The Academy of Alameda Charter School Board

Board Meeting

Date and Time

Thursday September 24, 2026 at 6:30 PM PDT

Location

AoA, Room 203

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:30 PM**
A.	Call the Meeting to Order	Discuss	Jennifer Laird	1 m
B.	Record Attendance		Damaris Espinosa	2 m
C.	The Board Reviews The Academy of Alameda's Mission and Envisioned Future Statements		Jennifer Laird	1 m

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

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

		Purpose	Presenter	Time
II.	**Open Session**			**6:34 PM**
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.

III.	**Consent Agenda**			**6:36 PM**
A.	Approve Draft Meeting Minutes	Approve Minutes	Jennifer Laird	1 m
B.	Vote on Check Registers	FYI	Jennifer Laird	1 m
C.	Vote on Credit Card Statement	FYI	Jennifer Laird	1 m
D.	Approve EPA Actual Expenditures for 25-26	FYI	Jennifer Laird	1 m

Approving the actual amount of Education Protection Account (EPA) funds spent in 25-26.

Background: The Education Protection Account (EPA) was created in November 2012 by Proposition 30, The Schools and Local Public Safety Protection Act of 2012, and it was implemented in 2013. The EPA is governed by Section 36 of Article XIII of the California Constitution, which was amended by Proposition 55 in November 2016. (Source: California Department of Education Website)

E.	Approving Prop 28 Annual Spending Report for 25-26	FYI	Jennifer Laird	1 m

Approving the actual amount of Prop 28 funds spent in 25-26.

Background: Proposition 28—Arts and Music in Schools Funding The Arts and Music in Schools (AMS) initiative provides additional funding for arts education in California public schools. (California Department of Education Website)

F.	Vote on Consent Calendar	Vote	Jennifer Laird	2 m
IV.	**Board Communication**			**6:43 PM**
A.	Financial Presentation and Discussion	Discuss	Jennifer Laird	15 m

Purpose: This is an informational item only

		Purpose	Presenter	Time

Naomi Stewart will present:

- Financial Presentation: FY 26 August Forecast

		Purpose	Presenter	Time
B.	Vote on LCAP Revision	Vote	Jennifer Laird	5 m

Reason for Vote:

The originally voted on LCAP at the June 11, 2026 board meeting had an incorrect Budget Overview for Parents. There were incorrect 25-26 LCFF Supplemental & Concentration (S&C) and LCFF Carryover figures listed which have now been correct. The base grant was also corrected to **$7,352,550** (only a $6 difference from the prior submission).

Draft Resolution:
The Academy of Alameda Board of Directors votes to approve the amended 2026-27 LCAP as presented.

		Purpose	Presenter	Time
C.	Board Local Authorization Credentials: Resolution #924261	Vote	Jennifer Laird	5 m

Purpose: This is a voting item

Draft Motion: The Academy of Alameda Board of Director votes to approve resolution #924261 which approves the following teachers listed in the resolution to hold their current assignments for the 26-27 school year.

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

2026-27 Teachers:

	Purpose	Presenter	Time

- Jennifer Whatley: 6th Grade Math, Single Subject Local/Limited Assignment Permit
- Celeste Ansley: 6th Grade History, Multiple Subject Local/Limited Assignment Permit
- Sheila Hewitt: 6th Grade English & History, Multiple Subject Local/Limited Assignment Permit
- Ally Fromson Ho: 7th Grade History, Multiple Subject Local/Limited Assignment Permit
- Javia Anderson: Elementary Teacher, Multiple Subject Provisional Internship Permit
- Lizeth Pena Sanchez: Elementary Teacher, Multiple Subject Provisional Internship Permit
- Kristen Smeal: MS Technology Teacher, Intern Credential Permit
- Nahjah Walker: MS Math Teacher, Intern Credential Permit
- Erica Aiga: MS Humanities Teacher, Intern Credential Permit
- Erica Lang: MS Science Teacher, Intern Credential Permit
- Joana Dzib: 2nd Grade Teacher, Multiple Subject Provisional Internship Permit

D. 26-27 Enrollment Overview — Discuss — Christine Chilcott — 20 m

Purpose: This is an informational item only

ED Chilcott will review the current numbers reflected in 26-27 AoA's enrollment patterns as of September 11, 2026, areas of consideration, and take questions from the Board.

V. Closed Session — 7:28 PM

A. Closed Session Item — Discuss — Jennifer Laird — 30 m

The Board and the Executive Director will meet privately in Closed Session. Any action taken during Closed Session will be reported out once Closed Session concludes.

Topic(s):

- Legal Discussion

VI. Open Session — 7:58 PM

		Purpose	Presenter	Time
A.	Report Out	FYI	Jennifer Laird	5 m

The Board President will report out any action taken during Closed Session.

		Purpose	Presenter	Time
B.	Board Committee Reports	Discuss	Jennifer Laird	10 m

Reports and Goals from the following committees:

- Finance Committee
- Governance Committee

VII. Closing Items — 8:13 PM

		Purpose	Presenter	Time
A.	Individual Board Member Reports	FYI	Jennifer Laird	5 m
B.	Executive Director Report	FYI	Jennifer Laird	2 m
C.	Upcoming Board Meetings	Discuss	Jennifer Laird	1 m

Wednesday, October 21:

Academic Update

		Purpose	Presenter	Time
D.	Adjourn Meeting	FYI	Jennifer Laird	

Coversheet

Vote on Check Registers

Section: III. Consent Agenda
Item: B. Vote on Check Registers
Purpose: FYI
Submitted by:
Related Material: AoA August 2026 Combined Board Check Register.pdf

Combined Board Check Register

School: **AoA**

Month: **August 2026**

Total Paid By Check: $ 343,232.41

Total Paid By Credit Card: $ 14,254.07

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	20230	Hoot Hoot OT	8/7/2026	Bill #251 (2of2)--Occupational Therapy Intervention: 07/06 - 07/13/26 Bill #251 (1of2)--Occupational Therapy Intervention: 06/22 - 06/29/26		$ 1,340.51
Check	20231	Xerox Corporation	8/7/2026	Bill #026069327 (1of2)--Meter Usage - 06/21 - 06/30/26 Serial #ZQT-984327 Bill #026069326 (2of2)--Base Charge: July 2026 & Meter Usage - 07/01 - 07/21/26 Serial #ZQT-982112 Bill #026069327 (2of2)--Base Charge: July 2026 & Meter Usage - 07/01 - 07/21/26 Serial #ZQT-984327 Bill #026069326 (1of2)--Meter Usage - 06/21 - 06/30/26 Serial #ZQT-982112		$ 440.79
Check	20232	Alameda Unified School District	8/7/2026	Bill #INV26-00191--Facilities Use Charge Qtr 04 & Utilities QTR 04. 25.26		$ 85,836.43
Check	20233	Jana Chabre	8/7/2026	Bill #OC.25--Services: 07/02 - 07/13/26		$ 400.00
Check	20234	Open Up Resources	8/7/2026	Bill #INV-53241--Materials & Supplies		$ 3,314.22
Check	20235	Amazon Capital Services	8/7/2026	Bill #1FLQ-J469-MRHM--Supplies Bill #1Y3W-GHP1-GQNT--Supplies Bill #1YKR-HY96-7RDC--Supplies Bill #1MG1-FPHR-P6CR--Supplies		$ 3,151.28
Check	20236	Robert Half	8/7/2026	Bill #66446683--Substitute Svc w/e 07/17/26		$ 1,080.00
Check	20237	Brady Industries	8/7/2026	Bill #12009390--Janitorial Supplies		$ 253.50
Check	20238	Henry C. Levy, Tax Collector	8/7/2026	Bill #073026--Gross Assessment & Tax		$ 137.65
Check	20239	EdTec Inc.	8/7/2026	Bill #CINV-00017797--Education Support Service (ESS): 07/02/26 Bill #CINV-00017672--EdTec Monthly - August 2026 Bill #CINV-00017445--Postage Bill back		$ 17,318.94
Check	20240	Adriana San Millan School Psychology and Special Education Services, LLC	8/21/2026	Bill #11850--Speech Evaluation: 08/04/26 Bill #11853--IEP Service: 08/03 - 08/05/26		$ 8,302.93

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	20241	Amazon Capital Services	8/21/2026	Bill #1DC6-QWMH-P1ML--Supplies Bill #1NK1-WWJM-773M--Supplies Bill #1FRY-V9YV-9QFP--Supplies Bill #1LV7-K1DY-PRYX--Supplies Bill #16NG-9DKF-3VHG--Supplies Bill #1LH7-M6TM-13MP--Supplies Bill #1XFJ-DTHR-MLTN--Supplies Bill #1FXY-WV1N-FJKH--Supplies Bill #1G7Y-N17H-G1NC--Supplies Bill #16GM-713F-NLCJ--Supplies Bill #1F64-Y7RV-LLPT--Supplies Bill #1MNF-WCKP-GLJV--Supplies Bill #1L76-HJG9-N41G--Supplies Bill #14WM-PQHP-6YJV--Supplies Bill #1KT4-VF1N-MHMD--Supplies Bill #191F-H9P3-G7MW--Supplies Bill #17L1-639Y-9L9P--Supplies		$ 11,276.21
Check	20241	Amazon Capital Services	8/21/2026	Bill #1D3X-YQP1-9FRG--Supplies Bill #1776-M79J-KKLJ--Supplies Bill #1LKX-KGDR-T413--Supplies Bill #196F-PMW9-L4NR--Supplies Bill #1DJD-Q34K-G3Q4--Supplies Bill #1F64-Y7RV-L977--Supplies Bill #1TR6-9FMK-GYXK--Supplies Bill #1T7N-KNPG-TN6F--Supplies Bill #1M1D-WVCM-PL94--Supplies Bill #1XCT-VLNW-WHY9--Supplies Bill #19LC-9WW7-Y7CL--Supplies Bill #113G-HNXV-QG79--Supplies Bill #1RY4-P4K4-DFV1--Supplies Bill #11Y1-V4GX-HWX1--Supplies Bill #1LML-D1G4-G7TR--Supplies Bill #1G4Y-R9XP-F674--Supplies Bill #1LL1-XMNN-JLC1--Supplies		Cont'd

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	20241	Amazon Capital Services	8/21/2026	Bill #1HCP-YMFJ-KT6P--Supplies Bill #1J99-PXFX-FG11--Supplies Bill #1T6J-DYG9-NTPL--Supplies Bill #1M1D-WVCM-JP4P--Supplies Bill #1K7V-GK4H-GPX9--Supplies Bill #1FR1-RNXF-19GT--Supplies Bill #1LDD-G1FN-M9PR--Supplies Bill #1MLP-9JWF-DH99--Supplies Bill #166J-1HWR-ND99--Supplies Bill #1VHX-6WMG-N1M9--Supplies Bill #19NV-CCDV-FV3X--Supplies Bill #1R1M-TWRT-F4NT--Supplies Bill #17L1-FFGC-GYMT--Supplies Bill #1LV7-K1DY-WN1M--Supplies Bill #1DJD-Q34K-FJM1--Supplies Bill #1XQG-7D9L-967T--Supplies Bill #16NV-PQNR-R1K3--Supplies		Cont'd
Check	20241	Amazon Capital Services	8/21/2026	Bill #1NTL-GKWD-9F16--Supplies Bill #117L-KW1K-HWFF--Supplies Bill #1LH6-Q1GT-C4KW--Supplies Bill #1K7V-GK4H-H6LH--Supplies Bill #1LKX-KGDR-DPTW--Supplies Bill #1D3X-YQP1-9D6Q--Supplies Bill #1YHH-PK43-H4JW--Supplies Bill #1C7N-D9Q6-GYWX--Supplies Bill #1KGW-7Q7P-7NV7--Supplies Bill #1FR1-RNXF-16Q7--Supplies Bill #1FR1-RNXF-173K--Supplies Bill #1Q9J-37XQ-39DQ--Supplies		Cont'd

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	20241	Amazon Capital Services	8/21/2026	Bill #1MLP-9JWF-DFYR--Supplies Bill #1G7Y-N17H-FXT4--Supplies Bill #1XVD-XDHT-GF43--Supplies Bill #1VVD-1VKN-YMNV--Supplies Bill #1LM7-LY4V-F9GG--Supplies Bill #1G4Y-R9XP-9MGJ--Supplies Bill #1741-6KWM-9KQ7--Supplies Bill #1C7N-D9Q6-GP7P--Supplies Bill #1NRW-NXK3-7RXQ--Supplies Bill #1X77-66MF-144H--Supplies Bill #1DJD-Q34K-9DYP--Supplies Bill #1H6R-VLR6-FFQ9--Supplies		Cont'd
Check	20242	Alameda County Industries	8/21/2026	Bill #0004003420--7 YD GARBAGE & 5 YD COMMINGLED RECYCLING - WEEKLY		$ 4,374.86
Check	20243	Young, Minney & Corr, LLP	8/21/2026	Bill #24231--Legal Svcs' thru : 07/06 - 07/28/26		$ 1,715.50
Check	20244	Robert Half	8/21/2026	Bill #66492575--Substitute Svc w/e 07/31/26 Bill #66469569--Substitute Svc w/e 07/24/26		$ 2,160.00
Check	20245	Brady Industries	8/21/2026	Bill #12055408--Janitorial Supplies		$ 401.28
Check	20246	Christy White, Inc	8/21/2026	Bill #25699--2025-26 Charter School Audit: 2nd. Progress invoice 25% of contract		$ 4,317.75
Check	20247	Gachina Landscape Management	8/21/2026	Bill #E 240687--Maintenance Contract: August 2026		$ 1,017.00
Check	20248	Larson Communications	8/21/2026	Bill #4224--Public Relations Retainer: August 2026		$ 6,539.31
Check	20249	JW Pepper & Son, Inc.	8/21/2026	Bill #368678438--Music Supplies		$ 235.89
Check	20250	WEX Health, Inc.	8/21/2026	Bill #0002432043-IN--Commuter & FSA - July 2026		$ 157.10
Check	20251	RCM Technologies	8/21/2026	Bill #73246--Behavior Tech : 08/02 - 08/08/26		$ 1,211.40
Check	20252	Blaisdell's Business Products	8/21/2026	Bill #2047405-0--Office Supplies		$ 1,993.06
Check	20253	Juan Carlos Ramirez	8/21/2026	Bill #081126--Reinmb: Fingerprinting		$ 49.00
Check	20254	Linas Janitorial Services	8/21/2026	Bill #03--Janitorial Services: August 2026		$ 14,800.00
Check	20255	Jennifer Whatley	8/21/2026	Bill #081126--Reimb: Math Classroom supplies		$ 662.99
Check	20256	WEX Health, Inc.	8/25/2026	Bill #September 2026--Flex Benefits - Aggregate Balance for Employees Expenses		$ 3,000.00
Check	20257	Lorin Salem	8/31/2026	Bill #081726--Reimb: Middle School Luncheon		$ 314.72
Check	20258	Adriana San Millan School Psychology and Special Education Services, LLC	8/31/2026	Bill #11855--Occupational Therapy Evaluation IEP Attendance (virtual Speech Therapist Services: 08/11/26 Bill #11854--IEP Service: 08/10/26		$ 13,972.89

