



AGENDA

BOARD OF DIRECTORS MEETING AVESON CORPORATION

Zoom Virtual Meeting [Zoom Link](#)

Meeting ID: 635 876 1750

Password: aveson

July 01, 2021 | 5:00 P.M.

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

Aveson Corporation (“Aveson”), which operates Aveson School of Leaders and Aveson Global Leadership Academy, welcomes your participation at the Aveson’s Board meetings. The purpose of a public meeting of the Board of Directors (“Board”) is to conduct the affairs of Aveson in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our schools. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. During normal operations, agendas are available at the door to the meeting. Note that the order of business on this agenda may be changed without prior notice. For more information on this agenda, please contact: Aveson Charter Schools, 1919 Pinecrest Dr., Altadena, CA 91001. Telephone: 626-797-1440. During the period of remote operations, agendas will be available in the Zoom meeting upon arrival. Agendas and board packets are also posted at aveson.org
2. “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Oral Communications.” You may specify that you wish to speak on an agenda item by completing the form before the meeting is called to order.
3. “Oral Communications” is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not engage in discussion or take action. The Board may give direction to staff to respond to your communication or you may be offered the option of returning with a citizen-requested item. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes.
4. You will be given an opportunity to speak for up to five (5) minutes on agenda items

when the Board discusses that item.

5. During remote operations, please keep your microphone muted, except when you are called upon by the Board. The chat may not be used by the public during online meetings. It shall only be used by the board to post public materials for the public.
6. When addressing the Board, speakers are requested to state their name and adhere to the time limits set forth.
7. You may request that a topic related to school business be placed on a future agenda in accordance with the guidelines in Board Policy. Once such an item is properly agendized and publicly noticed, the Board can respond, interact, and act upon the item.
8. In compliance with the Americans with Disabilities Act (ADA) and upon request, Aveson may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact Aveson's main office.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at _____.

B. ROLL CALL

	Present	Absent
Bridgette Brown	_____	_____
Rob Dell Angelo	_____	_____
Javier Guzman	_____	_____
Trinity Jolley	_____	_____
Jeiran Lashai	_____	_____
James Perreault	_____	_____
Elsie Rivas Gómez	_____	_____
Kat Ross	_____	_____

Core Practice

Guiding Principle: Everyone's time is valuable.

II. COMMUNICATIONS

- A. ORAL COMMUNICATIONS: Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

III. CLOSED SESSION

- A. Executive Director Performance Review

IV. PUBLIC SESSION AGENDA

A. CONSENT AGENDA ITEMS

1. Approval of Board Minutes: 05/27/2021
2. Approval of Check Register: May 2021
3. Approval of Credit Card Statements: Capital One & Amex paid in May 2021

B. DISCUSSION ITEMS

1. Financial Report
2. 2021-2022 Proposed Budget
3. Executive Directors' Report
 - Topics May Include:*
 - * *Curriculum & Instruction*
 - * *Equity, Diversity, & Inclusion*
 - * *Events & Community*
 - * *Human Resources, Professional Development*
 - * *Operations*
 - * *Student Achievement & Support*
4. ACO Report
5. Emergency Connectivity Fund Program
6. Board Meeting Calendar

C. ACTION ITEMS

1. Approve addition of Dr. Butler to Amex, and Citizens Business Bank Account
2. Approve signature stamp for Dr. Butler for the Citizens Business Bank Account
3. FY21-22 LCAP with Budget Overview for Parents and including FY19-20 Annual Update and FY20-21 LCP Annual Update
4. FY21-22 Preliminary Budgets for AGLA and ASL
5. Consolidated applications for reporting and application for Federal Title I, II, and IV funds
6. Approve Ascend HR Contract

