Supplies Bill #1P41-KTWK-XKKN--Supplies Bill #1TH6-F1NC-NVTD--Supplies		Cont'd
Check	14796	Amazon Capital Services	12/23/2025	Bill #1TY6-GJGG-LY4L--Supplies Bill #1HNQ-N77K-HYYL--Supplies Bill #19C4-THX6-7D79--Supplies Bill #1LHP-WKMF-3MWP--Supplies Bill #13Q9-QPPD-J9FQ--Supplies Bill #14CW-37N1-KC6J--Supplies		Cont'd
Check	14796	Amazon Capital Services	12/23/2025	Bill #1MXW-QRJN-3JXK--Supplies Bill #1LF9-G61C-GT3V--Supplies Bill #1YVX-WC69-YDWW--Supplies Bill #1FRF-M4T7-H99C--Supplies		Cont'd
Check	14796	Amazon Capital Services	12/23/2025	Bill #1HVG-MC39-M9TQ--Supplies Bill #16LN-3GGY-T3YF--Supplies Bill #14XT-4F63-YVVY--Supplies		Cont'd
Check	14797	Bird and Bee Education	12/23/2025	Bill #2523--8th Grade Sexual Health Education		\$ 5,250.00
Check	14798	Brady Industries	12/23/2025	Bill #11007881--Janitorial Supplies Bill #11002513--Janitorial Supplies		\$ 1,758.85
Check	14799	Jana Chabre	12/23/2025	Bill #OC.18--Services: 12/03 - 12/11/25		\$ 400.00
Check	14800	RCM Technologies	12/23/2025	Bill #52302--Behavior Tech : 11/30 -12/06/25		\$ 1,080.00
Check	14801	Robert Half	12/23/2025	Bill #65706202--Substitute Svc w/e 12/05/25 Bill #65703874--Substitute Svc w/e 12/05/25 Bill #65679461--Substitute Svc w/e 11/28/25		\$ 4,232.10

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14802	Sharp Electronics Corporation DBA Sharp Business Systems	12/23/2025	Bill #9005601092--Billable Copies: 09/01 - 11/21/25		\$ 35.33
Check	14803	Teachers on Reserve	12/23/2025	Bill #100322--Substitute Svc: 12/01 - 12/05/25		\$ 2,652.52
Check	14804	Teachers on Reserve	12/23/2025	Bill #100297--Substitute Svc: 12/01 - 12/05/25		\$ 844.88
Check	14805	The Education Team	12/23/2025	Bill #1063817--30-Day Permit: 11/21/25		\$ 233.83
Check	14806	Therapy Works	12/23/2025	Bill #082725--Evaluation Assistive Technology Evaluation Occupation therapy & Observation : 08/11 - 08/27/5		\$ 19,252.52
Check	14806	Therapy Works	12/23/2025	Bill #092925--Evaluation Assistive Technology Evaluation Occupation therapy & Observation : 09/02 - 09/29/25		Cont'd
Check	14806	Therapy Works	12/23/2025	Bill #103025--Evaluation Assistive Technology Evaluation Occupation therapy & Observation : 10/01 - 10/30/25 Bill #111925--Evaluation Assistive Technology Evaluation Occupation therapy & Observation : 11/03 - 11/19/25		Cont'd
Check	14807	WEX Health, Inc.	12/23/2025	Bill #0002272225-IN--Commuter & FSA - November 2025		\$ 127.00
Check	14808	James Caswell	12/23/2025	Bill #121525--Reimb: Forrests Pagano's & Safeway		\$ 80.70
Check	14809	WEX Health, Inc.	12/23/2025	Bill #January 2026--Flex Benefits - Aggregate Balance		\$ 3,000.00
Check	ACH5039	EdTec Inc.	12/8/2025	Bill #CINV-00013162--Education Support Service (ESS): 10/28 - 11/4/25 Bill #CINV-00013056--EdTec Monthly - December 2025		\$ 16,921.67
Check	DB120125	U.S. Bank Equipment Finance	12/1/2025	DB120125 - U.S. Bank Equipment Finance (Acct #1375852)		\$ 471.28
Check	DB120125-1	Bamboo HR, LLC	12/1/2025	DB120125-1 - BambooHR		\$ 331.50
Check	DB120225	Square, Inc.	12/2/2025	DB120225 - Square, Inc.		\$ 35.00
Check	DB120325	EME Enterprise Inc.	12/3/2025	DB120325 - EME Enterprise Inc.		\$ 22.95
Check	DB120425	CharterSafe	12/4/2025	DB120425 - CharterSafe		\$ 16,786.00
Check	DB120525	Google Ads	12/5/2025	DB120525 - Google Ads		\$ 162.86
Check	DB120825	Adobe Inc.	12/8/2025	DB120825 - Adobe Inc.		\$ 19.99
Check	DB120925	Trader Joe's	12/9/2025	DB120925 - Trader Joe's		\$ 15.46
Check	DB121125	Equitable Financial Life Insurance Company of America	12/11/2025	DB121125 - Equitable Financial Life Insurance Company of America		\$ 9,428.64
Check	DB121225	Target	12/12/2025	DB121225 - Target		\$ 65.44
Check	DB121525	Zoom	12/15/2025	DB121525 - Zoom		\$ 288.10
Check	DB121525-1	QR-Code-Generator.com	12/15/2025	DB121525-1 - QR-Code-Generator.com		\$ 191.88
Check	DB121725	Adriana San Millan School Psychology and Special Education Services, LLC	12/17/2025	DB121725 - Adriana San Millan School Psychology and Special Education Services, LLC		\$ 6,761.25

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.