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	20259	Amazon Capital Services	8/31/2026	Bill #14NP-CNHJ-G7R4--Supplies Bill #16KQ-VFJM-19WM--Supplies Bill #1XGJ-7KVK-VQ67--Supplies Bill #1J7F-RD4Y-JVHF--Supplies Bill #1TWP-M4DK-VJRP--Supplies Bill #1V4J-M9QT-JH4G--Supplies Bill #1CLT-9Y94-T7K6--Supplies Bill #111P-NMJV-YPHC--Supplies Bill #11DN-DK6D-HPMJ--Supplies Bill #13WN-G7VV-XLHV--Supplies Bill #1KN3-MHN4-MWCM--Supplies Bill #1GL4-HCRN-DGRP--Supplies Bill #1K9W-JH7Y-RMCY--Supplies Bill #164T-J7JR-9Q13--Supplies Bill #1XH1-QFMR-DVNT--Supplies Bill #1WX3-DK4G-JGXH--Supplies Bill #1RHQ-NV93-G96X--Supplies		$ 4,641.23
Check	20259	Amazon Capital Services	8/31/2026	Bill #17LJ-H1WM-DFWF--Supplies Bill #16PP-D36G-GYCG--Supplies Bill #1DQ4-T6YP-DWN3--Supplies Bill #1PXD-P9G6-F9H1--Supplies Bill #1XN3-FDG1-Q4KJ--Supplies Bill #1KN3-MHN4-DTRC--Supplies Bill #1KDQ-467F-97MJ--Supplies Bill #14RX-LGVY-NGD3--Supplies Bill #1WN1-J1M4-FC1Q--Supplies Bill #1RRP-4WMF-VVTD--Supplies Bill #1NVM-YQNH-H14Q--Supplies Bill #1XT4-KKP3-1174--Supplies Bill #16PX-37LF-3D4F--Supplies Bill #1RL9-GFQG-7QW7--Supplies Bill #1T44-M6RD-DRXM--Supplies Bill #1CHN-F443-RXKV--Supplies		Cont'd

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	20259	Amazon Capital Services	8/31/2026	Bill #1LYC-LY6R-DQ4Q--Supplies Bill #1HPX-YDWG-7KH9--Supplies Bill #113V-D6J3-GQPM--Supplies Bill #17P7-9DV9-9KXW--Supplies Bill #1J3M-VF7K-DLW4--Supplies Bill #1F9G-67QD-RW1D--Supplies Bill #1MLQ-G4GV-YHYV--Supplies Bill #17P7-9DV9-9R94--Supplies Bill #1JF6-19RT-TCGM--Supplies Bill #1LKK-X63P-14DK--Supplies Bill #16R4-VPPW-F3G7--Supplies Bill #1NK1-WWJM-T1C3--Supplies Bill #1LHM-6NRN-FP9C--Supplies Bill #1TYF-C6JM-4C73--Supplies		Cont'd
Check	20260	PlanbookEdu LLC	8/31/2026	Bill #2026-18167--Premium Subscription		$ 360.00
Check	20261	JW Pepper & Son, Inc.	8/31/2026	Bill #368698918--Music Supplies		$ 116.01
Check	20262	RCM Technologies	8/31/2026	Bill #73950--Behavior Tech : 08/02 - 08/08/26 Bill #73948--Behavior Tech : 08/09 - 08/15/26		$ 5,521.95
Check	20263	Robert Half	8/31/2026	Bill #66518477--Substitute Svc w/e 08/07/26 Bill #66539085--Substitute Svc w/e 08/14/26		$ 2,160.00
Check	DB080326	U.S. Bank Equipment Finance	8/3/2026	DB080326 - U.S. Bank Equipment Finance (Acct #1375852)		$ 473.61
Check	DB080326-1	Square, Inc.	8/3/2026	DB080326-1 - Square, Inc.		$ 35.00
Check	DB080426	Sawyer	8/4/2026	DB080426 - Sawyer		$ 1,048.94
Check	DB080526	Google Ads	8/5/2026	DB080526 - Google Ads		$ 251.10
Check	DB081026	CharterSafe	8/10/2026	DB081026 - CharterSafe		$ 18,308.00
Check	DB081026-1	Adobe Inc.	8/10/2026	DB081026-1 - Adobe Inc.		$ 19.99
Check	DB081126	Purchase Power	8/11/2026	DB081126 - Pitney Bowes Purchase Power (Acct#0849-8326)		$ 214.99
Check	DB081126-1	Equitable Financial Life Insurance Company of America	8/11/2026	DB081126-1 - Equitable Financial Life Insurance Company of America		$ 10,956.34
Check	DB081126-2	Walgreens	8/11/2026	DB081126-2 - Walgreens		$ 2.92
Check	DB081326	Walgreens	8/13/2026	DB081326 - Walgreens		$ 6.33
Check	DB081726	Google Ads	8/17/2026	DB081726 - Google Ads		$ 500.00
Check	DB081726-1	Zoom	8/17/2026	DB081726-1 - Zoom		$ 288.10
Check	DB082026	Walgreens	8/20/2026	DB082026 - Walgreens		$ 1.22
Check	DB082126	California Choice	8/21/2026	DB082126 - California Choice		$ 82,470.65
Check	DB082426	Bank of Marin Visa Card	8/24/2026	DB082426 - Bank of Marin Visa Card 5830		$ 14,222.57
Check	DB082426-1	Xerox Financial Services	8/24/2026	DB082426-1 - Xerox Financial Services (Contract #211-4117596-003)		$ 708.34

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	DB082426-2	WEX Health, Inc.	8/24/2026	DB082426-2 - WEX Health, Inc. (Flexible Benefits - Aggregate Balance)		$ 5,506.00
Check	DB082626	Google Ads	8/26/2026	DB082626 - Google Ads		$ 500.00
Check	DB082726	Whitecastle Tours, Inc.	8/27/2026	DB082726 - Whitecastle Tours, Inc.		$ 3,186.91
Check	DB083126	Bamboo HR, LLC	8/31/2026	DB083126 - BambooHR		$ 357.00
Check	M1096	Abel Lopez	8/4/2026	M1096 - Catering - Food		$ 1,600.00
Credit Card Charge	9515-5830	Facebook	8/3/2026	07/20 - Facebook		$ 460.32
Credit Card Charge	9515-5830	YAMM	8/3/2026	07/29 - YAMM		$ 150.00
Credit Card Charge	9515-5830	Department of Justice	8/3/2026	07/30 - Department of Justice		$ 692.00
Credit Card Charge	9515-5830	Department of Justice	8/3/2026	07/30 - Department of Justice		$ 49.00
Credit Card Charge	9515-5830	Safeway	8/3/2026	07/31 - Safeway		$ 62.79
Credit Card Charge	9515-5830	Google *SVCS AOA Schools	8/3/2026	08/03 - Google *SVCS AOA Schools		$ 102.68
Credit Card Charge	9515-5830	EZCATERNOAHS NEW YORK	8/3/2026	08/03 - EZCATERNOAHS NEW YORK		$ 121.14
Credit Card Charge	9515-5830	Audible	8/3/2026	07/03 - Audible		$ 14.95
Credit Card Charge	9515-5830	First Student	8/3/2026	07/06 - First Student		$ 1,390.80
Credit Card Charge	9515-5830	Oakland Zoo	8/3/2026	07/07 - Oakland Zoo		$ 606.00
Credit Card Charge	9515-5830	Costco By Instacart	8/3/2026	07/10 - Costco By Instacart		$ 231.37
Credit Card Charge	9515-5830	First Student	8/3/2026	07/13 - First Student		$ 1,528.40
Credit Card Charge	9515-5830	Lawrence Hall of Science	8/3/2026	07/13 - Lawrence Hall of Science		$ 476.00
Credit Card Charge	9515-5830	First Student	8/3/2026	07/13 - First Student		$ 1,568.53
Credit Card Charge	9515-5830	First Student	8/3/2026	07/13 - First Student		$ 1,769.20
Credit Card Charge	9515-5830	California's Great America	8/3/2026	07/20 - California's Great America		$ 1,200.00
Credit Card Charge	9515-5830	Walmart	8/3/2026	07/23 - Walmart		$ 98.02

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card Charge	9515-5830	Alameda Theatre & Cineplex	8/3/2026	07/24 - Alameda Theatre & Cineplex		$ 120.00
Credit Card Charge	9515-5830	Alameda Theatre & Cineplex	8/3/2026	07/24 - Alameda Theatre & Cineplex		$ 120.00
Credit Card Charge	9515-5830	Alameda Theatre & Cineplex	8/3/2026	07/24 - Alameda Theatre & Cineplex		$ 84.00
Credit Card Charge	9515-5830	Safeway	8/3/2026	07/27 - Safeway		$ 91.74
Credit Card Charge	9515-5830	Alameda Theatre & Cineplex	8/3/2026	07/27 - Alameda Theatre & Cineplex		$ 70.75
Credit Card Charge	9515-5830	DBC *Blick Art Materials	8/3/2026	07/29 - DBC *Blick Art Materials		$ 426.74
Credit Card Charge	9515-5830	Klett World Languages, Inc.	8/3/2026	07/30 - Klett World Languages, Inc.		$ 34.95
Credit Card Charge	9515-5830	Laminator.com	8/3/2026	07/30 - Laminator.com		$ 566.40
Credit Card Charge	9515-5830	Sq* Levys Bagels	8/3/2026	07/30 - Sq* Levys Bagels		$ 496.74
Credit Card Charge	9515-5830	Sawyer	8/3/2026	07/31 - Sawyer		$ 199.00
Credit Card Charge	9515-5830	VH STORESMART	8/3/2026	08/03 - VH STORESMART		$ 156.45
Credit Card Charge	9515-5830	DBC *Blick Art Materials	8/3/2026	08/03 - DBC *Blick Art Materials		$ 97.47
Credit Card Charge	9515-5830	Safeway	8/3/2026	08/03 - Safeway		$ 88.94
Credit Card Charge	9515-5830	Audible	8/3/2026	08/03 - Audible		$ 14.95
Credit Card Charge	9515-5830	Bank of Marin Visa Card	8/3/2026	07/29 - Bank of Marin Visa Card 5830 - Foreign Trans Fee		$ 3.00
Credit Card Charge	9515-5830	B2B Prime	8/3/2026	07/06 - B2B Prime		$ 862.74
Credit Card Charge	9515-5830	IHIRE LLC	8/3/2026	07/06 - IHIRE LLC		$ 299.00

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

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

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

Coversheet

Vote on Credit Card Statement

Section:	III. Consent Agenda
Item:	C. Vote on Credit Card Statement
Purpose:	FYI
Submitted by:	
Related Material:	September 1, 2026 Combined Credit Card Statements.pdf

Bank of Marin

September 2026 Statement Page 1 of 3
Open Date: 08/04/2026 Closing Date: 09/01/2026 Account Ending in: #### #### #### 5830

Visa® Community Card

Elan Financial Services 1-866-552-8855
BUS 30 ELN 1

ACADEMY OF ALAMEDA (CPN 001559617)

New Balance	**$9,679.58**
Minimum Payment Due	**$97.00**
Payment Due Date	**09/28/2026**

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	+	$14,222.57
Payments	-	$14,222.57CR
Other Credits		$0.00
Purchases	+	$9,679.58
Balance Transfers		$0.00
Advances		$0.00
Other Debits		$0.00
Fees Charged		$0.00
Interest Charged		$0.00
New Balance	=	**$9,679.58**
Past Due		**$0.00**
Minimum Payment Due		**$97.00**
Credit Line		$50,000.00
Available Credit		$40,320.42
Days in Billing Period		29

Payment Options: Mail payment coupon with a check | Pay online at myaccountaccess.com | Pay by phone 1-866-552-8855

No payment is required. *CPN 001559617*

0047985100550558300000097000009679580

Bank of Marin

Automatic Payment

Account Ending in:	#### #### #### 5830
Your new full balance of $9,679.58 will be automatically deducted from your account on 09/23/26.	

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

. to pay by phone
. to change your address

106481026263261 E

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

What To Do If You Think You Find A Mistake On Your Statement

If you think there is an error on your statement, please call us at the telephone number on the front of this statement, or write to us at: Elan Financial Services, P.O. Box 6335, Fargo, ND 58125-6335.

In your letter or call, give us the following information:

▶ Account information: Your name and account number.

▶ Dollar amount: The dollar amount of the suspected error.

▶ Description of Problem: If you think there is an error on your bill, describe what you believe is wrong and why you believe it is a mistake.

You must contact us within 60 days after the error appeared on your statement. While we investigate whether or not there has been an error, the following are true:

▶ We cannot try to collect the amount in question, or report you as delinquent on that amount.

▶ The charge in question may remain on your statement, and we may continue to charge you interest on that amount. But, if we determine that we made a mistake, you will not have to pay the amount in question or any interest or other fees related to that amount.

▶ While you do not have to pay the amount in question, you are responsible for the remainder of your balance.

▶ We can apply any unpaid amount against your credit limit.

Your Rights If You Are Dissatisfied With Your Credit Card Purchases

If you are dissatisfied with the goods or services that you have purchased with your credit card, and you have tried in good faith to correct the problem with the merchant, you may have the right not to pay the remaining amount due on the purchase.

To use this right, all of the following must be true:

1. The purchase must have been made in your home state or within 100 miles of your current mailing address, and the purchase price must have been more than $50. (Note: Neither of these are necessary if your purchase was based on an advertisement we mailed to you, or if we own the company that sold you the goods or services.)
2. You must have used your credit card for the purchase. Purchases made with cash advances from an ATM or with a check that accesses your credit card account do not qualify.
3. You must not yet have fully paid for the purchase.

If all of the criteria above are met and you are still dissatisfied with the purchase, contact us in writing at: Elan Financial Services, P.O. Box 6335, Fargo, ND 58125-6335. While we investigate, the same rules apply to the disputed amount as discussed above. After we finish our investigation, we will tell you our decision. At that point, if we think you owe an amount and you do not pay we may report you as delinquent.