V. ADJOURNMENT

AVESON - AGLA
CASHFLOW PROJECTIONS
FISCAL YEAR 2020-21



	PRIOR YEAR P-2							P-1				P-2		YTD Actuals	2020-21 Forecast	Second Interim Adopted Budget VS Forecast	(\$) Budget Remaining	(% Budget Remaining)	
	Second Interim Adopted Budget FY20-21	ACTUAL Jul-20	ACTUAL Aug-20	ACTUAL Sep-20	ACTUAL Oct-20	ACTUAL Nov-20	ACTUAL Dec-20	ACTUAL Jan-21	ACTUAL Feb-21	ACTUAL Mar-21	ACTUAL Apr-21	ACTUAL May-21	Forecast Jun-21						Accrual
INCOME																			
8011-8096 Local Control Funding Formula Sources																			
8011 Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	1,365,481		67,942	67,942	122,295	122,295	122,295	122,295	122,295	123,980	123,889	123,892	123,624	122,737	1,119,120	1,365,481	-	246,361	18%
State Aid Deferrals	(0)												(101,372)	101,372	-	-	0	(0)	100%
8012 Education Protection Act Funds	76,586				34,490			34,490							68,980	68,980	(7,606)	7,606	10%
8019 State Aid-Prior Years	4	4													(45,286)	(45,286)	(45,290)	45,290	1132252%
8096 In Lieu Property Tax	1,973,606		114,577	229,154	152,769		152,769	152,769	152,769	152,769	313,421	135,762	138,152	278,695	1,556,758	1,973,606	-	416,848	21%
Total 8011-8096 Local Control Funding Formula Sources	\$ 3,415,677	\$ 4	\$ 182,519	\$ 297,096	\$ 309,554	\$ 122,295	\$ 275,064	\$ 309,554	\$ 275,064	\$ 276,749	\$ 391,843	\$ 259,831	\$ 160,405	\$ 502,804	\$ 2,699,572	\$ 3,362,781	(52,896)	716,105	21%
8100-8299 Federal Income																			
8181 Federal Special Education (IDEA) Part B, Sec 611	77,649													77,649	77,649	-	-	77,649	100%
8182 Special Ed: IDEA Mental Health	6,775													6,775	6,775	-	-	6,775	100%
8220 Child Nutrition Programs - Federal	34,284					3,393	3,641	4,780		1,452	1,875	2,371	3,428	13,344	17,511	34,284	-	16,773	49%
8291 Title I, A Basic Grants Low-Income	47,077					10,422		10,378					9,415	16,862	20,800	47,077	-	26,277	56%
8295 CARES Act (ESSER)	39,231			9,808									27,463	1,960	37,271	39,231	-	1,960	5%
8292 Title II, A Teacher Quality	8,843				1,929			1,999					1,769	3,146	3,928	8,843	-	4,915	56%
8294 Title IV	10,000					2,500		2,500					2,500	5,000	10,000	10,000	-	5,000	50%
8290.1 One Time Loss Learning Mitigation Funds - SWD	37,261							9,370		27,946				37,316	37,316	55	(55)	0%	
8290.2 One Time Loss Learning Mitigation Funds - Supp/Conc	203,971			203,971										203,971	203,971	-	-	0%	
8297 All Other Federal Revenue																			0%
Total 8100-8299 Federal Income	\$ 465,091	\$ -	\$ -	\$ 213,779	\$ 1,929	\$ 16,315	\$ 3,641	\$ 29,027	\$ -	\$ 29,398	\$ 1,875	\$ 29,834	\$ 17,112	\$ 122,236	\$ 325,797	\$ 465,146	55	139,294	30%
8300-8599 State Income																			
8311 Special Education - Entitlement (State)	169,972				15,714	14,142	14,142	14,142	14,142	14,142	8,664	4,242	4,242	66,400	99,330	169,972	-	70,642	42%
State Aid Deferrals													(4,242)	4,242	-	-	-	-	0%
8312 Mental Health-SPED	24,818													24,818	24,818	-	-	24,818	100%
8519 Prior Year Adjustment	9,272			147	7,140	1,985				24,339	1,392			35,003	35,003	25,731	-	(2,787)	-278%
8520 State Child Nutrition	2,166				279		301	319		121		199	217	574	1,376	2,166	-	790	36%
8545 SB 740	316,087										90,658			225,430	90,658	316,087	-	225,430	71%
8550 Mandated Block Grant	11,269						11,269							11,269	11,269	-	-	0%	
8560 State Lottery	72,747							16,713			19,128			35,840	72,747	-	36,907	51%	
8591 One Time Loss Learning Mitigation Funds - LCFF	29,031			29,031										29,031	29,031	-	-	0%	
8592 Mental Health-SPED																			0%
8590 All Other State Revenue																			0%
Total 8300-8599 State Income	\$ 635,363	\$ -	\$ -	\$ 29,178	\$ 22,854	\$ 16,406	\$ 25,712	\$ 31,174	\$ 14,142	\$ 38,602	\$ 119,998	\$ 4,441	\$ 217	\$ 358,370	\$ 302,507	\$ 661,094	25,731	332,856	54%