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Coversheet

Credit Card Statements

Section:	V. Consent Agenda
Item:	C. Credit Card Statements
Purpose:	FYI
Submitted by:	
Related Material:	AoA January 2, 2026 Combined CC Statement.pdf

**January 2026 Statement**

Open Date: 12/03/2025 Closing Date: 01/02/2026

Visa® Community Card

ACADEMY OF ALAMEDA (CPN 001559617)

Page 1 of 3

Account Ending in: ##### 5830

**Elan Financial
Services**
BUS 30 ELN

1-866-552-8855

1

New Balance	\$7,349.83
Minimum Payment Due	\$74.00
Payment Due Date	01/28/2026

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	+	\$6,794.85
Payments	-	\$6,794.85 ^{CR}
Other Credits		\$0.00
Purchases	+	\$7,349.05
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged	+	\$0.78
Interest Charged		\$0.00

New Balance	=	\$7,349.83
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Past Due		\$0.00
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Minimum Payment Due		\$74.00
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Credit Line		\$50,000.00
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Available Credit		\$42,650.17
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Days in Billing Period		31
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Payment Options:Mail payment coupon
with a checkPay online at
myaccountaccess.comPay by phone
1-866-552-8855

No payment is required.

CPN 001559617



0047985100550558300000074000007349837

Automatic Payment

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

 . to pay by phone
 . to change your address

106481676065990 E

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

Account Ending in: ##### 5830

Your new full balance of \$7,349.83 will be automatically deducted from your account on 01/23/26.

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.



January 2026 Statement 12/03/2025 - 01/02/2026
ACADEMY OF ALAMEDA (CPN 001559617)

Page 2 of 3
Elan Financial Services (1-866-552-8855

Important Messages

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

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

Your payment of \$7349.83 will be automatically deducted from your bank account on 01/23/2026. 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							
12/03	12/02	6948	AC TRANSIT	OAKLAND	CA	\$360.00	_____
12/04	12/03	4557	SF BAY FERRY	SANFRANCISCO	CA	\$216.20	_____
12/05	12/02	1504	ODP BUS SOL LLC # 1029 800-463-3768 WA			\$294.92	_____
12/05	12/04	6447	ODP BUS SOL LLC # 1009 800-463-3768 CA			\$138.57	_____
12/05	12/04	3708	IHIRE, LLC	866-330-0196	MD	\$299.00	_____
12/08	12/08	1186	SP FANALE DRINKS	FANALED RINKS.	CA	\$101.78	_____
12/08	12/08	2564	SP FANALE DRINKS	FANALED RINKS.	CA	\$92.44	_____
12/10	12/09	8795	TST* ALMANAC BEER COMP 415-992-3438 CA			\$747.56	_____
12/11	12/10	2798	IN *REPUTATION SIMPLE 843-3100340 SC			\$1,663.20	_____
12/11	12/10	5621	DD *DOORDASH THESTAR DOORDASH.COM CA			\$105.84	_____
12/11	12/11	5687	QUICKLUTION	MELLIEA	MT	\$39.00	_____
12/12	12/11	4445	NIC ANGEL ISLAND STAT 800-444-7275 CA			\$183.00	_____
12/15	12/13	8444	EZCATER*9 JULIO EMPANA 8004881803 MA			\$401.51	_____
12/15	12/13	7506	EZCATER*LA MEDITERRANE 8004881803 MA			\$306.04	_____
12/15	12/13	0060	EZCATER*ELITE DUMPLING 8004881803 MA			\$271.50	_____
12/15	12/13	8524	ODP BUS SOL LLC # 1009 800-463-3768 CA			\$186.92	_____
12/17	12/16	1167	FIRE MOUNTAIN GEMS & B 541-956-7700 OR			\$112.36	_____
12/18	12/17	7064	FACEBK *KJG8KBDGJ2 650-5434800 DE			\$268.49	_____
01/02	01/01	8995	GOOGLE *SVC			\$141.17	_____
Total for Account ##### 5764						\$5,929.50	

Transactions		MCGEORGE,AMY				Credit Limit	\$25000
Post Date	Trans Date	Ref #	Transaction Description			Amount	Notation
Purchases and Other Debits							
12/03	12/02	2857	Audible*BB4CB3I01	Amzn.com/bill	NJ	\$14.95	_____
12/11	12/10	3421	RESTAURANT DEPOT	INSTACART.COM	CA	\$338.23	_____
12/12	12/11	9015	KIDSFORPEA* O #10584	WWW.KIDSFORPE	CA	\$216.00	_____
12/15	12/12	9623	FAMILYLAUNDRY	FAMILYLAUNDRY	CA	\$127.95	_____

Continued on Next Page



January 2026 Statement 12/03/2025 - 01/02/2026
ACADEMY OF ALAMEDA (CPN 001559617)

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Elan Financial Services ☎ 1-866-552-8855

Transactions		MCGEORGE,AMY				Credit Limit	\$25000
Post Date	Trans Date	Ref #	Transaction Description			Amount	Notation
12/15	12/12	2939	SQ *RARETEA	ALAMEDA	ALAMEDA CA	\$210.53	_____
12/18	12/17	8353	SQ *LEVYS	BAGELS CO	SAN FRANCISCO CA	\$174.65	_____
12/19	12/17	7665	SAFEWAY #3281	ALAMEDA	CA	\$101.71	_____
12/22	12/18	5704	ROUND TABLE PIZZA	1250 510-8903456	CA	\$36.53	_____
12/31	12/30	5048	SAWYER	HISAWYER.COM	MI	\$199.00	_____
Total for Account ##### 0347						\$1,419.55	