Important Information Regarding Your Account

1. **INTEREST CHARGE:** Method of Computing Balance Subject to Interest Rate: We calculate the periodic rate or interest portion of the **INTEREST CHARGE** by multiplying the applicable Daily Periodic Rate (**"DPR"**) by the Average Daily Balance (**"ADB"**) (including new transactions) of the Purchase, Advance and Balance Transfer categories subject to interest, and then adding together the resulting interest from each category. We determine the **ADB** separately for the Purchases, Advances and Balance Transfer categories. To get the **ADB** in each category, we add together the daily balances in those categories for the billing cycle and divide the result by the number of days in the billing cycle. We determine the daily balances each day by taking the beginning balance of those Account categories (including any billed but unpaid interest, fees, credit insurance and other charges), adding any new interest, fees, and charges, and subtracting any payments or credits applied against your Account balances that day. We add a Purchase, Advance or Balance Transfer to the appropriate balances for those categories on the later of the transaction date or the first day of the statement period. Billed but unpaid interest on Purchases, Advances and Balance Transfers is added to the appropriate balances for those categories each month on the statement date. Billed but unpaid Advance Transaction Fees are added to the Advance balance of your Account on the date they are charged to your Account. Any billed but unpaid fees on Purchases, credit insurance charges, and other charges are added to the Purchase balance of the Account on the date they are charged to the Account. Billed but unpaid fees on Balance Transfers are added to the Balance Transfer balance of the Account on the date they are charged to the Account. In other words, billed and unpaid interest, fees, and charges will be included in the **ADB** of your Account that accrues interest and will reduce the amount of credit available to you. To the extent credit insurance charges, overlimit fees, Annual Fees, and/or Travel Membership Fees may be applied to your Account, such charges and/or fees are not included in the ADB calculation for Purchases until the first day of the billing cycle following the date the credit insurance charges, overlimit fees, Annual Fees and/or Travel Membership Fees (as applicable) are charged to the Account. Prior statement balances subject to an interest-free period that have been paid on or before the payment due date in the current billing cycle are not included in the **ADB** calculation. 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.

Bank of Marin

September 2026 Statement 08/04/2026 - 09/01/2026

ACADEMY OF ALAMEDA (CPN 001559617)

Elan Financial Services 1-866-552-8855

Important Messages

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

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

Your payment of $9679.58 will be automatically deducted from your bank account on 09/23/2026. Please refer to your AutoPay Terms and Conditions for further information regarding this account feature.

Effective November 2, 2026, the Arbitration Provision section of your Cardmember Agreement is changed as follows: the first sentence of the second paragraph in the Arbitration Procedure section is changed to read, "At the time of initiating arbitration, the party seeking to initiate arbitration must serve the other party with the demand for arbitration and identify the account holder(s) and account(s) at issue, including the

account number(s), and provide a short and plain statement of the claims asserted and the relief sought."

Transactions CHILCOTT,CHRISTINE Credit Limit $50000

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
			Purchases and Other Debits		
08/04	08/03	0146	EZCATER*NOAHS NEW YORK 8004881803 MA	$137.49	
08/05	08/04	7766	SP STEVE WEISS MUSIC STEVEWEISSMUS PA	$199.47	
08/05	08/04	3396	IHIRE, LLC 866-330-0196 MD	$299.00	
08/11	08/10	1349	YOUNG, MINNEY & CORR WWW.YMCLEGAL. CA	$450.00	
08/13	08/11	8246	MOUNTAIN MIKES PIZZA A ALAMEDA CA	$490.55	
08/13	08/12	9644	SAFEWAY.COM # 2708 877-505-4040 CA	$100.45	
08/14	08/11	5102	ODP BUS SOL LLC # 1029 800-463-3768 WA	$238.81	
08/14	08/14	3212	FACEBK *XNXDM22GJ4 650-5434800 DE	$500.00	
08/17	08/12	1630	ODP BUS SOL LLC # 1029 800-463-3768 WA	$178.01	
08/18	08/17	3067	FACEBK *J9L2M3JFJ4 650-5434800 DE	$63.31	
08/20	08/17	9940	ODP BUS SOL LLC # 1029 800-463-3768 WA	$704.41	
08/20	08/17	0003	ODP BUS SOL LLC # 1029 800-463-3768 WA	$428.00	
08/24	08/21	5245	HOMEDEPOT.COM 800-466-3337 GA	$763.51	
			Total for Account #### #### #### 5764	**$4,553.01**	

Transactions MCGEORGE,AMY Credit Limit $25000

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
			Purchases and Other Debits		
08/06	08/06	5714	REALLY GOOD STUFF 800-366-1920 CT	$308.00	
08/07	08/06	9126	CENTER FOR THE COLLABO 510-5330213 CA	$237.50	
08/07	08/06	7023	IN *RISAS Y SONRISAS, 512-2190225 TX	$695.00	

Continued on Next Page

Bank of Marin

September 2026 Statement 08/04/2026 - 09/01/2026 Page 3 of 3
ACADEMY OF ALAMEDA (CPN 001559617) **Elan Financial Services** 1-866-552-8855

Transactions MCGEORGE,AMY Credit Limit $25000

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
08/07	08/06	1160	CALICO SPANISH CALICOSPANISH OR	$329.00	
08/07	08/06	9167	LAKESHORE LEARNING MAT 310-537-8600 CA	$62.81	
08/10	08/05	1218	ODP BUS SOL LLC # 1011 800-463-3768 CA	$67.69	
08/11	08/10	2905	PAYPAL *GREAT MINDS 202-640-6067 DC	$105.00	
08/11	08/10	2524	ROCKALINGUA.COM ROCKALINGUA.C CA	$299.00	
08/13	08/11	8450	SAFEWAY #3281 ALAMEDA CA	$15.07	
08/14	08/13	3455	BLICK ART MATERIALS 833-315-0399 IL	$210.98	
08/17	08/14	6870	AMPLIFY EDUCATION INC 212-2138177 NY	$595.99	
08/19	08/18	7156	PLANBOOKEDU.COM PLANBOOKEDU.C NC	$30.00	
08/19	08/18	1202	WALMART+ MEMBER 2026 WWW.WALMART.C AR	$108.05	
08/20	08/19	4116	SP AUNT FLOW SHOP.GOAUNTFL OH	$334.01	
08/21	08/20	1652	PLANBOOKEDU.COM PLANBOOKEDU.C NC	$360.00	
08/25	08/24	0891	GRASSROOTS WORKSHOPS GRASSROOTSWOR CA	$900.00	
08/28	08/26	4601	OFFICEMAX/DEPOT 6602 800-463-3768 CA	$129.52	
08/31	08/28	9239	FAMILYLAUNDRY.COM WWW.FAMILYLAU CA	$139.95	
08/31	08/30	5682	SAWYER HISAWYER.COM MI	$199.00	
			Total for Account #### #### #### 0347	**$5,126.57**	

Transactions BILLING ACCOUNT ACTIVITY

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
			Payments and Other Credits		
08/24	08/24	MTC	PAYMENT THANK YOU	$14,222.57CR	
			Total for Account #### #### #### 5830	**$14,222.57CR**	

2026 Totals Year-to-Date

Total Fees Charged in 2026	$3.78
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	$9,679.58	$0.00	YES	$0.00	17.49%	
**ADVANCES	$0.00	$0.00	YES	$0.00	27.49%	

End of Statement

Coversheet

Approve EPA Actual Expenditures for 25-26

Section:	III. Consent Agenda
Item:	D. Approve EPA Actual Expenditures for 25-26
Purpose:	FYI
Submitted by:	
Related Material:	AOA_EPA_Expenditures_2025-26.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

AOA_EPA_Expenditures_2025-26.xlsx

Coversheet

Approving Prop 28 Annual Spending Report for 25-26

Section:	III. Consent Agenda
Item:	E. Approving Prop 28 Annual Spending Report for 25-26
Purpose:	FYI
Submitted by:	
Related Material:	AOA 25-26 Prop 28 Annual Report.pdf

Prop 28 - Annual Report

LEA	Academy of Alameda
Fiscal Year	2025-2026
Total Allocation	$ 106,195
Enrollment > 500? (Y/N)	Yes

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

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

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

Coversheet

Financial Presentation and Discussion

Section: IV. Board Communication
Item: A. Financial Presentation and Discussion
Purpose: Discuss
Submitted by:
Related Material: AOA August Financial Packet.pdf

vertex EDUCATION

Academy of Alameda Financial Update

Naomi Stewart

September 2026

Contents

vertex EDUCATION

August Forecast Update

2026–27 Fiscal Year

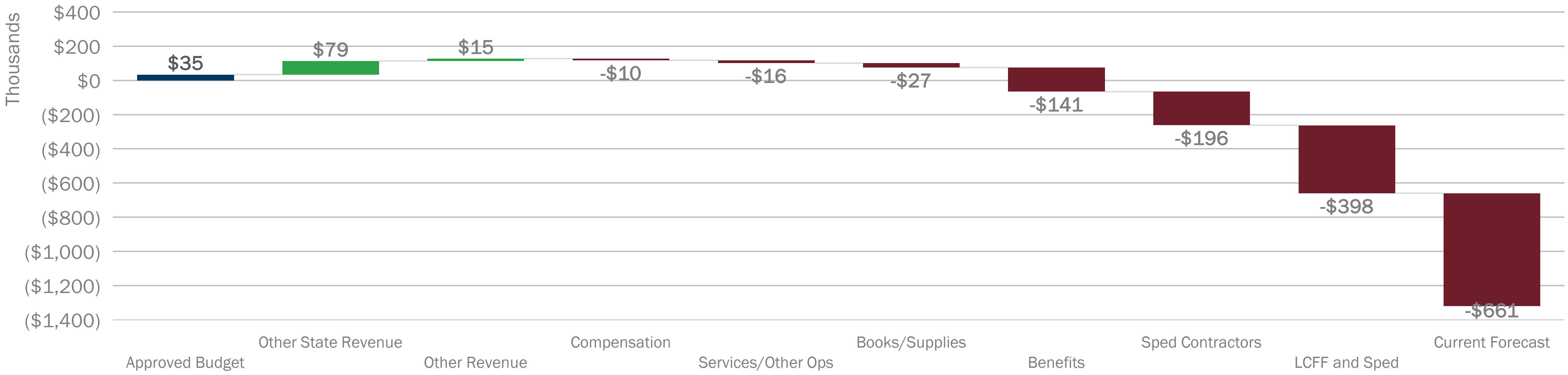
2026-27 August Forecast Update

Projected net loss of -$660k as of August

		Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast
Revenue	LCFF Entitlement	8,236,134	7,878,232	(357,902)
	Federal Revenue	268,343	269,433	1,090
	Other State Revenues	2,402,398	2,471,975	69,577
	Local Revenues	1,033,291	1,015,307	(17,984)
	Fundraising and Grants	193,573	193,573	-
	Total Revenue	**12,133,738**	**11,828,519**	**(305,219)**
Expenses	Compensation and Benefits	9,036,733	9,187,640	(150,907)
	Books and Supplies	457,795	484,393	(26,598)
	Services and Other Operating	2,592,757	2,805,599	(212,842)
	Depreciation	11,534	11,435	99
	Total Expenses	**12,098,818**	**12,489,067**	**(390,249)**
	Net Income	**34,920**	**(660,548)**	**(695,467)**
	Beginning Balance (Unaudited)	2,573,683	2,442,643	(131,040)
	Net Income	34,920	(660,548)	(695,467)
Ending Fund Balance		**2,608,603**	**1,782,096**	**(826,507)**
Fund Balance as a % of Expenses		**22%**	**14%**	**-7%**

2026-27 August Forecast v Approved Budget

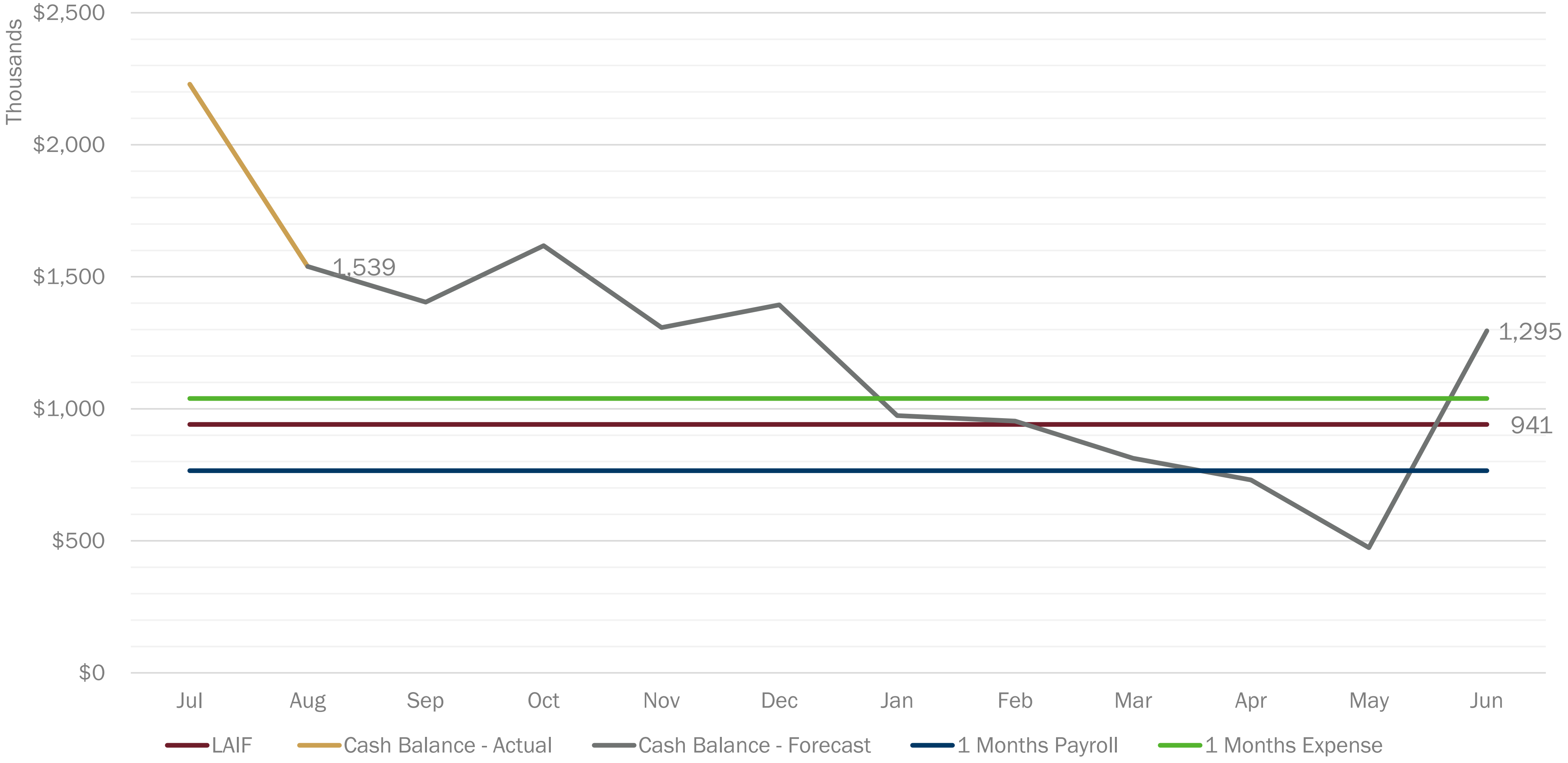
~$700k swing driven primarily by the 29 MS ADA reduction and increased SPED/benefits costs