8600-8799 Local Income																			
8634 Food Service Sales	50,000					13,599			8,857	4,887	6,131	22,368	4,167		55,843	60,010	10,010	(5,843)	-12%
8693 Field Trips								(779)						(779)	(779)	(779)	779	0%	
8694 Enterprise Revenue																			0%
8801 Donations - Parents	77,918	2,013		1,825	26,930	11,420	6,731	8,165	4,517	2,162	4,603	3,088	6,464	71,544	77,918		6,464	8%	
8802 Donations - Private	4,713	225	2,488		1,500		500				36			4,749	4,749	36	(36)	-1%	
8803 Fundraising	3,782	30	30		60	2,063	100			395	5,000	223		7,901	7,901	4,118	(4,118)	-109%	
8804 Computer Repair Fundraising																			0%
8699 All Other Local Revenue	4,966	2,267	188		896	1,061	554		566	400	197	765		6,894	6,894	1,929	(1,929)	-39%	
8792 SPED State/County																			0%
Total 8600-8799 Local Income	\$ 141,379	\$ 4,535	\$ 2,706	\$ 1,825	\$ 27,826	\$ 27,639	\$ 9,347	\$ 7,986	\$ 13,941	\$ 7,844	\$ 15,967	\$ 26,444	\$ 10,631	\$ -	\$ 146,062	\$ 156,693	15,314	(4,683)	-3%
TOTAL INCOME	\$ 4,657,509	\$ 4,539	\$ 185,225	\$ 541,878	\$ 362,164	\$ 182,655	\$ 313,764	\$ 377,741	\$ 303,147	\$ 352,594	\$ 529,683	\$ 320,549	\$ 188,364	\$ 983,411	\$ 3,473,938	\$ 4,645,713	\$ (11,796)	\$ 1,183,571	25%
EXPENSE																			
1000 Certified Salaries																			
1100 Teachers' Salaries	1,138,339	1,500	116,596	102,584	93,627	92,171	93,012	95,852	134,591	96,311	102,824	99,224	98,727	49,363	1,028,292	1,176,382	38,043	110,046	10%
1200 Tutor/Substitute Expense	65,177		199		5,103	11,320	9,963	6,593	14,375	8,121	5,689	9,775	5,818	2,909	71,137	79,864	14,687	(5,960)	-9%
1300 Certified Super/Admin	317,982	26,184	22,797	23,123	23,432	23,336	27,562	21,854	25,924	25,948	29,817	31,124	26,127	281,101	307,227	(10,755)	36,881	12%	
1900 Other Certified	382,162		41,554	32,839	34,022	32,335	32,647	32,647	45,197	35,258	36,458	35,258	32,022	16,011	358,214	406,247	24,085	23,948	6%
Total 1000 Certified Salaries	\$ 1,903,659	\$ 27,684	\$ 181,146	\$ 158,547	\$ 156,184	\$ 159,161	\$ 163,183	\$ 156,946	\$ 220,087	\$ 165,639	\$ 174,787	\$ 175,380	\$ 162,693	\$ 68,283	\$ 1,738,744	\$ 1,969,720	\$ 66,060	\$ 164,916	9%
2000 Classified Salaries																			
2100 Instructional Aide Salaries	125,782	1,875	4,887	13,974	11,133	10,448	9,485	8,189	17,761	13,456	10,206	16,258	11,389	8,844	117,674	137,907	12,125	8,108	6%
2200 Classified Support Salaries																			0%
2300 Classified Supervisor and Administrator Salaries	173,311	10,284	14,655	14,475	14,671	15,178	13,765	13,906	18,381	14,381	15,422	14,552	14,671	3,023	159,670	177,363	4,052	13,641	8%
2400 Clerical/Technical/Office Staff Salaries																			0%
2700 Classified Staff/ Maintenance	74,478	3,673	5,936	6,113	7,104	6,043	5,305	4,841	8,190	5,996	4,702	2,523	2,523	60,427	62,950	(11,528)	14,051	19%	
2900 Other Classified Salaries	26,653	6,096	2,673	2,070	1,812	1,706	1,620	1,613	2,100	1,630	2,283	2,025	2,025	25,629	27,654	1,001	1,024	4%	
Total 2000 Classified Salaries	\$ 400,224	\$ 21,928	\$ 28,151	\$ 36,632	\$ 34,721	\$ 33,376	\$ 30,175	\$ 28,550	\$ 46,432	\$ 35,464	\$ 32,614	\$ 35,359	\$ 30,608	\$ 11,866	\$ 363,400	\$ 405,875	\$ 6,560	\$ 36,824	9%
3000 Employee Benefits																			
3301 OASDI - Social Security/Medicare	140,445	2,657	12,292	11,895	11,601	11,684	11,601	11,289	16,276	12,259	12,644	12,853	11,985	4,969	127,051	144,005	3,560	13,394	10%
3302 MED - Medicare	32,866	621	2,875	2,775	2,692	2,733	2,755	2,646	3,806	2,867	2,957	3,006	2,803	1,162	29,733	33,699	833	3,132	10%
3401 H&W - Health & Welfare	161,240	17,791	5,367	11,108	15,835	(5,203)	31,315	14,711	11,683	13,534	13,186	13,508	13,508	142,295	155,803	(5,436)	18,945	12%	
3501 FUTA/SUTA/ETT	15,000		(894)	174															