Transactions		BILLING ACCOUNT ACTIVITY				
Post Date	Trans Date	Ref #	Transaction Description		Amount	Notation
Payments and Other Credits						
12/23	12/23	MTC	PAYMENT THANK YOU		\$6,794.85CR	_____
Fees						
12/11	12/11	5687	FRGN TRANS FEE-QUICKLUTION ME		\$0.78	_____
TOTAL FEES FOR THIS PERIOD					\$0.78	
Total for Account ##### 5830					\$6,794.07CR	

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

Interest Charge Calculation

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

**APR for current and future transactions.

Balance Type	Balance By Type	Balance Subject to Interest Rate	Variable	Interest Charge	Annual Percentage Rate	Expires with Statement
**BALANCE TRANSFER	\$0.00	\$0.00	YES	\$0.00	17.49%	
**PURCHASES	\$7,349.83	\$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

Vote on School Accountability Report Card

Section:	VI. Board Communication
Item:	A. Vote on School Accountability Report Card
Purpose:	Vote
Submitted by:	
Related Material:	Academy of Alameda SARC 2024-25 (published in 2026).pdf



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is

generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college coursework, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About this school

Christine Chilcott, Executive Director

The Academy of Alameda is a free public charter school serving grades TK-8. We believe that students perform best when they learn in an environment that is safe and inclusive, and when they are deeply engaged because the curriculum and skills that they are learning are challenging and relevant to their lives. As a result, The Academy of Alameda fosters opportunities for students to have learning experiences where they are directly involved in their learning.

District Contact Information (School Year 2025–26)

District Name: Alameda Unified School District

Phone Number: (510) 337-7000

Superintendent: Pasquale Scuderi

Email Address: pscuderi@alamedaunified.org

Website: www.alamedaunified.org

School Contact Information (School Year 2025–26)

School Name: The Academy of Alameda

Address: 401 Pacific Avenue, Alameda, CA 94501-1837

Phone Number: (510) 748-4017

Principal: Christine Chilcott, Executive Director

Email Address: cchilcott@aoaschools.org

Website: <http://aoaschools.org/>

Grade Span: TK-8

County-District-School (CDS) Code: 01611190122085

School Description and Mission Statement (School Year 2025-26)

Why Academy of Alameda is the best Solution for Education:

We continually improve our practice individually and as an organization to meet our students' needs. We are collectively responsible for supporting all of our students' academic success and social-emotional well-being. We build meaningful relationships within and between our staff, students, and families. We promote social justice in all aspects of our work with students, families, and staff so that we achieve equitable student outcomes. We value student and staff diversity and work to collaborate effectively across similarities and differences.

Our Mission Statement: The Academy of Alameda equitably develops students into critical thinkers and life-long learners who navigate the world with integrity, and who apply their learning to empower themselves and their communities.

Our Envisioned Future Statement: The Academy of Alameda envisions a future where all of our students are successful, and their destinies are not determined by their demographics.

Student Enrollment by Grade Level (School Year 2024-25)

Grade Level	Number of Students
Kindergarten	69
Grade 1	52
Grade 2	50
Grade 3	52
Grade 4	52
Grade 5	52
Grade 6	121
Grade 7	104
Grade 8	86
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	638

Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	42.0
Male	57.2
Non-Binary	0.8
American Indian or Alaska Native	0.9
Asian	18.7
Black or African American	20.5
Filipino	5.3
Hispanic or Latino	23.0
Native Hawaiian or Pacific Islander	0.9
Two or More Races	15.7
White	14.9
English Learners	13.5
Foster Youth	0.5
Homeless	0.5
Migrant	
Socioeconomically Disadvantaged	50.3
Students with Disabilities	16.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.8	60.13	432.2	83.39	234405.2	84
Intern Credential Holders Properly Assigned	1	4.35	9.9	1.93	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	4.35	37.1	7.17	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.8	12.3	12.8	2.48	11953.1	4.28
Unknown/Incomplete/NA	4.3	18.83	26	5.03	15831.9	5.67
Total Teaching Positions	23	100	518.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on the setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.1	69.08	398.8	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	8.2	1.69	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	29.8	6.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.2	20.36	15.5	3.2	11746.9	4.23
Unknown/Incomplete/NA	3.2	10.49	33.4	6.89	14303.8	5.15
Total Teaching Positions	30.6	100	485.8	100	277698	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on the setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023-24)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.4	62.42	385.6	77.72	230039.4	100
Intern Credential Holders Properly Assigned	0	0	10	2.03	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6	19.26	55.6	11.21	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.7	11.91	9.3	1.88	12112.8	4.34
Unknown/Incomplete/NA	2	6.42	35.5	7.16	13705.8	4.91
Total Teaching Positions	31.1	100	496.1	100	278927.1	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on the setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22 Number	2022-23 Number	2023-24 Number
Permits and Waivers	0	0	0
Misassignments	1	0	6
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	1	0	6

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	3	0
Local Assignment Options	2.8	3.2	3.7
Total Out-of-Field Teachers	2.8	6.2	3.7

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.3	0	10.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10	6.6	13.9

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected:

December 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/ Language Arts	<p>TK ELA Curriculum</p> <p>CKLA PreK</p> <p>K-1 ELA Curriculum:</p> <p>Being a Reader</p> <p>Being a Writer</p>	Yes	0%