CATEGORY	BOTTOM LINE IMPACT	NOTES
Approved Budget v1	**34,920**	
Other State Revenue	78,567	Added LREBG ($229 x 119.71 ADA); Low Incidence and Literacy Screening funds; Prop 28 Adv Appt increase
Other Revenue	14,623	Afterschool Program Rev adj per enrollment and Interest YTD; Adv Appt for Title Funding
Compensation	(10,393)	Net increase in staffing costs, driven by new positions and adjusted substitute budgeting, partially offset by salary true-ups and updated vacancy assumptions.
Services/Other Ops	(16,271)	Updated vendor LIDs per updated contracts and actuals
Books/Supplies	(26,598)	Added low incidence expense placeholder to offset revenue
Benefits	(140,514)	Increased H+W and Unemployment Insurance assumptions based on PY
Sped Contractors	(196,472)	Added three full-time sped contractors averaging $65k/contractor
LCFF and Sped	(398,409)	Revenue reduction due to ADA adjustment from 631 to 602 (-29 ADA)
Current Forecast	(660,548)	

2026-27 Cash Flow Forecast

$1.5M August ending cash w/ LAIF buffer (actual $597k w/o LAIF), ~12 DCOH through December



Next Steps

Implement material forecast changes ahead of 1st Interims in December

Monitor enrollment and spending trends over the next several months

Working with Leadership Team and Finance Committee to identify offsets for the MS ADA-driven budget shortfall

vertex EDUCATION

Exhibits

Academy of Alameda Middle
Income Statement
As of Aug FY2027

	Actual		YTD	Budget & Forecast					
	Jul	Aug	Actual YTD	Approved Budget v1	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY									
Revenue									
LCFF Entitlement	-	169,746	169,746	8,236,134	8,236,134	7,878,232	(357,902)	7,708,486	2%
Federal Revenue	-	-	-	268,343	268,343	269,433	1,090	269,433	0%
Other State Revenues	-	43,764	43,764	2,402,398	2,402,398	2,471,975	69,577	2,428,211	2%
Local Revenues	69,196	27,255	96,451	1,033,291	1,033,291	1,015,307	(17,984)	918,856	9%
Fundraising and Grants	1,765	188,030	189,795	193,573	193,573	193,573	-	3,778	98%
Total Revenue	**70,961**	**428,795**	**499,756**	**12,133,738**	**12,133,738**	**11,828,519**	**(305,219)**	**11,328,763**	**4%**
Expenses									
Compensation and Benefits	333,057	766,355	1,099,411	9,036,733	9,036,733	9,187,640	(150,907)	8,088,228	12%
Books and Supplies	140,167	26,833	167,000	457,795	457,795	484,393	(26,598)	317,393	34%
Services and Other Operating Expenditures	126,733	128,722	255,455	2,592,757	2,592,757	2,805,599	(212,842)	2,550,144	9%
Depreciation	-	-	-	11,534	11,534	11,435	99	11,435	0%
Other Outflows & Amortization	-	-	-	-	-	-	-	-	
Total Expenses	**599,957**	**921,910**	**1,521,867**	**12,098,818**	**12,098,818**	**12,489,067**	**(390,249)**	**10,967,200**	**12%**
Net Income	**(528,996)**	**(493,115)**	**(1,022,111)**	**34,920**	**34,920**	**(660,548)**	**(695,467)**	**361,563**	
Fund Balance									
Beginning Balance (Unaudited)				2,573,683	2,573,683	2,442,643	(131,040)		
Net Income				34,920	34,920	(660,548)	(695,467)		
Ending Fund Balance				**2,608,603**	**2,608,603**	**1,782,096**	**(826,507)**		
Fund Balance as a % of Expenses				22%	22%	14%	-7%		
KEY ASSUMPTIONS									
Enrollment Summary									
K-3				246	246	246	-		
4-6				216	216	197	(19)		
7-8				214	214	202	(12)		
Total Enrolled				**676**	**676**	**645**	**(31)**		
ADA %									
K-3				93.4%	93.4%	93.4%	0.0%		
4-6				93.4%	93.4%	93.4%	0.0%		
7-8				93.4%	93.4%	93.4%	0.0%		
Average ADA %				**93.4%**	**93.4%**	**93.4%**	**0.0%**		
ADA									
K-3				229.76	229.76	229.76	-		
4-6				201.74	201.74	184.00	(17.74)		

Academy of Alameda Middle
Income Statement
As of Aug FY2027

		Actual		YTD	Budget & Forecast					
		Jul	Aug	Actual YTD	Approved Budget v1	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
	7-8				199.88	199.88	188.67	(11.21)		
	Total ADA				**631.38**	**631.38**	**602.43**	**(28.95)**		
REVENUE										
LCFF Entitlement										
8011	Charter Schools General Purpose Entitlement - State Aid	-	169,746	169,746	3,591,886	3,591,886	3,471,487	(120,399)	3,301,741	5%
8012	Education Protection Account Entitlement	-	-	-	1,573,443	1,573,443	1,465,802	(107,641)	1,465,802	0%
8096	Charter Schools in Lieu of Property Taxes	-	-	-	3,070,805	3,070,805	2,940,943	(129,862)	2,940,943	0%
	SUBTOTAL - LCFF Entitlement	**-**	**169,746**	**169,746**	**8,236,134**	**8,236,134**	**7,878,232**	**(357,902)**	**7,708,486**	**2%**
Federal Revenue										
8181	Special Education - Entitlement	-	-	-	95,634	95,634	95,634	-	95,634	0%
8291	Title I	-	-	-	132,998	132,998	132,998	-	132,998	0%
8292	Title II	-	-	-	18,574	18,574	18,574	-	18,574	0%
8293	Title III	-	-	-	10,805	10,805	11,704	899	11,704	0%
8294	Title IV	-	-	-	10,332	10,332	10,523	191	10,523	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**268,343**	**268,343**	**269,433**	**1,090**	**269,433**	**0%**
Other State Revenue										
8381	Special Education - Entitlement (State	-	-	-	833,976	833,976	833,976	-	833,976	0%
8382	Special Education Reimbursement (State	-	2,681	2,681	55,044	55,044	52,896	(2,149)	50,215	5%
8550	Mandated Cost Reimbursements	-	-	-	13,138	13,138	13,263	124	13,263	0%
8560	State Lottery Revenue	-	-	-	179,371	179,371	172,405	(6,966)	172,405	0%
8590	All Other State Revenue	-	-	-	370,000	370,000	444,962	74,962	444,962	0%
8591	Prop 28 Arts & Music in Schools	-	6,148	6,148	119,370	119,370	122,959	3,589	116,811	5%
8593	ELO-Program (2600)	-	34,935	34,935	703,289	703,289	703,306	17	668,371	5%
8595	Afterschool (ASES)	-	-	-	128,210	128,210	128,210	-	128,210	0%
	SUBTOTAL - Other State Revenue	**-**	**43,764**	**43,764**	**2,402,398**	**2,402,398**	**2,471,975**	**69,577**	**2,428,211**	**2%**
Local Revenue										
8639	All Other Sales	-	-	-	1,284	1,284	1,284	-	1,284	0%
8660	Interest	-	-	-	734	734	2,865	2,131	2,865	0%
8662	Net Increase (Decrease	-	-	-	44,000	44,000	44,000	-	44,000	0%
8676	After School Program Revenue	64,848	14,729	79,577	231,316	231,316	242,717	11,402	163,140	33%
8690	Other Local Revenue	-	891	891	20,000	20,000	20,000	-	19,109	4%
8693	Field Trips	4,348	11,492	15,840	17,140	17,140	17,140	-	1,300	92%
8699	All Other Local Revenue	-	143	143	27,901	27,901	27,901	-	27,758	1%
8701	Art and Music Fundraising	-	-	-	3,555	3,555	3,555	-	3,555	0%
8702	Measure E Parcel Tax	-	-	-	687,361	687,361	655,844	(31,517)	655,844	0%
	SUBTOTAL - Local Revenue	**69,196**	**27,255**	**96,451**	**1,033,291**	**1,033,291**	**1,015,307**	**(17,984)**	**918,856**	**9%**

Academy of Alameda Middle
Income Statement
As of Aug FY2027

		Actual		YTD	Budget & Forecast					
		Jul	Aug	Actual YTD	Approved Budget v1	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Fundraising and Grants										
8802	Donations - Private	1,465	188,030	189,495	192,350	192,350	192,350	-	2,855	99%
8804	School Culture Fundraising	300	-	300	1,223	1,223	1,223	-	923	25%
	SUBTOTAL - Fundraising and Grants	**1,765**	**188,030**	**189,795**	**193,573**	**193,573**	**193,573**	**-**	**3,778**	**98%**
TOTAL REVENUE		**70,961**	**428,795**	**499,756**	**12,133,738**	**12,133,738**	**11,828,519**	**(305,219)**	**11,328,763**	**4%**
EXPENSES										
Compensation & Benefits										
Certificated Salaries										
1100	Teachers Salaries	6,764	236,670	243,434	2,713,166	2,713,166	2,619,109	94,058	2,375,675	9%
1101	Teacher - Stipends	5,884	3,275	9,159	80,600	80,600	80,600	-	71,441	11%
1103	Teacher - Substitute Pay	-	9,796	9,796	74,957	74,957	173,606	(98,649)	163,810	6%
1148	Teacher - Special Ed	10,645	18,132	28,778	127,121	127,121	210,099	(82,978)	181,322	14%
1200	Certificated Pupil Support Salaries	-	3,274	3,274	54,000	54,000	38,966	15,034	35,692	8%
1201	Certificated Pupil Support - School Psychologist	-	19,475	19,475	214,222	214,222	214,222	-	194,747	9%
1202	Certificated Pupil Support - Counselor	-	15,981	15,981	175,786	175,786	202,698	(26,912)	186,717	8%
1203	Certificated Pupil Support Salaries - Custom 3	-	986	986	51,219	51,219	42,595	8,624	41,609	2%
1300	Certificated Supervisor & Administrator Salaries	45,355	45,355	90,709	544,256	544,256	544,256	-	453,547	17%
1950	Other Cert - Instructional Coaches	-	41,771	41,771	560,975	560,975	486,162	74,813	444,391	9%
	SUBTOTAL - Certificated Salaries	**68,648**	**394,713**	**463,361**	**4,596,302**	**4,596,302**	**4,612,312**	**(16,010)**	**4,148,951**	**10%**
Classified Salaries										
2100	Classified Instructional Aide Salaries	31,221	56,253	87,473	703,611	703,611	711,339	(7,728)	623,866	12%
2201	Classified Support - Restorative Justice coordinator	7,368	14,142	21,510	81,693	81,693	162,375	(80,682)	140,865	13%
2202	Classified Support - School Culture Coordinator	-	18,640	18,640	214,326	214,326	216,272	(1,946)	197,632	9%
2300	Classified Supervisor & Administrator Salaries	20,043	20,043	40,086	239,965	239,965	240,513	(548)	200,428	17%
2400	Classified Clerical & Office Salaries	13,816	21,120	34,936	243,954	243,954	233,015	10,939	198,079	15%
2905	Other Classified - After School	42,972	24,864	67,836	645,963	645,963	560,382	85,582	492,545	12%
	SUBTOTAL - Classified Salaries	**115,419**	**155,062**	**270,481**	**2,129,512**	**2,129,512**	**2,123,895**	**5,618**	**1,853,414**	**13%**
Employee Benefits										
3100	STRS	9,667	72,665	82,332	832,085	832,085	837,977	(5,892)	755,646	10%
3300	OASDI-Medicare-Alternative	10,578	17,794	28,372	242,502	242,502	241,384	1,118	213,012	12%
3400	Health & Welfare Benefits	99,824	94,738	194,562	918,922	918,922	1,033,496	(114,574)	838,934	19%
3500	Unemployment Insurance	6,355	18,811	25,166	132,496	132,496	154,637	(22,141)	129,471	16%
3600	Workers Comp Insurance	17,823	5,941	23,764	71,294	71,294	73,425	(2,131)	49,661	32%
3900	Other Employee Benefits	4,743	6,631	11,374	113,620	113,620	110,514	3,107	99,139	10%
	SUBTOTAL - Employee Benefits	**148,990**	**216,580**	**365,570**	**2,310,919**	**2,310,919**	**2,451,433**	**(140,514)**	**2,085,863**	**15%**
Books & Supplies										