AVESON - AGLA
CASHFLOW PROJECTIONS
FISCAL YEAR 2020-21



	Second Interim Adopted Budget FY20-21	PRIOR YEAR P-2						P-1					P-2		YTD Actuals	2020-21 Forecast	Second Interim Adopted Budget VS Forecast	(\$) Budget Remaining	(%) Budget Remaining
		ACTUAL Jul-20	ACTUAL Aug-20	ACTUAL Sep-20	ACTUAL Oct-20	ACTUAL Nov-20	ACTUAL Dec-20	ACTUAL Jan-21	ACTUAL Feb-21	ACTUAL Mar-21	ACTUAL Apr-21	ACTUAL May-21	Forecast Jun-21	Accrual					
4420 Computers (individual items < \$5k)	49,592	-	-	22,364	-	-	-	27,228	2,500	-	2,009	-	-	-	54,101	54,101	4,509	(4,509)	-9%
4430 Office Furniture, Equipment & Supplies	500	-	-	-	-	-	-	208	-	340	-	-	-	548	548	48	(48)	-10%	
4700 Food/Food Supplies	33,173	-	1,343	2,573	6,706	2,877	2,616	-	5,041	8,696	12,837	-	-	48,422	51,472	18,299	(15,249)	-46%	
4710 Student Food Service	500	-	-	-	-	-	-	1,809	-	158	-	-	3,050	444	500	56	(56)	11%	
4720 Other Food	500	-	-	-	-	-	-	-	-	285	-	-	56	444	500	56	(56)	11%	
Total 4000 Supplies	\$ 215,934	\$ 2,853	\$ 14,120	\$ 54,888	\$ 12,537	\$ 4,337	\$ 3,635	\$ 31,253	\$ 8,474	\$ 34,935	\$ 19,325	\$ 34,993	\$ 13,313	\$ 221,350	\$ 234,663	\$ 18,729	\$ (5,416)	-2%	
5000 Services and Other Operating Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5200 Conference Fees	306	273	-	33	-	-	-	-	-	-	-	-	-	306	306	-	-	0%	
5300 Dues and Memberships	7,238	50	50	730	2,020	-	4,064	324	50	117	50	50	-	7,505	7,505	267	(267)	-4%	
5400 Insurance	64,452	5,371	10,742	16,113	5,371	-	10,673	5,302	5,302	-	5,302	-	139	64,715	64,314	(139)	278	0%	
5510 Utilities- Gas and Electric	15,927	847	617	1,412	1,051	771	631	556	609	725	30	1,532	1,500	8,781	10,281	(5,646)	7,146	45%	
5515 Janitorial, Gardening Services	-	-	-	-	-	-	-	-	5	-	43	-	-	48	48	48	(48)	0%	
5520 Security	1,500	-	120	-	-	240	-	-	120	-	-	-	900	600	1,500	-	900	60%	
5525 Utilities - Waste	105	-	-	-	-	-	-	105	-	-	-	-	-	591	591	486	(486)	-465%	
5530 Utilities - Water	4,000	-	294	290	348	568	212	343	-	277	274	284	500	2,889	3,389	(611)	1,111	28%	
5605 Equip Rental/Lease	13,686	1,208	930	-	2,629	1,247	-	2,293	1,147	1,251	1,147	1,147	1,147	12,997	14,144	458	689	5%	
5610 Rent	529,363	82,186	41,280	41,360	41,360	41,360	45,981	45,981	45,981	45,925	45,925	45,925	-	523,265	523,265	(6,098)	6,098	1%	
5615 Repairs and Maintenance - Buildings	8,000	2,378	-	-	426	-	22	480	63	1,348	776	2,163	230	7,885	8,000	-	115	1%	
5616 Repairs and Maintenance - Computers	2,050	-	-	-	-	-	-	-	-	-	-	-	2,050	-	2,050	-	2,050	100%	
5618 Repairs and Maintenance - Vehicles expense	1,000	-	-	-	-	837	-	-	-	45	(246)	-	363	637	1,000	-	363	36%	
5800 Prof/Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5803 Auditing Fees	6,273	-	-	(630)	-	-	2,520	(2,520)	-	-	-	-	(118)	7,021	6,273	-	7,021	112%	
5807 Legal Settlements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5809 Banking Fees	3,422	267	172	288	295	167	157	289	380	80	155	155	300	2,403	2,703	(719)	1,019	30%	
5810 Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5811 AEC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5812 Business Services	30,000	-	-	5,000	-	5,000	2,500	2,500	2,583	2,500	2,500	-	5,000	22,583	30,083	83	7,418	25%	
5824 District Oversight Fees	34,042	-	2,044	4,088	2,725	-	2,725	2,725	2,725	2,725	4,836	-	9,448	24,594	34,042	-	9,448	28%	
5815 Advertising/Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5830 Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5836 Fingerprinting/Livescan	250	-	-	50	-	-	-	-	-	-	-	57	143	107	250	-	143	57%	
5839 Fundraising Expense	5,000	-	-	-	2,500	-	-	-	887	-	4,131	-	-	7,518	7,518	2,518	(2,518)	-50%	