	<p>K-2 Reading Program:</p> <p>SIPPs</p> <p>2-5 ELA Curriculum:</p> <p>Wit and Wisdom</p> <p>6th Grade Curriculum</p> <p>Class Novels:</p> <ul style="list-style-type: none"> • El Deafo • Graphic Novel Lit Circles • Swim Team, School Trip, All's Faire in Middle School, Shirley & Jamila, Awkward, Booked, When Stars Are Scattered, New Kid • Mythology Lit Circles • Percy Jackson, The Dragon Warrior, Loki: A Bad God's Guide to Being Good, Tristan Strong, The Storm Runner, Dragon Pearl, Paola Santiago, Aru Shah, Magnus Chase • Poetry (a variety of poems) • Variety of short stories and myths • Nonfiction texts (Biographies) <p>Nonfiction:</p> <p>-Assorted essay</p> <p>-Newsela</p> <p>Online:</p>		
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	<p>Quill, Accelerated Reader, Brainpop, IXL, Freckle</p> <p>7th Grade Curriculum</p> <p>Class Novels:</p> <ul style="list-style-type: none"> • Becoming Muhammad Ali • The Odyssey • The Skin I'm In • American Born Chinese • Assorted novels for Lit Circles <p>Short Stories:</p> <p>-“Thank You M’am”</p> <p>-“The Lottery”</p> <p>-“All Summer in a Day”</p> <p>Non Fiction:</p> <ul style="list-style-type: none"> • Graphic Novel: MARCH & Run • A Beautiful Struggle Memoir • Speech Excerpts & Essays: MLK & John Lewis • Misc news articles, speeches, and TED talks; relevant Jr. Scholastic Articles • Poems by Lucille Clifton, Nikki Giovanni, Gary Soto <p>Online:</p> <p>-NewsELA Quill, No Red Ink, Freckle</p> <p>8th Grade Curriculum</p> <p>Class Novels:</p>		
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	<p>-The Poet X</p> <p>-Assorted poetry</p> <p>-Assorted Novels (Lit. Circles)</p> <p>Non Fiction:</p> <ul style="list-style-type: none"> • A Letter to a Sensitive Brown Queer by John Paul Bramer • James Baldwin: A Talk to Teachers • Warriors Don't Cry • They Called Us Enemy • The Black Panther Party • We Should All be Feminists by Chimamanda Ngozi Adichie • Misc news articles, speeches, and TED talks 		
Mathematics	<p>TK-5:</p> <p>Eureka Math Squared</p> <p>Year of Adoption: 2020</p> <p>6-8th Grade:</p> <p>Open Up Resources</p>	Yes	0%
Science	<p>K-5:</p> <p>Mystery Science</p> <p>6-8th Grade</p> <p>Teacher Created Curriculum (NGSS)</p>	Yes	0%

History- Social Science	<p>K-5</p> <p>Embedded in ELA units</p> <p>6th grade</p> <p>Classroom sets used as supplemental resources:</p> <ul style="list-style-type: none"> • TCI History Alive: The Medieval World and Beyond (2011) • Newsela Informational Texts <p>7th Grade</p> <ul style="list-style-type: none"> • “The Danger of a Single Story” by Chimamanda Adichie • A Young People’s History of the United States by Howard Zinn • Refugee by Alan Gratz • Stanford History Education Group various texts • Facing History and Ourselves Curriculum <p>8th Grade</p> <ul style="list-style-type: none"> • Stanford History Education Group various texts • Facing History and Ourselves Curriculum • They Called Us Enemy- George Takei, Justin Eisinger, and Steven R. Scott 	<p>Yes</p>	<p>0%</p>
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	<ul style="list-style-type: none"> Library of Congress US History Curriculum Tools 		
Foreign Language	N/A	Yes	0%
Health	Teacher-created Curriculum	Yes	0%
Visual and Performing Arts	Teacher-created Curriculum	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The overall facility is in fair to good condition, although improvements need to be made. In the Summer of 24, a new hydration station was added to the 8th grade hallway. Four additional security cameras were also installed.

During the 24-25 school year, more secure railings were installed by the district in all of the upstairs quads. Additionally, in fall 2025, the retaining wall on the west side of the school was replaced by the district. Speed bumps on the east side driveway were installed in fall 2025. Tree removal in the neighboring park and replacement of the perimeter fencing on the west side of the school, were scheduled to be removed (city) and replaced (district) in summer 2025 but not yet done.

Year and month of the most recent FIT report: *July 2024*

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Ceiling tiles have water stains and some floor tiles are cracked.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Lights out, outlets and lights missing covers.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Main office restroom did not have menstrual supplies. Sinks with no water pressure.
Safety: Fire Safety, Hazardous Materials		X		Expired permits
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: *July 2024*

Overall Rating: Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and

the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities). The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAA for ELA in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAA for mathematics in grades three through eight and grade eleven.
- California Science Test (CAST) and CAA for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready: The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments

Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	56	49	64	65	47	48
Mathematics (grades 3-8 and 11)	47	46	54	57	35	37

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	457	443	96.94	3.06	48.53
Female	192	189	98.44	1.56	52.38
Male	261	250	95.79	4.21	45.20
American Indian or Alaska Native	--	--	--	--	--
Asian	89	88	98.88	1.12	69.32
Black or African American	90	86	95.56	4.44	16.28
Filipino	24	24	100.00	0.00	75.00
Hispanic or Latino	103	100	97.09	2.91	39.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	70	68	97.14	2.86	54.41--
White	72	68	94.44	5.56	61.76
English Learners	57	55	96.49	3.51	3.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	17	15	88.24	11.76	46.67
Socioeconomically Disadvantaged	238	228	95.80	4.20	39.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	67	89.33	10.67	16.42

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Math by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	457	445	97.37	2.63	46.40
Female	192	189	98.44	1.56	43.92
Male	261	252	96.55	3.45	48.61
American Indian or Alaska Native	--	--	--	--	--
Asian	89	86	96.63	3.37	68.60
Black or African American	90	87	96.67	3.33	16.09
Filipino	24	24	100.00	0.00	75.00
Hispanic or Latino	103	100	97.09	2.91	37.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	70	70	100.00	0.00	48.57
White	72	69	95.83	4.17	57.97
English Learners	57	56	98.25	1.75	19.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	17	16	94.12	5.88	50.00
Socioeconomically Disadvantaged	238	229	96.22	3.78	39.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	68	90.67	9.33	20.90