Academy of Alameda Middle
Income Statement
As of Aug FY2027

		Actual		YTD	Budget & Forecast					
		Jul	Aug	Actual YTD	Approved Budget v1	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
4200	Books & Other Reference Materials	75,435	5,308	80,743	148,651	148,651	148,651	-	67,909	54%
4320	Educational Software	46,401	1,251	47,652	51,099	51,099	51,099	-	3,447	93%
4325	Instructional Materials & Supplies	5,006	6,897	11,903	69,389	69,389	69,389	-	57,486	17%
4326	Art & Music Supplies	-	1,670	1,670	16,320	16,320	16,836	(516)	15,166	10%
4330	Office Supplies	720	1,203	1,923	15,918	15,918	15,918	-	13,995	12%
4335	PE Supplies	346	903	1,249	4,397	4,397	4,397	-	3,147	28%
4340	Professional Development Supplies	-	-	-	2,431	2,431	2,431	-	2,431	0%
4345	Non Instructional Student Materials & Supplies	-	826	826	9,860	9,860	9,860	-	9,034	8%
4350	Uniforms	-	-	-	110	110	110	-	110	0%
4351	Yearbook	6,818	-	6,818	13,526	13,526	13,526	-	6,708	50%
4352	Afterschool Supplies	-	763	763	20,000	20,000	20,000	-	19,237	4%
4353	Summerschool Supplies	278	329	607	10,612	10,612	10,612	-	10,005	6%
4354	Middle school Athletics	-	1,610	1,610	3,964	3,964	3,964	-	2,354	41%
4355	Org Culture supplies	3,334	-	3,334	11,349	11,349	11,349	-	8,015	29%
4360	Books and Supplies - Sped	298	717	1,015	2,653	2,653	28,735	(26,082)	27,720	4%
4410	Classroom Furniture, Equipment & Supplies	-	497	497	11,907	11,907	11,907	-	11,411	4%
4420	Computers: individual items less than $5k	1,097	1,614	2,711	19,768	19,768	19,768	-	17,057	14%
4423	Additional Technology	-	-	-	9,742	9,742	9,742	-	9,742	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	408	636	1,044	6,417	6,417	6,417	-	5,373	16%
4700	Food	27	2,307	2,334	20,132	20,132	20,132	-	17,798	12%
4720	Other Food	-	302	302	9,551	9,551	9,551	-	9,249	3%
	SUBTOTAL - Books and Supplies	**140,167**	**26,833**	**167,000**	**457,795**	**457,795**	**484,393**	**(26,598)**	**317,393**	**34%**
Services & Other Operating Expenses										
5210	Conference Fees	-	-	-	2,809	2,809	2,809	-	2,809	0%
5220	Travel and Lodging	-	-	-	11,142	11,142	11,142	-	11,142	0%
5305	Dues & Membership - Professional	-	-	-	9,648	9,648	9,648	-	9,648	0%
5310	Subscriptions	55	948	1,003	78,012	78,012	77,187	825	76,184	1%
5400	Insurance	37,102	12,367	49,469	151,739	151,739	148,405	3,334	98,936	33%
5510	Utilities - Gas and Electric	-	-	-	1,082	1,082	1,082	-	1,082	0%
5515	Janitorial, Gardening Services & Supplies	37,689	16,218	53,907	232,320	232,320	238,935	(6,615)	185,028	23%
5525	Utilities - Waste	-	4,375	4,375	56,429	56,429	59,414	(2,985)	55,039	7%
5605	Equipment Leases	1,182	1,182	2,364	24,196	24,196	14,183	10,012	11,820	17%
5611	Prop 39 Related Costs	138	18	156	290,843	290,843	290,843	-	290,687	0%
5615	Repairs and Maintenance - Building	-	214	214	12,734	12,734	12,734	-	12,520	2%
5617	Repairs and Maintenance - Other Equipment	-	-	-	2,165	2,165	2,165	-	2,165	0%
5619	Non-Cash Lease Adjustment	-	-	-	-	-	9,172	(9,172)	9,172	0%
5803	Accounting Fees	-	-	-	2,045	2,045	2,045	-	2,045	0%
5804	Internal Audit & Accounting support	590	4,318	4,908	26,320	26,320	26,320	-	21,413	19%
5805	Administrative Fees	3,174	-	3,174	4,299	4,299	4,299	-	1,125	74%
5809	Banking Fees	332	114	446	1,804	1,804	1,804	-	1,358	25%
5812	Business Services	17,167	17,167	34,333	206,000	206,000	206,000	-	171,667	17%
5815	Consultants - Instructional	-	-	-	28,755	28,755	23,416	5,339	23,416	0%

Academy of Alameda Middle
Income Statement
As of Aug FY2027

		Actual		YTD	Budget & Forecast					
		Jul	Aug	Actual YTD	Approved Budget v1	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5818	Coaching	-	-	-	25,000	25,000	25,000	-	25,000	0%
5819	School Culture Initiatives	576	380	955	65,272	65,272	65,272	-	64,316	1%
5820	Consultants - Non Instructional - Custom 1	-	44	44	12,300	12,300	15,518	(3,218)	15,474	0%
5824	District Oversight Fees	-	-	-	279,528	279,528	277,638	1,890	277,638	0%
5828	Translators	103	35	138	2,066	2,066	2,066	-	1,929	7%
5830	Field Trips Expenses	1,894	6,953	8,847	44,852	44,852	44,852	-	36,005	20%
5833	Fines and Penalties	-	-	-	216	216	216	-	216	0%
5834	Afterschool & Summer Services	368	6,476	6,844	12,963	12,963	8,990	3,974	2,146	76%
5836	Fingerprinting	-	790	790	8,489	8,489	8,489	-	7,699	9%
5839	Fundraising Expenses	-	-	-	3,891	3,891	3,891	-	3,891	0%
5845	Legal Fees	464	1,716	2,180	63,672	63,672	63,672	-	61,493	3%
5846	Loan and Financing Fees	-	-	-	271	271	271	-	271	0%
5848	Licenses and Other Fees	-	-	-	1,396	1,396	1,396	-	1,396	0%
5851	Marketing and Student Recruiting	8,013	8,314	16,327	162,129	162,129	162,129	-	145,802	10%
5857	Payroll Fees	874	794	1,668	7,633	7,633	7,633	-	5,965	22%
5860	Printing and Reproduction	907	269	1,176	7,993	7,993	7,993	-	6,817	15%
5861	Prior Yr Exp (not accrued	-	566	566	-	-	566	(566)	-	100%
5863	Professional Development	-	-	-	81,647	81,647	81,647	-	81,647	0%
5869	Special Education Contract Instructors	400	34,739	35,139	420,000	420,000	616,472	(196,472)	581,333	6%
5875	Staff Recruiting	714	656	1,370	18,557	18,557	18,557	-	17,187	7%
5880	Student Health Services	11	121	132	10,612	10,612	10,612	-	10,481	1%
5881	Student Information System	-	-	-	9,323	9,323	9,323	-	9,323	0%
5884	Substitutes	3,240	9,842	13,082	155,455	155,455	155,455	-	142,373	8%
5887	Technology Services	11,742	-	11,742	53,320	53,320	53,320	-	41,578	22%
5898	Bad Debt Expense	-	-	-	-	-	19,188	(19,188)	19,188	0%
5899	Miscellaneous Operating Expenses	-	-	-	3,177	3,177	3,177	-	3,177	0%
5915	Postage and Delivery	-	109	109	541	541	541	-	433	20%
5920	Communications - Telephone & Fax	-	-	-	108	108	108	-	108	0%
	SUBTOTAL - Services & Other Operating Exp.	**126,733**	**128,722**	**255,455**	**2,592,757**	**2,592,757**	**2,805,599**	**(212,842)**	**2,550,144**	**9%**
Capital Outlay & Depreciation										
6900	Depreciation	-	-	-	11,534	11,534	11,435	99	11,435	0%
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**11,534**	**11,534**	**11,435**	**99**	**11,435**	**0%**
Other Outflows & Amortization										
	SUBTOTAL - Other Outflows & Amortization	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
TOTAL EXPENSES		**599,957**	**921,910**	**1,521,867**	**12,098,818**	**12,098,818**	**12,489,067**	**(390,249)**	**10,967,200**	**12%**

Academy of Alameda Middle
Monthly Cash Forecast
As of Aug FY2027

	2026-27 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**593,526**	**2,229,351**	**1,538,792**	**1,403,762**	**1,617,811**	**1,307,602**	**1,393,393**	**973,961**	**953,851**	**812,863**	**730,258**	**474,105**		
REVENUE														
LCFF Entitlement	-	169,746	763,307	670,148	548,613	959,871	548,613	548,613	840,764	713,751	517,304	883,754	7,878,232	713,750
Federal Revenue	-	-	-	-	43,450	-	-	43,450	-	-	43,450	95,634	269,433	43,450
Other State Revenue	-	43,764	132,100	595,776	136,092	241,716	78,775	406,447	113,741	246,617	212,728	309,343	2,471,975	(45,126)
Other Local Revenue	69,196	27,255	55,852	8,481	24,753	64,320	10,131	23,611	49,831	15,913	27,795	631,852	1,015,307	6,317
Fundraising & Grants	1,765	188,030	102	102	102	102	102	102	102	102	102	2,856	193,573	-
TOTAL REVENUE	**70,961**	**428,795**	**951,361**	**1,274,508**	**753,011**	**1,266,010**	**637,621**	**1,022,223**	**1,004,438**	**976,383**	**801,379**	**1,923,438**	**11,828,519**	**718,391**
EXPENSES														
Certificated Salaries	68,648	394,713	416,869	410,104	410,104	458,742	408,856	408,856	408,856	408,856	408,856	408,856	4,612,312	-
Classified Salaries	115,419	155,062	174,472	184,145	184,145	192,322	186,388	186,388	186,388	186,388	186,388	186,388	2,123,895	-
Employee Benefits	148,990	216,580	188,373	207,505	207,505	218,329	207,524	207,524	207,524	207,524	207,524	207,524	2,451,433	19,005
Books & Supplies	140,167	26,833	52,153	28,967	28,967	28,967	29,858	29,858	29,858	29,858	29,858	29,050	484,393	-
Services & Other Operating Expenses	126,733	128,722	285,748	240,833	243,594	292,953	224,427	209,707	312,799	226,362	224,907	250,100	2,805,599	38,714
Capital Outlay & Depreciation	-	-	2,859	953	953	953	953	953	953	953	953	953	11,435	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**599,957**	**921,910**	**1,120,474**	**1,072,506**	**1,075,267**	**1,192,266**	**1,058,006**	**1,043,286**	**1,146,378**	**1,059,941**	**1,058,486**	**1,082,872**	**12,489,067**	**57,719**
Operating Cash Inflow (Outflow)	**(528,996)**	**(493,115)**	**(169,113)**	**202,002**	**(322,256)**	**73,744**	**(420,385)**	**(21,063)**	**(141,940)**	**(83,558)**	**(257,107)**	**840,567**	**(660,548)**	**660,672**
Accounts Receivable	1,951,288	45,918	35,540	15,410	15,410	15,410	-	-	-	-	-	-		
Investments	288,004	-	-	-	-	-	-	-	-	-	-	-		
Other Current Assets	122,388	-	-	-	-	-	-	-	-	-	-	-		
Fixed Assets	-	-	2,859	953	953	953	953	953	953	953	953	953		
ROU Assets	-	-	-	-	-	-	-	-	-	-	-	15,278		
Accounts Payable	(47,946)	(80,767)	(4,316)	(4,316)	(4,316)	(4,316)	-	-	-	-	-	-		
Other Current Liabilities	(3,788)	-	-	-	-	-	-	-	-	-	-	-		
Summer Holdback	(145,124)	16,965	-	-	-	-	-	-	-	-	-	-	-	
Deferred Revenue	-	(179,560)	-	-	-	-	-	-	-	-	-	(29,300)		
ROU Long-Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	(6,106)		
Ending Cash	**2,229,351**	**1,538,792**	**1,403,762**	**1,617,811**	**1,307,602**	**1,393,393**	**973,961**	**953,851**	**812,863**	**730,258**	**474,105**	**1,295,496**		

Coversheet

Vote on LCAP Revision

Section: IV. Board Communication
Item: B. Vote on LCAP Revision
Purpose: Vote
Submitted by:
Related Material: Revised Academy of Alameda 2026-27 LCAP FINAL.pdf