5843 Interest Expense/Misc fee	15,000	1,250	1,292	-	2,542	-	885	-	464	484	469	-	7,614	7,386	15,000	-	7,614	51%	
5845 Legal Fees	15,000	-	-	-	-	236	-	-	1,000	1,971	520	-	11,273	3,727	15,000	-	11,273	75%	
5848 Licenses and Other Fees	4,428	-	4,037	152	-	-	-	238	1,514	-	500	-	-	6,441	6,441	2,014	(2,014)	-45%	
5851 Marketing and Student Recruiting	500	-	-	-	-	-	-	-	-	-	-	-	500	-	500	-	500	100%	
5854 Consultants - Other	47,698	-	1,688	5,333	1,925	5,113	5,735	6,050	4,994	6,241	2,400	12,303	-	51,780	51,780	4,082	(4,082)	-9%	
5855 Ed Consultants	25,000	-	-	-	-	3,200	2,000	2,000	-	16,865	-	-	935	24,065	25,000	-	935	4%	
5856 Enterprise	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5857 Payroll Services	9,946	674	811	860	802	828	1,488	-	755	793	877	868	850	8,754	9,604	(342)	1,192	12%	
5860 Printing and Reproduction	1,643	-	-	-	-	-	-	1,643	-	-	-	-	-	1,643	1,643	-	-	0%	
5861 PY Expenses (Unaccrued)	3,946	-	-	-	-	-	-	-	-	-	-	-	3,946	-	3,946	-	3,946	100%	
5862 Professional Development	44,323	-	-	450	85	15,225	2,595	968	880	-	639	-	23,481	20,842	44,323	-	23,481	53%	
5873 Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5874 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5875 SPED Consultants	138,080	-	70	5,946	28,051	11,482	15,416	8,111	17,248	30,800	2,907	15,537	16,000	135,567	151,567	13,487	2,513	2%	
5876 Sports	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5877 Staff Recruiting/Hiring	413	-	-	375	-	-	-	-	24	-	-	-	14	399	413	-	14	3%	
5878 Student Assessment	7,278	5,040	-	-	-	-	-	-	3,864	5,800	-	-	-	14,704	14,704	7,426	(7,426)	-102%	
5881 Student Information System	20,220	-	3,938	-	1,529	12,200	-	-	-	-	-	2,876	-	20,542	20,542	322	(322)	-2%	
5883 Substitutes (Contracted)	6,500	-	-	-	-	-	-	-	-	-	-	-	6,500	-	6,500	-	6,500	100%	
5887 Technology Services	1,568	-	-	-	-	-	-	-	313	-	-	-	1,256	313	1,568	-	1,256	80%	
5893 Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5899 Misc Operating Expenses	8,364	-	-	-	2,932	457	-	-	-	3,235	-	-	1,740	6,624	8,364	-	1,740	21%	
5910 Communications- Internet/Website Fees	5,968	778	1,487	326	375	137	408	124	743	326	385	385	554	5,414	5,968	-	554	9%	
5915 Communications- Postage and Delivery	1,407	-	12	21	6	-	-	110	19	-	-	220	1,020	387	1,407	-	1,020	72%	
5920 Communications- Telephone & Fax	29,809	2,111	1,758	2,374	2,765	2,657	2,691	3,036	3,498	2,611	3,108	2,702	496	29,312	29,809	-	496	2%	
5999 Expense Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
Total 5000 Services and Other Operating Expenditures	\$ 1,113,704	\$ 102,431	\$ 71,341	\$ 84,570	\$ 96,802	\$ 103,985	\$ 101,854	\$ 80,241	\$ 93,273	\$ 123,006	\$ 76,676	\$ 89,858	\$ 104,804	\$ 1,024,038	\$ 1,131,341	17,637	89,667	8%	
6000 Capital Outlay	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6900 Depreciation Expense	47,049	3,906	3,867	3,867	3,867	3,867	3,867	3,867	3,867	3,867	3,867	3,867	4,475	42,574	47,049	-	4,475	10%	
6901 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
Total 6000 Capital Outlay	\$ 47,049	\$ 3,906	\$ 3,867	\$ 3,867	\$ 3,867	\$ 3,867	\$ 3,867	\$ 3,867	\$ 3,867	\$ 3,867	\$ 3,867	\$ 3,867	\$ 4,475	\$ 42,574	\$ 47,049	-	4,475	10%	
7438 Debt Service - Bond Payments/ & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
Total Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
TOTAL EXPENSE	\$ 4,057,056	\$ 182,116	\$ 322,755	\$ 371,189	\$ 336,483	\$ 313,939	\$ 352,875	\$ 331,450	\$ 406,143	\$ 391,569	\$ 338,300	\$ 368,824	\$ 344,189	\$ 3,715,643	\$ 4,164,090	\$ 107,034	\$ 341,412	8%	
NET INCOME (LOSS)	\$ 600,454	\$ (177,577)	\$ (137,530)	\$ 170,689	\$ 25,681	\$ (131,284)	\$ (39,111)	\$ 46,291	\$ (102,										