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	50.29	50	53.22	54.74	30.73	32.33

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group

Grades Five, Eight, and High School (2024-25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	132	98.51	1.49	50.00
Female	51	51	100.00	0.00	47.06
Male	81	79	97.53	2.47	51.90
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	62.96
Black or African American	23	23	100.00	0.00	8.70
Filipino	11	11	100.00	0.00	27.27
Hispanic or Latino	27	26	96.30	3.70	57.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	61.90
White	24	23	95.83	4.17	65.22
English Learners	12	11	91.67	8.33	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	67	67	100.00	0.00	40.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	19.05

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024-25)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	96%	96%	96%	96%	96%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025-26)

At the heart of our work with students and families are the relationships we build. The Academy of Alameda is committed to redefining what family involvement looks like so that families feel:

- That they are welcome when they step foot on campus
- That they and their children are known
- That the relationships they build with staff and each other are meaningful
- That their ideas and input are valued and respected
- That there are many different opportunities and many ways to be involved - both in the home and at school.

We hold a number of family engagement events throughout the year to support family education and to help families to connect to the school and each other. We hold school-wide events, including Back to School Night, Fall Festival, Spring Open House, Parent Coffee Events, Science Fair, Festival of Cultures and Field Day. These events include food provided to families and opportunities to connect with teachers and other staff members. We work with staff and parent volunteers to plan these events. We utilize part of our school culture budget to cover costs, including childcare, for these events. We always solicit feedback from families after these events to help with our future planning. We hold Elementary and Middle School conferences twice a year for families to engage with teachers.

We hold information nights as necessary to share information with families about any important planning or changes to our program. We have a Parent Volunteer Group to help with school-wide events and parents also volunteer for Field Trip activities. We actively work throughout the year to sign up parents as volunteers and assist with getting parents fingerprinted by providing onsite Livescan fingerprinting appointments during family events such as Back to School Night and the Fall Festival. We have 1-2 parents as board members on the school's board of directors. Parents also sit on the interview panel for principals.

In the 2024-25 school year, the PTSA was relaunched to increase parent involvement, school support, school visibility, and fundraising for the school. Finally, we invite parents and families to give us their critical input and feedback through several surveys throughout the year, focus groups, and our annual Family-School Relationship survey which measures feelings on school safety, school climate, and school fit. This feedback is used to help us improve our plans year to year and to inform our strategic planning for the current and future school years.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	657	649	144	22.2
Female	276	272	61	22.4
Male	376	372	82	22.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	121	121	8	6.6
Black or African American	135	134	44	32.8
Filipino	34	34	7	20.6
Hispanic or Latino	148	147	49	33.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	104	99	16	16.2
White	101	101	18	17.8
English Learners	89	89	21	23.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	375	368	114	31.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	117	115	33	28.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022- 23	State 2023- 24	State 2024- 25
Suspensions	3.06	3.78	4.87	2.71	2.42	2.57	3.6	3.28	2.94
Expulsions	0	0	0.15	0.01	0	0.01	0.08	0.07	0.06

Suspensions and Expulsions by Student Group (School Year 2024-25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.87	0.15
Female	4.71	0.00
Male	4.79	0.27
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.83	0.00
Black or African American	8.89	0.00
Filipino	2.94	0.00
Hispanic or Latino	7.43	0.68
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.85	0.00
White	2.97	0.00
English Learners	7.87	1.12
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.87	0.27
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.84	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025-26)

Key elements of the school safety plan include a description of the site organization during a declared emergency, an emergency disaster plan, a description of the incident command post assignments and duties, an emergency actions guide, and details for the emergency response for a wide variety of situations including, but not limited to, earthquake, fire, intruder on campus, and bomb threat.

D. Other SARC Information

Average Class Size and Class Size Distribution (Elementary)

(School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23	0	2	0
1	24	0	2	0
2	23	0	2	0
3	49	0	0	2
4	53	0	0	2
5	53	0	0	2
6	15	35	5	0
Other**	0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

(School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26		2	
1	25		2	
2	26		2	
3	48			2
4	52			2
5	51			2
6	19	25	15	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

(School Year 2024-25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23		2	
1	26		2	
2	25		2	
3	26		2	
4	26		2	
5	26		2	
6	23	10	27	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

(School Year 2022-23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24	4	6	0
Mathematics	22	4	7	0
Science	24	3	7	0
Social Science	24	5	5	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary)

(School Year 2023-24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21	6	4	
Mathematics	21	6	4	
Science	21	7	3	
Social Science	21	5	5	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary)

(School Year 2024-25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24	4	4	
Mathematics	21	6	3	
Science	19	6	4	
Social Science	24	2	6	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024-25)

Title	Ratio
Pupils to Academic Counselor*	238.46

*One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024-25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	

*One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries

(Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18,658	\$4,886	\$13,772	\$80,090
District	N/A	N/A		\$100,848
Percent Difference – School Site and District	N/A	N/A		23%
State	N/A	N/A	\$11,146.18	\$100,065
Percent Difference – School Site and State	N/A	N/A	21%	22%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2024–25)

The school receives additional funds for a number of special services and programs. Among these special programs offered at the school are the following:

- School-wide Title I Programs
- EL Programs
- After School Programs
- Summer School Programs
- Special Education & Early Intervention Programs