LCFF Budget Overview for Parents

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

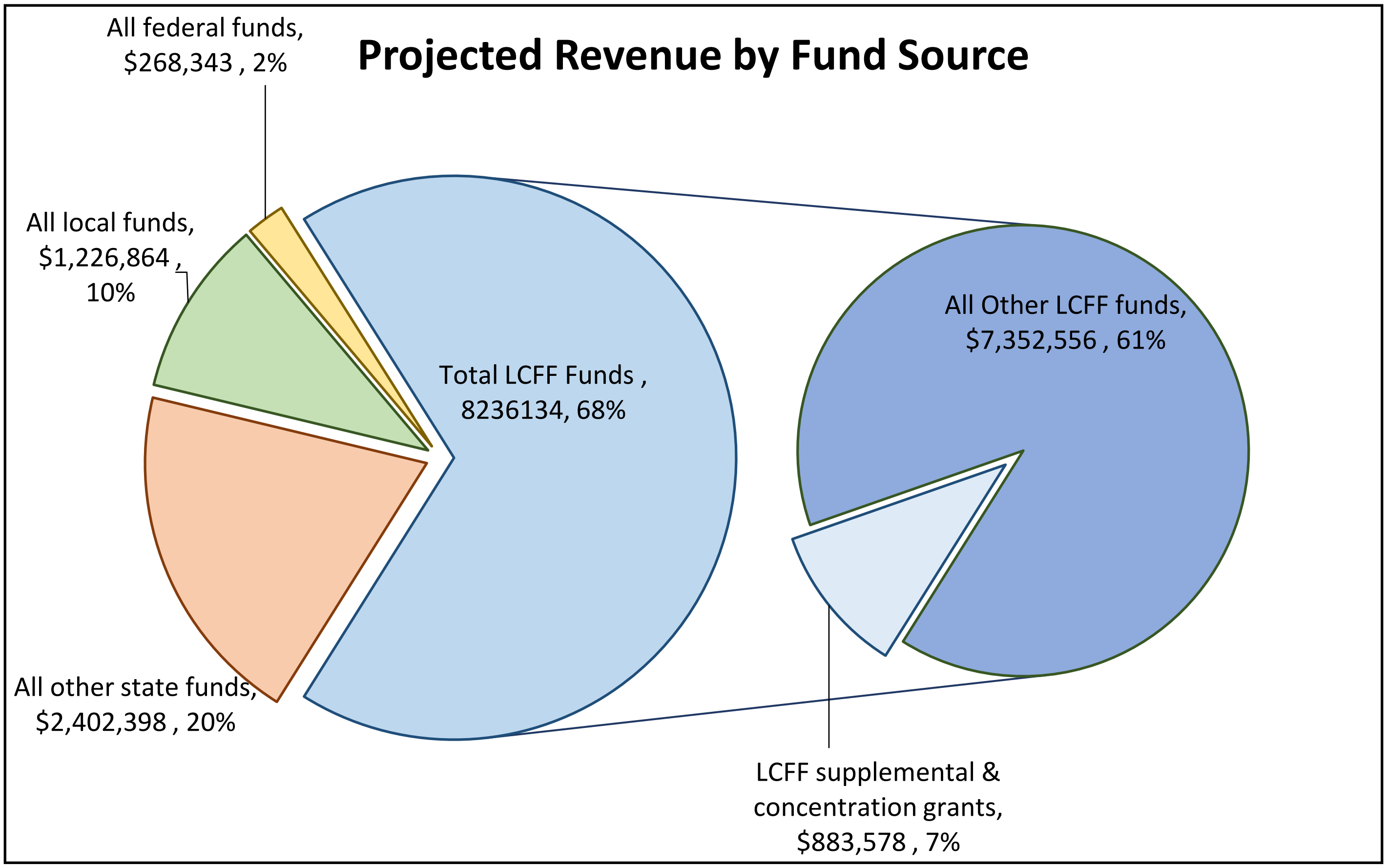
CDS Code: 01 61119 0122085

School Year: 2026-27

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

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

Budget Overview for the 2026-27 School Year

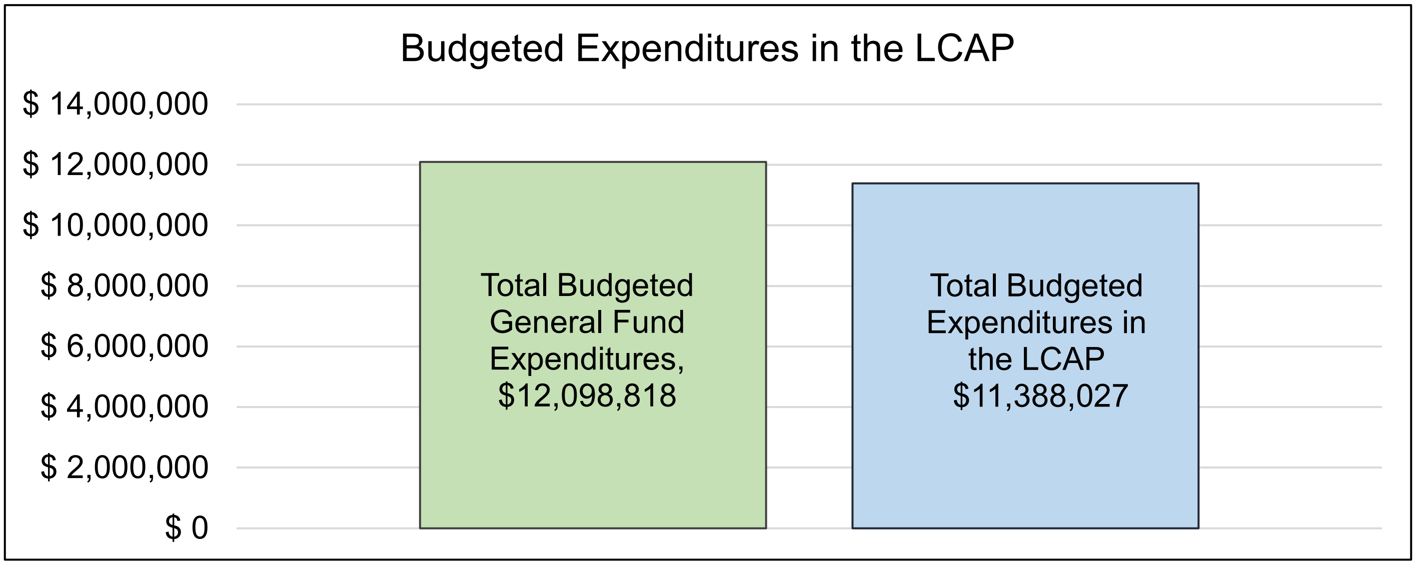


This chart shows the total general purpose revenue The Academy of Alameda expects to receive in the coming year from all sources.

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

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: The Academy of Alameda plans to spend $12,098,818.00 for the 2026-27 school year. Of that amount, $11,388,027.00 is tied to actions/services in the LCAP and $710,791.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

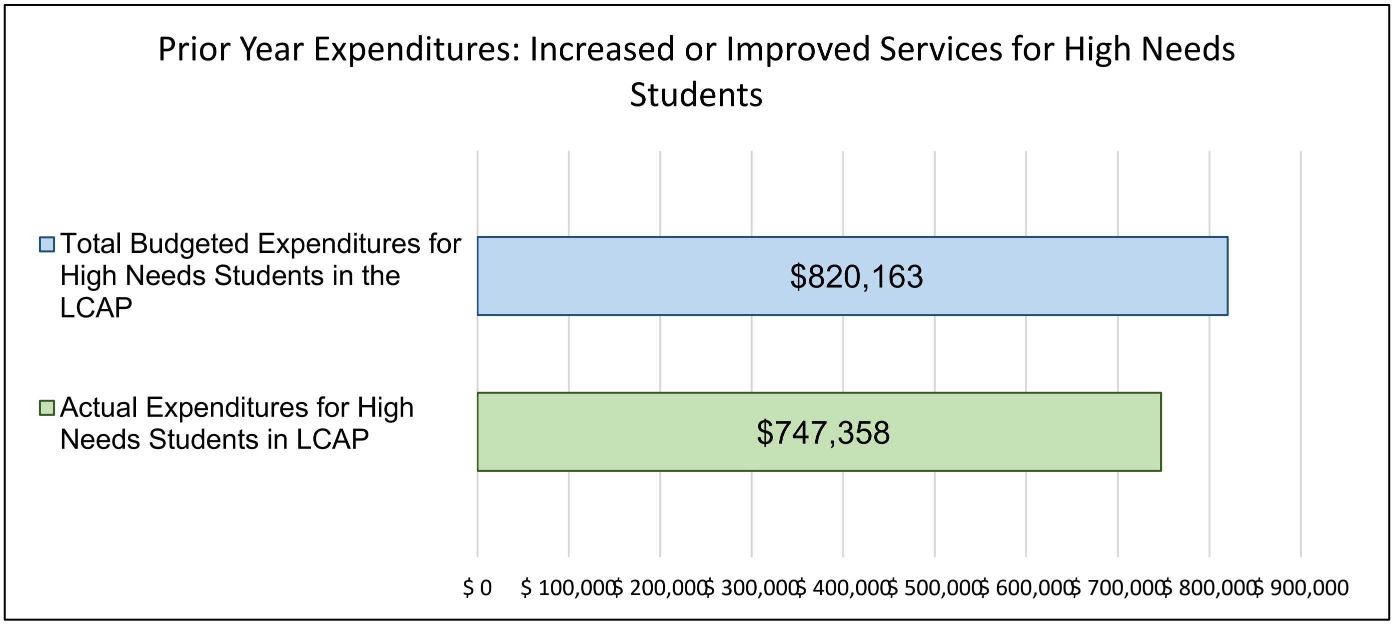
The budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) are oversight fees, legal fees, business expenses and other operating expenses.

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

In 2026-27, The Academy of Alameda is projecting it will receive $883,578.00 based on the enrollment of foster youth, English learner, and low-income students. The Academy of Alameda must describe how it intends to increase or improve services for high needs students in the LCAP. The Academy of Alameda plans to spend $934,667.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

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

Actual expenditures were lower than budgeted primarily due to the reallocation of additional state funding sources used.

Local Control and Accountability Plan

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

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

Plan Summary 2026-27

General Information

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

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

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

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

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

Goal 1: Effective Instruction, Challenging Curriculum, and Enrichment Opportunities: Increase the academic outcomes of all students by providing them with multiple pathways to be successful through a culturally responsive and deeply engaging education.
Goal 2: Empower Students and Eliminate Barriers: Implement comprehensive social-emotional programs that foster a sense of belonging and cultivate successful student outcomes and school engagement.
Goal 3: Two-Way Communication and Effective Family Engagement: Provide transparent communication to stakeholders through effective two-way communication that develops an inclusive family involvement plan where all members have the opportunity to connect and provide feedback, and to get involved both at the school level and/or directly with their child's education.

Reflections: Annual Performance

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

2025 Dashboard Performance

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

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

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

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

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

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

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

Lowest Performing Student Groups

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

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

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

Learning Recovery and Emergency Block Grant

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

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal 1

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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

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

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

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

Goal Analysis for 2025-26

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

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

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

Successes:

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

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

Challenges:

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

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

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

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

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

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

Action 1.2 Multi-Tiered Systems of Support and Action 1.5 English Language Development were also partially effective in achieving desired literacy and English Learner outcomes. CAASPP ELA proficiency rates declined overall and for several student groups compared to baseline levels. In addition, English learner outcomes on the English Learner Progress Indicator (ELPI) improved from the previous year and are getting back to baseline levels.

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

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

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

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

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

Actions

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

1.2	Multi-Tiered Systems of Support	We will continue to provide targeted Tier 2 and Tier 3 supports to students including the following: ● Two Literacy Aides in the elementary school program who will support students with researched based phonics instruction in a differentiated setting. ● Peer Teach (Math): develop ways for Math teachers to build within small groups and allows teachers to establish tutorial time, running small groups, and working in conjunction with the 6th grade math teacher. Peer teach allows math teachers to look at student data from STAR testing and utilize teacher-created formative and summative assessments to pull small groups for targeted intervention connected to specific skills and learning targets. This will allow us to increase access to grade-level material for all students while also targeting any gaps in math skills that will lead to learning acceleration. In addition, afterschool academic assistance and elementary small-group math intervention support will be provided to students needing additional targeted support in foundational and grade-level math skills. ● Peer Tutoring for Math support during tutorial (class Tues, Thurs, Friday) ● Peer Tutoring for all subjects in MS - peer tutors push in during tutorial periods as needed	$ 791,857	Yes

1.3	Instructional Materials, Supplies, and Technology	• We provide high-quality instructional materials and supplies to students to ensure quality instructional experiences. In addition, we provide additional materials requested by teachers to support their work with students. We provide technology to support learning, including classroom Chromebook carts, document cameras, and projectors for all teachers. We work with Techabee to provide additional support for software and hardware.
		• Elementary School: We utilize a variety of curricular and instructional materials including SIPPS, Making Meaning and Being a Writer (K-1), Wit and Wisdom (2-5), Eureka Squared (TK-5), Zearn, Mystery Science, Beast Academy (Math enrichment), CKLA TK ELA (TK), RULER for SEL (TK-5).
		• Middle School:
		  ○ We utilize a variety of curricular and instructional materials. This includes Open-Up Resources, Peer Teach, and Zearn Math curriculum, Language Live!, novels for literature circles and units of study in ELA and Social Studies, materials for science labs for our NGSS-aligned science courses, and curriculum for our Reading Lab intervention course. In 2025-26, the school implemented a pilot program utilizing Lexia, an online reading intervention program, as part of ELA intervention support and to provide additional targeted literacy intervention.
		  ○ Advanced Math Program (AMP) continues to grow and is a draw for incoming middle school families.
		  ○ We also provide access to educational technology to enhance learning experiences and increase learning personalization in the classroom (SIPPS, Summit K12). We also provide our PE, Music, Art, and Technology elective teachers with a budget to provide high-quality and engaging materials for students. We utilize Edficiency, a web-based program, to support scheduling prioritization for Tier 2 support.
			$ 357,727	No

1.4	Professional Education	• The school provides opportunities for professional development throughout the school year. We believe that strong, ongoing professional development and planning is key to student success. This includes professional learning communities (PLCs), curriculum training and consulting, and education conferences. Additionally, the principal receives coaching through UC Berkeley. • We are pursuing several strands of professional development for teachers and staff in order to make sure we are increasing intellectual achievement and providing multiple pathways to success. Professional learning opportunities also include identity safety and inclusive practices training to support LGBTQ+ students and families and foster safe, supportive, and inclusive school environments for all students. • In the Middle School, we are focusing on student-centered instructional models and implementing competency-based grading in partnership with Building 21, an organization supporting the implementation of this initiative. • In addition, as part of professional learning, the school is facilitating cross-grade level inquiry groups to collaboratively explore and address problems of practice.	$ 135,402	No

1.5	English Language Development	● We provide a structured English Immersion program to support English learners in acquiring academic and conversational English. ● Small tutorial group, individualized support; Work 1:1 or in small groups with students during the Middle School flex Tutorial period. ● Continue implementation of the Project GLAD model and other high-leverage strategies and teaching strategies through Professional Development and teacher coaching. ● EL Support embedded in curriculum and support systems (professional development, planning, ensuring ELs have access to curriculum (front loading vocabulary) ● Emerging Bilingual Support: ○ New students are identified in the enrollment process; the ELPAC provides reclassification data for current ELs ○ Academic Dean and consultant work with parents/guardians of our emerging bilingual students through the ELAC structure to provide additional support and to get feedback on our EL program. ● Long Term English Learner Support: ○ AOA will monitor Long Term English Learner data to identify LTELs at the beginning of the year to provide supports and ensure they are making progress towards English language proficiency. Students and parents will receive information about the importance of taking and trying one's best on the ELPAC, so that students can move towards qualification for reclassification as fluent English proficient.	$ -	No

1.6	Special Education	• The Academy continues to enroll and support students with disabilities with focused services. The Academy ensures that a free and appropriate education is provided to all students with exceptional needs. The Academy provides related services, such as Speech, OT/AT, DHH, and APE, by hiring credentialed or licensed providers through private agencies or independent contractors. Specialized Academic Instruction is provided by our two Education Specialists in the Middle School, and two Education Specialists in the Elementary School. The school has a Special Education Administrator that supports Middle and Elementary Case Managers. Special Education Instructional Aides support general education teachers with the implementation of students' accommodations, and provide targeted specialized academic instruction under the direct supervision of the Education Specialists. One-to-one Instructional Aides will be hired as needed, as documented in students' IEPs. • To continue to strengthen our full inclusion program, Education Specialists will continue to receive training through the SELPA regarding IEP goal writing, PBIS and Universal Design for Learning (UDL) techniques to support the collaboration with general education teachers. Instructional Aides will take part in weekly professional development meetings to increase their positive impact in supporting students with disabilities in general education classes. • As a part of our Special Education plan, the SPED department will continue to engage in co-teaching training and exploration in order to better support students with disabilities in general education classrooms, as well as all students through increased support for differentiation. Education specialists and general education teachers will engage in increased collaborative planning time. • Extended Year Programs are offered through the SPED department for students with IEPs, as needed. • Support is provided through small group instruction, 1:1 sessions, push-in and pull-out models, and with the assistance of aides aligned to students' IEPs. • Implementation of Goalbook to support differentiated curriculum planning and IEP goal writing. • Additional reading support provided by the Special Education administrator, Education Specialists, and Instructional Aides.	$ 984,654	No

		● Use of Sound Partners and SIPPS for elementary-level reading intervention. ● Use of SIPPS for reading intervention at the middle school level.		
1.7	After School, Summer, & Extended Year Programs	● Our afterschool program runs from 3:30pm to 6:30pm five days a week. Students in the afterschool program receive homework support and can take enrichment classes offered by our afterschool staff, such as art, basketball, and entrepreneurship. Some of our afterschool staff work as campus supervisors during the school day to increase the connection between the regular school day and the after-school program. ● Our after-school staff also runs our summer program for approximately 6 weeks during the summer. This program focuses on academic and enrichment opportunities for students and specialized sports camps. ● For the Middle School, we utilize the ASES (middle school) grant to offer the program at a low cost to our families. ● The Academy also receives the Expanding Learning Opportunities Program grant (TK-8)	$ 831,499	No

Goal 2

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

Goal Analysis for 2025-26

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

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

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

Successes:

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

Challenges:

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

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

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

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

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

The combined impact of Action 2.1 Mental Health, Action 2.2 Social Emotional Learning, Action 2.3 Student Culture Activities, Athletics, and Events, Action 2.4 Attendance Support, Action 2.5 Restorative Justice, and Action 2.6 Operations and Facilities was mostly effective in making progress toward Goal 2. Attendance supports, mental health services, counseling, social-emotional learning, school culture activities, and family outreach contributed to improvements in chronic absenteeism for several student groups, including English Learners (28.1% to 23.6%), students with disabilities (29.6% to 28.7%), Asian students (10.9% to 6.6%), students identifying as two or more races (21.2% to 16.0%), and White students (21.4% to 17.8%). Student survey results remained generally positive, with 78% of students responding favorably regarding school safety, 71% regarding school climate, and 74% regarding sense of belonging, while 94% of families responded favorably regarding school safety. These outcomes indicate that the school's mental health, SEL, attendance, and student engagement efforts continue to support a positive and safe school environment. Overall attendance declined slightly from 92.97% to 92.7%, and chronic absenteeism increased for socioeconomically disadvantaged students (27.5% to 31.0%), African American students (28.0% to 32.8%), Hispanic/Latino students (27.9% to 33.3%), and Filipino students (15.8% to 20.6%). Suspension rates also increased overall from 3.1% to 4.9%, indicating a continued need to strengthen restorative practices, behavioral supports, and alternatives to suspension. The school has implemented VAPE School, behavior intervention supports, and increased family collaboration. Action 2.6 Operations and Facilities was effective, as the school maintained facilities in good repair, remained at a 0% middle school dropout rate, and maintained a low expulsion rate of 0.2%, supporting a safe and supportive learning environment for students.