AVESON - ASL
CASHFLOW PROJECTIONS
FISCAL YEAR 2020-21



	Second Interim Adopted Budget FY20-21	PRIOR YEAR P-2										P-1					P-2		YTD Actuals	2020-21 Forecast	Second Interim Adopted Budget VS Forecast	(\$) Budget Remaining	(% Budget Remaining)															
		ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	Forecast	Accrual																					
		Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jun-21	Jun-21	Jun-21	Jun-21																					
INCOME																																						
8011-8096 Local Control Funding Formula Sources																																						
8011 Local Control Funding Formula State Aid (FKA Charter Schools State Aid State Aid Deferrals)	1,271,042	66,695	66,695	120,050	120,050	120,050	120,050	120,050	117,678	115,095	115,191	107,480	81,957	1,081,604	1,271,042	-	189,438	15%																				
8012 Education Protection Act Funds	82,662	-	-	20,632	-	-	-	20,631	-	20,688	-	-	88,134	61,951	82,662	-	20,711	25%																				
8019 State Aid-Prior Years	394	394	-	-	-	-	-	-	-	-	(41,122)	-	5,070	(35,657)	(35,657)	(36,052)	36,052	9139%																				
8096 In Lieu Property Tax	2,217,330	128,679	257,357	171,572	-	171,572	171,572	171,572	171,572	352,584	152,713	155,213	312,926	1,749,191	2,217,330	-	468,139	21%																				
Total 8011-8096 Local Control Funding Formula Sources	\$ 3,571,428	\$ 195,768	\$ 324,052	\$ 312,254	\$ 120,050	\$ 291,622	\$ 312,253	\$ 291,622	\$ 309,938	\$ 426,557	\$ 272,974	\$ 174,560	\$ 503,728	\$ 2,857,089	\$ 3,535,377	(36,051)	714,339	20%																				
8100-8299 Federal Income																																						
8181 Federal Special Education (IDEA) Part B, Sec 611	51,385	-	-	-	-	-	-	-	-	-	-	-	51,385	-	51,385	-	51,385	100%																				
8182 Special Ed: IDEA Mental Health	6,775	-	-	-	-	-	-	-	-	-	-	-	6,775	-	6,775	-	6,775	100%																				
8220 Child Nutrition Programs - Federal	53,616	-	-	-	3,617	4,120	6,284	3,252	3,785	4,688	5,362	22,509	25,746	53,616	-	27,870	52%																					
8291 Title I, A Basic Grants Low-Income	20,945	-	-	-	5,828	-	5,792	-	2,812	-	-	4,189	2,324	14,432	20,945	-	6,513	31%																				
8295 CARES Act (ESSER)	18,511	-	4,628	-	-	-	-	-	-	-	-	-	18,591	18,591	80	(80)	0%																					
8292 Title II, A Teacher Quality	6,259	-	-	1,506	-	-	1,560	-	-	13,963	-	1,252	1,941	3,066	6,259	-	3,193	51%																				
8294 Title IV	10,000	-	-	-	2,500	-	2,500	-	-	-	-	2,500	2,500	10,000	10,000	-	5,000	50%																				
8290.1 One Time Loss Learning Mitigation Funds - SWD	17,480	-	-	-	-	-	4,397	-	13,110	-	-	-	17,507	17,507	27	(27)	0%																					
8290.2 One Time Loss Learning Mitigation Funds - Supp/Conc	120,069	-	120,069	-	-	-	-	-	-	-	-	-	120,069	120,069	-	-	0%																					
8299 All Other Federal Revenue	5	-	-	-	-	5	-	-	-	-	-	-	5	5	-	-	0%																					
Total 8100-8299 Federal Income	\$ 305,045	\$ -	\$ 124,697	\$ 1,506	\$ 11,945	\$ 4,120	\$ 20,538	\$ -	\$ 16,362	\$ 6,597	\$ 18,651	\$ 13,302	\$ 87,434	\$ 204,416	\$ 305,152	107	100,629	32%																				
8300-8599 State Income																																						
8311 Special Education - Entitlement (State)	226,815	-	-	23,116	20,804	20,804	20,804	20,804	20,804	10,345	5,065	5,065	79,204	142,546	226,815	-	84,269	37%																				
State Aid Deferrals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																				
8312 Mental Health-SPED	30,453	-	-	-	-	-	-	-	-	-	-	-	30,453	-	30,453	-	30,453	100%																				
8519 Prior Year Adjustment	-	-	-	2,370	1,985	-	-	-	-	990	-	-	8,571	8,571	8,571	(8,571)	0%																					
8520 State Child Nutrition	3,295	-	-	-	316	364	475	-	289	338	419	330	764	2,201	3,295	-	1,094	33%																				
8545 SB 740	9,787	-	-	-	-	-	-	-	-	-	-	-	9,787	-	9,787	-	9,787	100%																				
8550 Mandated Block Grant	6,957	-	-	-	-	6,957	-	-	-	-	-	-	6,957	6,957	6,957	-	6,957	100%																				
8560 State Lottery	81,701	-	-	-	-	-	22,966	-	-	22,512	-	-	45,478	81,701	81,701	-	36,223	44%																				
8591 One Time Loss Learning Mitigation Funds - LCFF	30,349	-	30,349	-	-	-	-	-	-	-	-	-	30,349	30,349	-	-	0%																					
8592 Mental Health-SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																				
8590 All Other State Revenue	-	-	-	-	-	-	-	-	400	-	-	-	400	-	400	-	400	0%																				
Total 8300-8599 State Income	\$ 389,357	\$ -	\$ 30,349	\$ 25,486	\$ 23,105	\$ 28,125	\$ 44,246	\$ 20,804	\$ 24,720	\$ 34,185	\$ 5,484	\$ 330	\$ 161,496	\$ 236,503	\$ 398,328	8,971	152,854	39%																				
8600-8799 Local Income																																						