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	68272.00	62145.42
Mid-Range Teacher Salary	95730.00	97088.12
Highest Teacher Salary	124990.00	120435.72
Average Principal Salary (Elementary)	163400.00	151342.77
Average Principal Salary (Middle)	176220.00	159513.87
Average Principal Salary (High)	179091.00	177260.89
Superintendent Salary	313771.00	294804.85
Percent of Budget for Teacher Salaries	32.46	29.95
Percent of Budget for Administrative Salaries	6.67	5.40

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>

Professional Development

Measure	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	14	13	14

Coversheet

Vote on the Professional Boundaries Policy

Section: VI. Board Communication
Item: B. Vote on the Professional Boundaries Policy
Purpose: Vote
Submitted by:
Related Material:
DRAFT 25-26 Professional Boundaries Adult Student Interaction Policy.pdf

Board Policy #: [INSERT]
Adopted/Ratified: [INSERT]
Revision Date: [INSERT]

[PLACE ON SCHOOL LETTERHEAD]

PROFESSIONAL BOUNDARIES: ADULT/STUDENT INTERACTION POLICY

This policy applies to all The Academy of Alameda (“AoA” or “School”) School employees, volunteers, contractors, and Board of Directors (“Board”) members (collectively referred to as “adults” herein).

The School 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 [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.

For purposes of this policy, corporal punishment does not include an employee’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 School employees, volunteers, contractors, and Board members:

A. Examples of permitted actions (i.e., not corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. 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;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of prohibited actions (i.e., corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

Board Policy #: [INSERT]
Adopted/Ratified: [INSERT]
Revision Date: [INSERT]

3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Adult/Student Behavior

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 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?"

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 the boundaries of a student/adult relationship is deemed an abuse of power and a betrayal of public trust.

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 perspective but can be perceived as flirtation or sexual insinuation from a student or parent/guardian point of view. The objective of the following lists of acceptable and unacceptable 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, sexual misconduct.

Adults must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all adults learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/adult interactions must have boundaries surrounding potential activities, locations, and intentions.

Duty to Report Suspected Misconduct

Board Policy #: [INSERT]
 Adopted/Ratified: [INSERT]
 Revision Date: [INSERT]

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a School administrator. 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. Employees 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, child abuse, or neglect.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the School.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- (k) Communication with students via an employee's personal accounts, such as email and/or social media.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has written parent/guardian and supervisor permission.)

- (a) Giving students a ride to/from School or School activities.
- (b) Being alone in a room with a student at School with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.)

Board Policy #: [INSERT]
Adopted/Ratified: [INSERT]
Revision Date: [INSERT]

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages, or letters to students if the content is not about School activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents/guardians' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off School property for activities such as field trips or competitions.
- (c) Emails, text, phone, and instant messages to students within School-provided platforms must be professional and pertain to School activities or classes (Communication should be limited to School technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents/guardians informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any student with special needs.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) High fives, fist bumps, and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

4919-9845-9018, v. 1

Coversheet

Vote on the Immigration Enforcement Activity Policy

Section:	VI. Board Communication
Item:	C. Vote on the Immigration Enforcement Activity Policy
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT 25-26 Policy Regarding Immigration Enforcement Activity.pdf

Board Policy #: [INSERT]
Adopted/Ratified: [INSERT]
Revision Date: [INSERT]

[INSERT CHARTER SCHOOL LETTERHEAD]

POLICY REGARDING IMMIGRATION ENFORCEMENT ACTIVITY

I. PURPOSE AND COMMITMENT

The Academy of Alameda (“AoA” or “Charter School”) fosters a safe, welcoming environment where all students, educators, and staff feel supported and connected. AoA supports all students' right to education regardless of immigration status. State law requires that all public schools adopt policies in that regard.

AoA finds school facilities, official school activities (including those in public places), adjacent areas, and all property owned, controlled, or leased by AoA as “sensitive locations” under state law, and seeks commitments from contractors and service providers (particularly school resource officers) not to facilitate immigration enforcement at these locations unless law requires it.

AoA provides the California Attorney General's *Know Your Educational Rights* handout to all families upon enrollment. This handout is also posted in all administrative buildings on campus, and is available on the school website. AoA also provides the California Attorney General’s “Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California’s TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes”, which can be found at <https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf>.

AoA also provides information about children's educational rights as contained in this Policy, to all families upon enrollment and/or with the Student/Family Handbook.

All notices, enrollment materials, registration information, and complaint procedures are language-accessible pursuant to state and federal law.

II. DEFINITIONS

- “*Immigration enforcement*” includes any efforts to investigate, enforce, or assist in investigating or enforcing federal civil immigration law, and any efforts to investigate, enforce, or assist in investigating or enforcing federal criminal immigration law that penalizes a person's presence in, entry, reentry to, or employment in the United States.
- “*School site*” means an individual school campus, a non-public area where we hold school-related activities, or school buses and other transportation we provide.

III. ANTI-DISCRIMINATION AND HARASSMENT

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AoA prohibits discrimination, harassment, intimidation, and bullying based on protected characteristics including but not limited to, immigration status, nationality, race, ethnicity, citizenship status, color, religion, national origin, ancestry, or association with any protected group. This applies to school sites, at school-related events, and through school-owned technology.

AoA promptly and thoroughly investigates complaints of unlawful harassment or discrimination and takes appropriate corrective action when warranted. AoA educates students to respect all peers regardless of protected characteristics and teach them about bullying's negative impact.

AoA trains teachers, staff, and personnel to recognize their legal duty to eliminate hostile environments and respond to harassment incidents, and informs students who experience hate crimes of their right to report them.

AoA's Uniform Complaint Policy and Procedures and Harassment, Discrimination, Intimidation, & Bullying Policy are available for review upon request and/or on the school's website.