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

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

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

Actions

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

2.2	Social Emotional Learning	• We believe that maintaining a strong social-emotional learning program is critical for student success. We use the Panorama Student Culture survey as a universal screener to determine areas of success and growth for students. Both the Elementary and Middle Schools are implementing social-emotional learning curriculum. • In Elementary School, we will continue to utilize the RULER curriculum for socio-emotional learning. • In Middle School, we utilize our flex period for advisory. Teachers will implement a new, SEL curriculum developed by the Academic Dean and MS counselor. In addition, the RULER curriculum will be added to support social-emotional learning, self-awareness, and relationship-building skills. Our counseling team and other staff members also facilitate small groups focused on restorative practices, SEL, and student support needs, including groups centered around common identities or issues that emerge throughout the school year.	$ 51,099	Yes

2.3	Student Culture Activities, Athletics, and Events	• We will support a variety of school culture events and programs to build and maintain positive school culture and opportunities for joy. We have created a yearlong culture calendar that includes heritage months, regular school culture activities, such as spirit weeks, assemblies, student recognition opportunities, and dances, as well as other fun activities spread throughout the school year. Our Junior School Culture Leadership Team, a student created group, led by our Counselor and Academic Dean of Students, will implement these activities. The School will continue to provide enrichment and community-building field trips for students. • Elementary School offers afterschool enrichment opportunities including folkloric dance club, environmental club and sports clubs. • In the Middle School, we provide a sports program, through a partnership with the Alameda Education Foundation. We have volleyball, basketball, girls flag football and track teams that compete with students at other local middle schools. These teams practice and have games after school. • Student merchandise is available to students to increase school representation and promote school culture and student togetherness. • Lunch bunches are regularly held with teachers and staff to promote and support different student groups, helping them build a positive sense of identity. • Emerging bilingual students will have a group that meets monthly to help them create a positive identity as a bi- or multilingual person through activities that celebrate multilingualism.	$ 151,558	No

2.4	Attendance Support	• The school implemented the Gold Medal Attendance Awards initiative that focuses on improving attendance and reducing absences and truancies. • The school will take a proactive approach to improve student attendance and engagement at both the Middle and Elementary Schools. Attendance data will be monitored regularly to identify students in need of additional support. The school will follow up with students and families to offer resources and guidance aimed at improving attendance. In addition, the school will schedule and facilitate SART meetings as needed. Updates to the attendance policy will be implemented as needed to enhance timely and effective communication with families regarding attendance concerns.	$ 91,721	Yes

2.5	Restorative Justice	• We have a Dean of Students at both the Elementary and Middle School levels, as well as a Restorative Justice Coordinator in the Middle School. These staff members create positive school culture opportunities for students, create and maintain behavior support plans for specific students, support teachers with behavior and classroom management, and respond to behavioral incidents. In addition, the school utilizes a Registered Behavior Technician (RBT) to support students with behavior intervention plans and individualized behavioral needs. The school is also exploring additional BCBA-level support to strengthen interventions and services for students with more intensive behavioral and social-emotional needs. • The school implements a Tiered System of Supports (TSS) in both the Elementary and Middle Schools to deliver targeted academic, behavioral, and social-emotional interventions based on student needs. • In Elementary and Middle Schools all teachers are trained in the No Nonsense Nurturer model and use a consistent behavior system focused on clear expectations, relationship-building, group rewards, and individual accountability. Students who receive four behavior reminders in a day are referred to the Dean of Culture and may be enrolled in Behavior Academy for targeted skill-building. After three Behavior Academy referrals, an SST meeting is held with the family to develop a personalized behavior plan with goal tracking and rewards. • The school monitors demographic trends in behavior interventions and provides layered supports—including mental health coordination and IEP-aligned plans—for high-needs students. • Middle schools targeted approach includes a behavior and academic intervention log. Counseling services are available for social-emotional support. The school's Restorative Justice team provides support using a 3-prong approach that focuses on building relationships, conflict resolution through dialogue and restorative circles by request. There is an integrated approach to support for middle schools. Staff including the Dean of Academics, Dean of Students and teachers collaborate to identify root causes of behavior, including academic and mental health impacts. These supports are developed in partnership with families using a holistic approach.	$ 214,326	No

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

Goal 3

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

State Priorities addressed by this goal.

Priority 3 Parental Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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

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

Goal Analysis for 2025-26

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

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

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

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

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

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

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

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

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

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

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

Actions

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

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

		• We also hold Middle School student-led conferences and Elementary School parent-teacher conferences to strengthen family engagement, communication, and collaboration around student learning and progress. • We hold town hall meetings, as needed, to share information with families regarding school planning, program updates, and significant changes impacting the school community.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

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

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.017%	1.129%	$78,794	13.146%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 2 Multi-Tiered System of Supports	Low income students and English Learners received an Orange performance level on the CA Dashboard for ELA. Low income students were 31.7 points below standard and English Learners were 45.6 points below standard.	The MTSS will provide targeted Tier 2 and Tier 3 supports to students. Monitoring and scheduling of Tier 2 interventions will be streamlined to ensure staff can effectively prioritize and deliver targeted student support. Literacy aides will support all students, including low income and English Learners, with research based phonics instruction in a differentiated setting.	1.1, 1.2 CAASPP Proficiency in ELA and Math 1.4, 1.5, 1.6 STAR ELA, Math and Early Reading Assessment
Goal 2, Action 2 Social Emotional Learning	AOA continues to prioritize reducing its suspension rates. English Learners (7.9%) received a Red Performance Level. Low income students have a chronic absenteeism rate of 5.9% and received an Orange performance level.	AOA uses the Panorama Student Culture survey as a universal screener to determine areas of success and growth for students. The screener allows disaggregation of student data by subgroup to ensure the school is making progress in meeting the unique social emotional needs of English learners and Socioeconomically Disadvantaged students.	2.3 Suspension Rate
Goal 2 Action 4 Attendance Support	AOA continues to prioritize reducing its chronic absenteeism rates. English Learners (23.6%) received an Orange Performance Level. Low income students have a chronic absenteeism rate of 31.0% and received a Red performance level.	AOA staff will work with students with high absences and tardies, including low income and English Learners, through targeted support to increase attendance. The school will continue its “Gold Medal Attendance” initiative to improve attendance rates.	2.1 Attendance Rate 2.2 Chronic Absence Rate

Limited Actions

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

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

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

Not applicable

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year
2026-27	$ 7,352,550	$ 883,578	12.017%	1.129%	13.146%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 8,236,134	$ 2,402,398	$ 481,153	$ 268,343	$ 11,388,027	$ 9,036,733	$ 2,351,295

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Highly Qualified Staff	All	No	LEA-wide	N/A	All	Ongoing	$ 5,947,174	$ -	$ 5,335,318	$ 119,898	$ 481,153	$ 10,805	$5,947,174	0.000%
1	2	Multi-Tiered Systems of Support	All	Yes	LEA-wide	All	All	Ongoing	$ 588,093	$ 203,763	$ 791,857				$ 791,857	0.000%
1	3	Instructional Materials, Supplies, and Technology	All	No	LEA-wide	N/A	All	Ongoing		$ 357,727	$ 357,727				$ 357,727	0.000%
1	4	Professional Education	All	No	LEA-wide	N/A	All	Ongoing		$ 135,402	$ 116,828			$ 18,574	$ 135,402	0.000%
1	5	English Language Development	English Learners	No	LEA-wide	N/A	All	Ongoing		$ -					$ -	0.000%
1	6	Special Education	SWD	No	LEA-wide	N/A	All	Ongoing	$ 785,876	$ 198,778		$ 889,020		$ 95,634	$ 984,654	0.000%
1	7	After School, Summer, & Extended Year Programs	All	No	LEA-wide	N/A	All	Ongoing	$ 831,276	$ 223		$ 831,499			$ 831,499	0.000%
2	1	Mental Health	All	No	LEA-wide	N/A	All	Ongoing	$ 334,312	$ -	$ 334,312				$ 334,312	0.000%
2	2	Social Emotional Learning	All	Yes	LEA-wide	All	All	Ongoing		$ 51,099	$ 51,099				$ 51,099	0.000%
2	3	Student Culture Activities, Athletics, and Events	All	No	LEA-wide	N/A	All	Ongoing		$ 151,558	$ 151,558				$ 151,558	0.000%
2	4	Attendance Support	All	Yes	LEA-wide	All	All	Ongoing	$ 91,721	$ -	$ 91,721				$ 91,721	0.000%
2	5	Restorative Justice	All	No	LEA-wide	N/A	All	Ongoing	$ 214,326	$ -	$ 70,996			$ 143,330	$ 214,326	0.000%
2	6	Operations and Facilities	All	No	LEA-wide	N/A	All	Ongoing		$ 1,090,616	$ 528,635	$ 561,981			$1,090,616	0.000%
3	1	Parent/Family Communication	All	No	LEA-wide	N/A	All	Ongoing	$ 243,954	$ -	$ 243,954				$ 243,954	0.000%
3	2	Family Engagement Events and Committees	All	No	LEA-wide	N/A	All	Ongoing		$ 162,129	$ 162,129				$ 162,129	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 7,352,550	$ 883,578	12.017%	1.129%	13.146%	$ 934,677	0.000%	12.712%	**Total:**	$ 934,677
								LEA-wide Total:	$ 934,677
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Multi-Tiered Systems of Support	Yes	LEA-wide	All	All	$ 791,857	0.000%
2	2	Social Emotional Learning	Yes	LEA-wide	All	All	$ 51,099	0.000%
2	4	Attendance Support	Yes	LEA-wide	All	All	$ 91,721	0.000%

2025-26 Annual Update Table

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

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

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 826,152	$ 820,163	$ 747,358	$ 72,805	0.000%	0.000%	0.000% - No Difference

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

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 6,976,586	$ 826,152	0.000%	11.842%	$ 747,358	0.000%	10.712%	$ 78,794	1.129%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- *o* Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - o This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

Board Local Authorization Credentials: Resolution #924261

Section:	IV. Board Communication
Item:	C. Board Local Authorization Credentials: Resolution #924261
Purpose:	Vote
Submitted by:	
Related Material:	Resolution Declaration of Need for Fully Qualified Educators 2026-27.pdf

The Academy of Alameda

RESOLUTION NO. 924261
DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS FOR THE 2026-27 SCHOOL YEAR

I. BACKGROUND

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

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

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

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

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

Jennifer Whatley: 6th Grade Math, Single Subject Local/Limited Assignment Permit
Javia Anderson: Elementary Teacher, Multiple Subject Provisional Internship Permit
Celeste Ansley: 6th Grade History, Multiple Subject Local/Limited Assignment Permit
Sheila Hewitt: 6th Grade English & History, Multiple Subject Local/Limited Assignment Permit
Lizeth Pena Sanchez: Elementary Teacher, Multiple Subject Provisional Internship Permit
Ally Fromson Ho: 7th Grade History, Multiple Subject Local/Limited Assignment Permit
Joana Dzib: 2nd Grade Teacher, Multiple Subject Provisional Internship Permit
Kristen Smeal: MS Technology Teacher, Intern Credential Permit
Erica Aiga: MS Humanities Teacher, Intern Credential Permit
Erica Lang: MS Science Teacher, Intern Credential Permit
NahJah Walker - MS Science Teacher, Intern Credential Permit

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Academy of Alameda Board of Directors hereby requests that a revised Declaration of Need for Fully Qualified Educators be submitted to the Commission on Teacher Credentialing for the 2026-27 school year.

PASSED AND ADOPTED, by the Board of Directors of Academy of Alameda at its regular meeting held on September 24, 2026.