8634 Food Service Sales	50,000	-	-	-	13,599	-	-	8,857	4,887	6,131	22,368	4,167	55,843	60,010	10,010	(5,843)	-12%																					
8693 Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																				
8694 Enterprise Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																				
8801 Donations - Parents	67,726	2,013	2,408	1,825	14,430	11,420	6,731	8,065	4,517	2,162	4,603	3,073	61,247	67,726	-	6,479	10%																					
8802 Donations - Private	2,225	225	-	-	1,500	-	500	-	-	36	-	-	2,261	2,261	36	(36)	-2%																					
8803 Fundraising	3,782	30	30	-	60	2,063	100	395	5,000	1,170	-	-	8,848	8,848	5,065	(5,065)	-134%																					
8804 Computer Repair Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																				
8699 All Other Local Revenue	7,852	2,294	3,188	308	1,066	995	-	566	-	197	229	-	8,844	8,844	993	(993)	-13%																					
8792 SPED State/County	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																				
Total 8600-8799 Local Income	\$ 131,585	\$ 4,562	\$ 5,626	\$ 2,133	\$ 15,496	\$ 27,574	\$ 8,794	\$ 8,665	\$ 13,941	\$ 7,444	\$ 15,967	\$ 26,840	\$ 10,646	\$ 137,043	\$ 147,689	16,104	(5,458)	-4%																				
TOTAL INCOME	\$ 4,397,415	\$ 4,562	\$ 201,394	\$ 481,232	\$ 354,742	\$ 182,675	\$ 332,660	\$ 385,701	\$ 326,366	\$ 358,464	\$ 483,306	\$ 323,949	\$ 198,837	\$ 4,395,051	\$ 4,386,546	(10,869)	\$ 962,364	22%																				
EXPENSE																																						
1000 Certificated Salaries																																						
1100 Teachers' Salaries	1,402,994	5,648	138,390	121,171	119,767	114,417	114,533	119,653	167,312	120,312	120,312	121,162	119,767	1,262,677	1,442,328	39,334	140,317	10%																				
1200 Substitute Expense	17,875	-	-	150	3,968	3,378	1,730	5,780	7,074	5,255	11,611	11,611	38,944	38,944	50,555	32,680	(21,069)	-118%																				
1300 Certificated Super/Admin	534,151	30,292	40,423	43,408	44,213	44,056	44,042	50,209	58,096	48,495	53,097	50,111	44,213	506,443	572,764	38,612	27,708	5%																				
1900 Other Certificated	182,897	-	19,452	15,970	16,195	16,115	15,670	15,445	19,645	15,445	15,995	15,445	15,445	165,375	188,542	5,645	17,522	10%																				
Total 1000 Certificated Salaries	\$ 2,137,917	\$ 35,941	\$ 198,265	\$ 180,549	\$ 180,325	\$ 178,555	\$ 177,622	\$ 187,037	\$ 250,833	\$ 191,325	\$ 194,659	\$ 198,328	\$ 191,036	\$ 1,973,440	\$ 2,254,188	\$ 116,217	164,478	8%																				
2000 Classified Salaries																																						
2100 Instructional Aide Salaries	43,972	206	2,705	3,758	5,282	5,798	4,405	10,367	6,599	7,264	16,130	16,130	62,514	78,643	34,672	(18,542)	-42%																					
2200 Classified Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																				
2300 Classified Supervisor and Administrator Salaries	93,869	6,017	7,281	8,136	8,448	7,704	6,517	6,113	8,603	6,747	6,203	10,340	82,107	92,447	(1,422)	11,762	13%																					
2400 Clerical/Technical/Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																				
2700 Classified Staff/ Maintenance	134,416	8,263	12,232	12,041	9,487	12,299	6,914	9,686	16,144	12,175	11,036	10,235	120,511	130,746	(3,670)	13,905	10%																					
2900 Other Classified Salaries	25,803	3,530	1,364	2,530	2,215	2,085	1,972	2,567	1,992	2,791	2,475	2,475	25,501	27,976	2,173	302	1%																					
Total 2000 Classified Salaries	\$ 298,059	\$ 17,811	\$ 21,083	\$ 25,410	\$ 23,908	\$ 27,369	\$ 21,209	\$ 22,176	\$ 37,681	\$ 27,514	\$ 27,993	\$ 39,180	\$ 39,180	\$ 290,633	\$ 329,813	\$ 31,753	7,426	3%																				
3000 Employee Benefits																																						
3301 OASDI - Social Security	150,971	4,463	13,887	12,256	12,180	12,306	12,804	12,474	17,427	13,081	13,274	14,239	14,273	138,391	158,227	7,256	12,579	8%																				
3302 MED - Medicare	35,322	1,092	3,248	2,874	2,871	2,930	2,873	2,924	4,076	3,059	3,104	3,330	3,338	32,380	37,019	1,697	2,942	8%																				
3401 H&W - Health & Welfare	205,919	20,918	11,786	16,882	17,329	(8,051)	40,056	16,999	16,587	17,117	16,643	16,948	17,000	183,215	200,215	(5,704)	22,704	11%																				
3501 SUI - State Unemployment Insurance	15,000	(872)	391	-	-	-	-	353	-	-	-	-	15,127	(127)	15,000	-	15,127	101%																				
3601 Worker Compensation	26,935	2,245	4,489	6,734	2,245	4,489	2,245	2,245	2,245	2,245	2,245	2,245	26,935	26,935	-	-	0%																					
3901 403B	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																				
Total 3000 Employee Benefits	\$ 434,147	\$ 27,845	\$ 33,410	\$ 39,137	\$ 34,625	\$ 7,184	\$ 60,221	\$ 34,995	\$ 40,335	\$ 35,503	\$ 33,021	\$ 34,517	\$ 34,611	\$ 380,794	\$ 437,396	\$ 3,249	53,353	12%																				