IV. STUDENT INFORMATION COLLECTION AND PROTECTION

General Principles

AoA does not request citizenship or immigration documents, information, or proof of citizenship or immigration status for enrollment, other than documents we might review but not retain to establish a child's birthdate. AoA does not collect information about students' or families' citizenship or immigration status except when state or federal law requires it to administer education programs. AoA does not:

- Allow school resources or data to create registries based on race, gender, sexual orientation, religion, ethnicity, or national origin
- Inquire about students' or parents' citizenship or immigration status
- Require documentation that may indicate immigration status (green cards, voter registration, passports, citizenship papers) to the exclusion of other permissible documents
- Use any information the school might possess about immigration status, citizenship status, or national origin to discriminate against students or families or bar children from enrollment

Enrollment Documentation

For Proof of Residency, AoA accepts:

- Property tax bills
- Rental contracts, leases, or payment receipts
- Utility service contracts, statements, or payment receipts

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- Pay stubs
- Voter registration
- Correspondence from government agencies
- Declaration of residency executed by parent or legal guardian

For Age Verification, AoA accepts:

- Certified birth record
- Statement by local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none are available, an affidavit from parent, guardian, or custodian, or other appropriate proof

In most cases, any one document from each category is sufficient. Age-verification documents (e.g. birth certificates or passports) that reveal immigration or citizenship status will be used only to verify age and will not be retained in the student's education record.

Students experiencing homelessness may enroll even without typical documentation if otherwise eligible, consistent with the McKinney-Vento Homeless Assistance Act.

Special Program Information

When law requires national origin information for special programs (such as language instruction for English learners), AoA collects it separately from enrollment. AoA may ask for (but do not require) place of birth, U.S. entry date, and date first attending U.S. school. AoA does not use this information to discriminate or prevent enrollment if families choose not to provide it.

Social Security Information

AoA does not collect entire social security numbers or cards for enrollment. AoA may request the last four digits of an adult household member's Social Security number only to establish federal benefit program eligibility (such as free or reduced-price meals). When such information is requested, AoA explains this limited purpose and clarifies that not providing it does not bar enrollment.

For the Free and Reduced-Price Meals form, AoA notifies parents that:

1. If any household member participates in CalFresh, CalWORKs, or FDPIR, no adult needs to provide Social Security number information.
2. If no household member participates in these programs and no adult has a Social Security number, the student can still qualify based on income by checking the "No SSN" box

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AoA treats all students equitably in receiving school services, including lunch programs, transportation, and educational instruction.

V. SHARING STUDENT INFORMATION

General Policy

AoA requires written parental consent (or consent from students aged 18+) before releasing personally identifiable student information, except when FERPA permits disclosure without consent (such as directory information or information relevant to legitimate educational interests).

AoA's requests for written consent include:

- Parent, guardian, or eligible student's signature and date
- Description of records disclosed
- Reason for release
- Parties receiving the information
- If requested, a copy of the records

Parents may choose to withhold such consent, in which case AoA does not release it. AoA permanently keeps consent notices with record files.

AoA avoids disclosing information that might indicate a student's or family's citizenship or immigration status unless the Family Educational Rights and Privacy Act (FERPA), other federal or state law, or a valid court order, warrant, or subpoena authorizes it. AoA provides parent or guardian notification before responding to court orders, warrants, or subpoenas, except for child abuse/neglect investigations or when the subpoena, warrant, or order prohibits disclosure.

FERPA exceptions do not authorize disclosure for immigration enforcement purposes. Immigration enforcement does not serve a legitimate educational interest, and immigration status is not directory information.

Families can review our complete Education Records and Student Information Policy upon request and/or on the school website. AoA provides annual notice of this policy, including directory information and opt-out rights.

Immigration Enforcement Officers

Unless required by a valid judicial warrant or subpoena, or other court order, AoA does not disclose student education records or any personally identifiable information about students or their families—in any form—to immigration enforcement officers conducting an immigration enforcement action without written parental consent, including students' home address and travel schedules.

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When a valid judicial warrant, subpoena, or other court order requires disclosure, AoA notifies parents or guardians as soon as practicable.

Response to Information Requests

When AoA receives information requests related to immigration or citizenship status of a student, staff:

1. Notify a designated school official
2. Provide students and families appropriate notice and description of the request
3. Document verbal or written requests from immigration authorities
4. Unless prohibited, provide students and parents copies of documents issued by immigration enforcement officers

VI. CAMPUS ACCESS FOR IMMIGRATION ENFORCEMENT

Consistent with California law, AoA does not permit immigration enforcement officers to enter nonpublic areas of a school site for immigration enforcement activity unless they present a valid judicial warrant or court order. If a law enforcement official presents such documentation, AoA requests they not interrupt students and faculty during class time and instead wait until a designated break period.

Response Procedures

Staff notify the school site administrator or designee as soon as practicable about any immigration enforcement official request for student access, campus access, or document review.

Staff take these steps when an immigration or any other law enforcement official arrives at a school site:

1. **Initial Contact:** Explain to the official that staff must first notify and receive direction from the site administrator
2. **Purpose:** Ask and document the official's stated reason for being at the school site
3. **Documentation:** Request and copy the officer's credentials (name and badge number) and supervisor's phone number, and to produce documentation authorizing school site access
4. **Record Keeping:** Make and retain copies of documentation the official produces
5. **Exigent Circumstances:** If the official declares exigent circumstances (such as a felony in progress on the school site) and demands immediate access, comply with orders and immediately contact the site administrator
6. **Levels of Response:** If no exigent circumstances exist, respond according to the official's documentation:
 - o **ICE or other administrative warrant:** For warrants not signed by a judge, do not permit entry to nonpublic areas of the school site. Refer to site administrator.