Vote:

Ayes____ Nays___ Abstain___ Absent___

The Academy of Alameda
BOARD OF DIRECTORS

______________________________	______________________________
Jennifer Laird, Board President	Carole Robie, Board Secretary

Coversheet

26-27 Enrollment Overview

Section:	IV. Board Communication
Item:	D. 26-27 Enrollment Overview
Purpose:	Discuss
Submitted by:	
Related Material:	Enrollment Update Sep 2026.pdf

26-27 Enrollment Update

September 24, 2026 Board Meeting

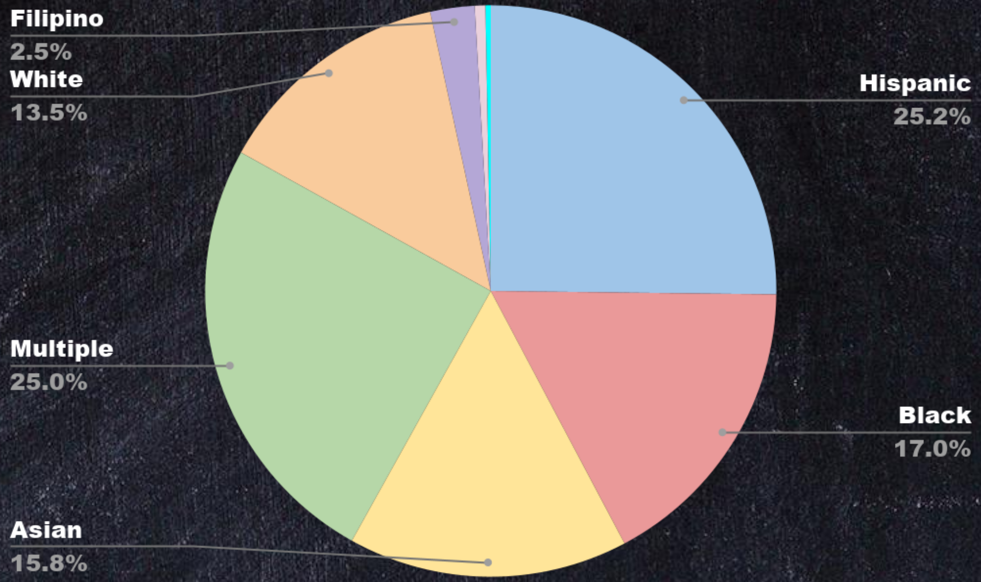
Current Enrollment (as of 9/14)

Grade	Total	Budgeted	Cap	Space	Offers	Waitlist
TK	40	40	40	0	0	75
K	51	50	54	(3)	0	7
1	48	48	52	4	4	2
2	49	52	54	5	4	3
3	56	56	56	0	0	9
4	57	60	60	3	4	9
5	60	60	60	0	0	27
6	73	96	(125)	23 (52)	0	
7	95	100	(125)	5 (30)	0	
8	105	114	(125)	9 (20)	0	
Total	634	676	751	49 (117)	12	132

Current Enrollment

Demographics	IEP	504	EL	FRL	Male	Female	Non-Binary
634	18%	4%	12%	70%	54%	44%	0.7%

Race/Eth	Percent
Hispanic	25.1%
Black	17%
Asian	15.8%
Multiple	24.9%
White	13.5%
Filipino	2.5%
Pacific Islander	0.6%
Native American	0.3%



In-District vs Out-of-District

Grade	In-District		Out-of-District		Total Enrollment
	Total	Percent	Total	Percent	
Total	418	65%	216	34%	634

	Total	Percent
Oakland	184	29%

	Total	Percent
Other	32	6%

In-District vs Out-of-District

Grade	In-District		Out-of-District		Total Enrollment
	Total	Percent	Total	Percent	
TK	40	100%	0	0%	40
K	37	72%	14	27%	51
1	27	56%	21	43%	48
2	39	79%	10	20%	49
3	38	67%	18	32%	56
4	38	66%	19	33%	57
5	43	71%	17	28%	60
6	42	57%	31	42%	73
7	52	54%	43	42%	95
8	62	59%	43	40%	105
Total	418	66%	216	34%	634

Demographic Comparison

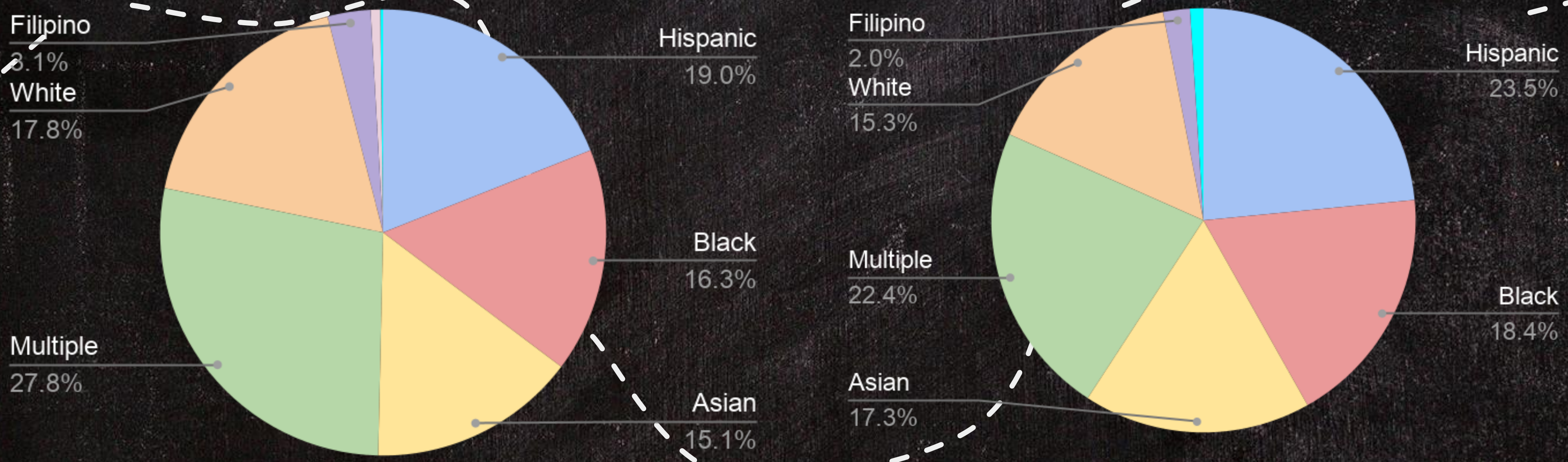
Demographics	IEP	504	EL	FRL	Male	Female	Non-Binary
Total - 634	18%	4%	12%	70%	54%	44%	0.7%
Alameda - 418	17%	4%	11%	71%	57%	41%	0.7%
Non-Alameda - 216	22%	4%	14%	70%	50%	50%	0

Race/Eth	Total	Alameda	Out of District
Hispanic	25.1%	18.9%	23%
Black	17%	16.2%	18%
Asian	15.8%	15%	17%
Multiple	24.9%	27.7%	22%
White	13.5%	17.7%	15%
Filipino	2.5%	3.1%	2%
Pacific Islander	0.6%	0.7%	1%
Native American	0.3%	0.2%	0

Demographic Comparison Graphs

In District

Out Of District



Retention

Grade	EOY Enrollment	Returned	Retention	25-26 Retention
K	35	30	86%↓	92%
1	47	43	91%↑	76%
2	48	42	87%↑	88%
3	52	49	94%↑	92%
4	54	53	98%↑	92%
5	58	57	98%↑	96%
6	57	46	80%↓	83%
7	96	92	95%↑	91%
8	109	101	92%↑	83%
Total	**556**	**513**	**92%↑**	**90%**

6th Grade Retention + New Students

Does not include students who returned and have since withdrawn.

Roll Over	New 6th Graders	Total
46	29	75

Attrition

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

Grade	26-27 Losses	25-26 Losses	26-27 In-District Losses	25-26 In-District Losses
K	6↑	2	6↑	0
1	4↓	11	1↓	6
2	3↓	6	4~	4
3	3↓	4	3↓	4
4	2↓	4	1↓	3
5	1↓	2	1↓	2
6	11↑	9	10↑	8
7	6↓	11	1↓	3
8	9↑	7	6↑	4
Total	**45↓**	**56**	**33↓**	**34**

Withdraw Reason	26-27	25-26
Unknown	48%	36%
Distance	4%	32%
Moved	35%	20%
Military	4%	7%
School Culture	2%	5%

Attrition

Years at AoA	Total Students	
1 year	20	71%
2 years	12	
3 years	4	20%
4 years	3	
5 years	2	
6 years	2	8%
7 years	2	

Withdraw Reason	26-27	26-26
Unknown	48%	36%
Distance	4%	32%
Moved	35%	20%
Military	4%	7%
School Culture	2%	5%

Next School	Total Students	
Alameda	18	40%
Oakland	3	6%
Unknown	8	17%
Other CA City	11	24%
Out of State	5	11%
Private	1	2%
Online	1	2%

No Shows

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

Grade	No Shows	Alameda No Shows
TK	2	2
K	13	10
1	5	2
2	8	5
3	4	4
4	2	1
5	1	1
6	25	11
7	7	2
8	6	6
Total	73	40

Areas for Consideration

- Our in district vs. non-district percentages are almost the same as last year: 25-26 - 64% in vs. 36% out. 26-27 - 66% in vs. 34% out)
- The split of no shows numbers between elementary and middle school is almost evenly distributed: 35 to 38 respectively. This was the same for 25-26 SY: 23 to 24 respectively.
- Our in and out of district demographics are almost identical
- For the second year sixth grade had the highest number of no shows 12 in 25-26 and 25 in 26-27.

Areas for Consideration cont.

- For the second year in a row, we have had lower middle school enrollment overall compared to two years of steady growth in this area in SY 23-24 and 24-25.

- NEA also shared their 6th grade enrollment was unexpectedly low, 30 out of 60 spots filled. ACLC also sunset their middle school program beginning this school year, but still did not see strong numbers at NEA's middle school.

- There is also a decline in enrollment at St. Joe's middle and high school this year.

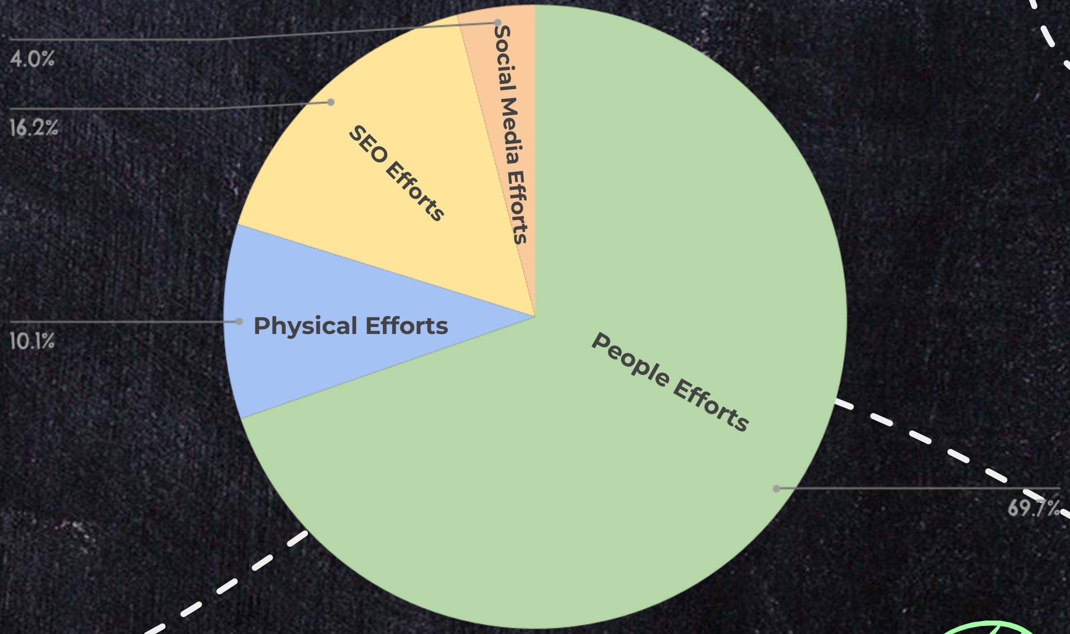
- With few exceptions, AUSD has seen a steady increase in their middle school numbers since SY 22-23 and the overall district enrollment has increased in this time as well.

Outreach and Marketing

Discovery Reasons

69%	**People Efforts**	**329**
	Current/Former Family	107
	Other Word of Mouth (Friend, Family, teacher etc.)	132
	Live in neighborhood	81
	Staff Member	9
10%	**Physical Efforts**	**51**
	Postcard	29
	School Banner	14
	Head Start Presentation	1
	Alameda Theater	3
	Coast Guard Housing Office	4

16%	**SEO Efforts**	**80**
	School Website	6
	Other Online Search Engine	28
	Google Ad	16
	Great Schools, School Ranking Site	25
	Niche, School Ranking Site	5
4%	**Social Media Efforts**	**22**
	Social Media	9
	Instagram	4
	Facebook	9



Next Steps

- Data Manager, Ivet Castro-Ramirez, is working on filling the classes where we have space and interest.
- Working with our marketing firm, Larson Communications, on a new campaign, “I Am AoA” which focuses on short videos with students telling us different things about AoA (what they like about AoA, favorites things about AoA, what they would tell another child about why they should attend AoA, etc.).
- Preparing for 27-28 enrollment which begins October 1
- Share this information at the next all staff PD, 9/30/26, regarding the impact of the enrollment trends and next steps.

AUSD Enrollments Counts on 5th Day of School 8/17/26 Projected vs. Actuals

Grades	Day 5 Actuals as of 8/15/25 (TK-12)	Projected Enrollment 2026-2027 (TK-12)	Day 5 Actuals as of 8/17/26 (TK-12)	Difference from Projected and Day 5 Actual(+/-)
TK-5	4,173	4,201	4,197	-4
6-8	2,082	2,092	2,142	+50
9-12	3,069	3,077	3,153	+76
Total	9,324	9,370	9,492	+122

Elementary Schools

Year	Bay Farm (K-5)	Earhart (TK-5)	Edison (K-5)	Franklin (K-5)	Love (TK-5)
Day 5 2025-2026	491	565	469	291	510
2026-2027 8/17/26	516	540	467	294	532
Difference	+25	-25	-2	+3	+22

Elementary Schools, cont…

Year	Maya Lin (TK-5)	Otis (K-5)	Paden (TK-5)	Ruby Bridges (TK-5)
Day 5 2025-2026	467	553	375	515
2026-2027 8/17/26	471	478	378	509
Difference	+4	-75	+3	-6

Middle Schools

Year	Jr. Jets (6-8)	Lincoln (6-8)	Wood (6-8)
Day 5 2025-2026	392	1,029	651
2026-2027 8/17/26	391	1,059	689
Difference	-1	+30	+38

High Schools

Year	Alameda (9-12)	ASTI (9-12)	Encinal (9-12)	Island (9-12)
Day 5 2025-2026	1,847	196	970	56
2026-2027 8/17/26	1,880	197	1,006	42
Difference	+33	+1	+36	-14

AUSD Observations

- AUSD SY 26-27 total middle school enrollment was projected to grow by 10 students but it grew by 50 students across the three middle schools.
- Jr. Jets, where many our fifth graders went, is at its capacity and only lost one student this year. Lincoln gained 30 more students than last year's 5 day count and Wood gained 38.
- AUSD's middle schools increased by 174 students from SY 22-23 to 26-27 and the overall district enrollment increasing by more than 750 students during this same timeframe.
- The two school years our middle school grew, AUSD's did, too. However, in SY 23-24, we grew from 76 to 112, the district met and surpassed their district goal by 18. The next SY 24-25, we grew by 9 to 122, and the district did not meet their goal by -57. However, last SY 25-26, they exceeded their goal by 95, and we fell short from our previous year by -24 to 98. And this SY26-27 they exceeded their goal by 50 and we fell short again by -22 to 76.

Questions?