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- **Judicial/court-issued warrant or court order:** Compliance is usually required to follow what is described in the court-issued order. When feasible, consult school site administrator or legal counsel for next steps
- **Subpoena:** Physical access to the school site is not required. Subpoenas seek documents. Inform the school site administrator and await instructions. Do not permit entry to nonpublic areas
- 7. **Cooperation Without Consent:** While staff should not consent to access except as described above, they should not physically impede law enforcement officials, even if officials appear to exceed warrant authorization. Document law enforcement officials' actions if they enter without consent
- 8. **Parental Notification:** The school site administrator may notify the student's parent or guardian's consent if a law enforcement official requests or gains access to a student for immigration enforcement, unless access is pursuant to a judicial warrant.
- 9. **Required Notifications:**
 - The Executive Director or designee submits a timely report to the Board of Directors regarding immigration enforcement requests, actions, and AoA's responses, ensuring confidentiality of potentially identifying information
 - The Executive Director or designee emails the Bureau of Children's Justice at BCJ@doj.ca.gov regarding any immigration enforcement official's attempt to access the school site or a student
 - AoA follows its Comprehensive School Safety Plan procedures for notifying parents, guardians, students, teachers, administrators, and staff when AoA confirms immigration enforcement presence on campus

VIII. SUPPORT FOR AFFECTED FAMILIES

Emergency Preparedness

AoA encourages families to have emergency phone numbers and know where they keep important documentation (birth certificates, passports, Social Security cards, doctors' contacts, medication lists, allergy lists) to prepare for potential family member detention or deportation.

AoA permits and encourages students and families to update emergency contact information throughout the school year and provide alternative contacts when no parent or guardian is available. Families may include a trusted adult guardian as a secondary or tertiary emergency contact in case parents or guardians are detained. AoA uses emergency card information only for specified emergencies, not for other purposes.

Caregiver Authorization Affidavits

AoA encourages families to support relative caregivers in completing a Caregivers Authorization Affidavit. AoA will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available [HERE](#).

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When Parents Are Detained or Deported

If immigration authorities detain or deport a student's parent or guardian, AoA:

- Uses the student's emergency card contact information to release the student to designated emergency contacts
- Releases the student to an adult presenting a Caregiver's Authorization Affidavit on the student's behalf
- Contacts child protective services if the school cannot arrange timely care through emergency contacts, a Caregiver's Authorization Affidavit, or other parent-provided information or instructions

Family Safety Plans

AoA encourages families to develop Family Safety Plans to store at known locations. These plans identify trusted adults who can care for students if parents or guardians cannot. Students should know who their trusted adult is, that this person is their contact if parents are detained or deported, and how to reach them.

Additional Resources

When a family member is detained, AoA may refer students and families to:

ICE Detainee Locator (<https://locator.ice.gov/odls#/search>)

- Helps determine if and where family members are detained
- Requires date of birth and Alien Registration Number (A-Number) if available
- **Note:** Use this only to locate detained individuals. AoA never refers students, parents, or guardians to ICE or immigration enforcement for general immigration status questions

Legal Assistance

- Legal aid organizations may secure detained parents' release or arrange student visits
- California organizations accredited by the Board of Immigration Appeals:
<https://www.justice.gov/eoir/recognition-accreditation-roster-reports>
- California court Self-Help Centers for family law assistance:
<http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- Legal aid offices and lawyer referral services: <http://www.courts.ca.gov/1001.htm>

Consulates or Embassies

- The parent's or guardian's country of origin may offer additional information and assistance.

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Coversheet

Vote on the 26-27 Academic Calendar

Section:	VI. Board Communication
Item:	D. Vote on the 26-27 Academic Calendar
Purpose:	Vote
Submitted by:	
Related Material:	26-27 Academic Calendar Draft v3 (1).pdf

The Academy of Alameda 26-27 School Calendar						<div> <div></div> NO SCHOOL - Holiday/Break <div></div> NO SCHOOL - Professional Development (PD) / Teacher Work Day </div> <div>() Minimum Day - ES (1:10pm Dismissal) MS (1:30pm Dismissal)</div> <div> ES Elementary School Only MS Middle School Only No Indication = Both ES & MS </div>	
MONTH	M	T	W	TH	F	Student Days	Cumulative Days
JULY 2026			1	2	3		
	6	7	8	9	10		
	13	14	15	16	17		
	20	21	22	23	24		
	27	28	29	30	31		
AUGUST 2026	3	4	5	6	7	14	14
	10	11	(12)	(13)	(14)		
	17	18	19	20	21		
	24	25	26	27	28		
	31						
SEPT 2026	7	8	9	10	(11)	21	35
	14	15	16	17	19		
	21	22	23	24	26		
	28	29	30				
OCT 2026	5	6	7	8	9	20	55
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30		
NOV 2026	2	3	4	5	6	15	70
	9	10	11	12	13		
	(16)	(17)	(18)	(19)	(20)		
	23	24	25	26	27		
	30						
DEC 2026	7	8	9	10	11	14	84
	14	15	16	17	(18)		
	21	22	23	24	25		
	28	29	30	31			
JAN 2027	4	5	6	7	8	18	102
	11	12	13	14	15		
	18	19	20	21	22		
	25	26	27	28	29		
FEB 2027	1	2	3	4	5	15	117
	8	9	10	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
MARCH 2027	1	2	3	4	5	22	139
	8	9	10	11	12		
	15	16	17	18	19		
	(22)	(23)	(24)	(25)	(26)		
	29	30	31				
APR 2027	5	6	7	8	9	17	156
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30		
MAY 2027	3	4	5	6	7	20	176
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	(28)		
	31						
JUNE 2027	7	8	9	10	11	4	180
	14	15	16	17	18		
	21	22	25	26	27		
	28	29					
						180	Total Days of Instruction