AVESON - ASL
CASHFLOW PROJECTIONS
FISCAL YEAR 2020-21



	Second Interim Adopted Budget FY20-21	PRIOR YEAR P-2						P-1				P-2		
		ACTUAL Jul-20	ACTUAL Aug-20	ACTUAL Sep-20	ACTUAL Oct-20	ACTUAL Nov-20	ACTUAL Dec-20	ACTUAL Jan-21	ACTUAL Feb-21	ACTUAL Mar-21	ACTUAL Apr-21	ACTUAL May-21	Forecast Jun-21	Accrual
4700 Food/Food Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710 Student Food Service	36,817	-	1,343	2,573	6,706	2,877	2,617	2,952	3,925	5,041	8,696	12,837	3,550	-
4720 Other Food	500	-	-	-	-	-	-	-	-	77	394	124	-	-
Total 4000 Supplies	\$ 263,311	\$ 4,857	\$ 17,658	\$ 61,795	\$ 21,226	\$ 16,629	\$ 4,352	\$ 47,805	\$ 13,200	\$ 36,653	\$ 38,381	\$ 30,704	\$ 6,354	\$ -
5000 Services and Other Operating Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5200 Conference Fees	1,453	1,254	-	-	-	-	-	199	-	-	-	100	-	-
5300 Dues and Memberships	4,600	50	50	50	-	-	4,400	50	50	57	64	50	-	-
5400 Insurance	64,452	5,371	10,742	16,113	5,371	-	10,673	5,302	5,302	5,302	-	-	-	-
5510 Utilities - Gas and Electric	20,890	1,322	1,635	1,737	1,796	1,423	1,177	1,171	1,378	1,738	159	4,567	2,788	-
5515 Janitorial, Gardening Services	4,250	-	87	-	-	-	134	56	253	149	268	54	300	-
5520 Security	500	-	-	-	-	-	-	-	-	-	-	500	500	100%
5525 Utilities - Waste	10,317	393	666	399	541	405	405	816	405	411	411	855	900	-
5530 Utilities - Water	20,039	-	-	2,689	3,543	-	3,254	-	2,819	-	2,302	5,432	5,432	-
5605 Equip Rental/Lease	13,686	1,208	930	2,629	1,247	-	2,293	1,147	1,251	1,147	1,147	1,115	900	-
5610 Rent	113,341	9,252	9,271	9,605	9,470	9,468	9,468	9,468	9,468	9,426	9,386	9,350	9,350	-
5615 Repairs and Maintenance - Buildings	10,000	170	-	1,775	-	-	-	-	-	-	-	2,968	2,968	-
5616 Repairs and Maintenance - Computers	3,075	-	-	-	-	-	-	-	-	-	-	3,075	3,075	-
5618 Repairs and Maintenance - Vehicles expense	1,500	-	-	-	-	828	-	-	-	-	(246)	918	918	-
5800 Prof/Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5803 Auditing Fees	6,903	-	-	630	-	-	2,520	(2,520)	-	-	-	(118)	3,273	3,118
5807 Legal Settlements	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809 Banking Fees	3,437	302	172	253	310	167	192	254	380	80	155	155	300	300
5810 Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811 AEC	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5812 Business Services	30,000	-	-	5,000	-	5,000	2,500	2,500	2,583	2,500	2,500	5,000	2,500	-
5824 District Oversight Fees	35,650	-	2,137	4,273	2,849	-	2,849	2,849	2,849	2,849	5,058	2,849	7,091	-
5815 Advertising/Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5830 Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5836 Fingerprinting/Live scan	200	-	-	-	-	-	-	-	-	-	-	200	200	100%
5839 Fundraising Expense	5,000	-	-	-	2,500	-	-	-	92	-	2,426	-	-	-
5843 Interest Expense/Misc. fee	15,000	1,250	1,292	-	2,542	1,101	885	1,653	614	484	469	4,710	4,710	-
5845 Legal Fees	60,000	-	2,252	18,127	3,803	1,191	6,163	9,932	9,917	6,090	6,307	1,169	500	-
5848 Licenses and Other Fees	1,582	-	1,202	50	50	92	238	1,000	-	-	-	-	-	-
5851 Marketing and Student Recruiting	50	-	-	50	-	-	-	-	172	2,331	-	-	-	-
5854 Consultants - Other	48,968	-	1,688	5,333	1,925	5,113	5,735	6,050	4,994	6,241	2,400	12,303	13,875	-
5855 Ed Consultants	25,000	-	-	-	-	-	-	-	11,125	-	-	-	-	-
5856 Enterprise	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5857 Payroll Services	11,355	674	811	860	802	828	1,488	1,643	755	793	877	868	958	958
5860 Printing and Reproduction	200	-	-	-	-	-	-	-	-	-	-	200	200	100%
5861 PY Expenses (Unaccrued)	2,316	-	-	-	-	-	-	-	-	-	-	2,316	2,316	100%
5862 Professional Development	34,480	1,045	1,499	322	11,263	15,008	474	4,869	16,675	-	675	1,558	-	-
5873 Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5874 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5875 SPED Consultants	168,093	-	2,482	1,051	23,665	33,589	10,935	13,567	4,938	9,258	10,956	5,473	16,000	-
5876 Sports	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5877 Staff Recruiting/Hiring	413	-	-	375	-	-	-	-	24	-	-	-	14	-
5878 Student Assessment	2,670	-	-	1,327	455	-	-	-	7,392	-	-	214	-	-
5881 Student Information System	20,250	-	3,938	125	1,525	12,200	-	-	-	-	-	2,101	2,462	-
5883 Substitutes (Contracted)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5887 Technology Services	1,568	-	-	-	-	-	-	-	313	-	-	-	1,256	-
5893 Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5899 Misc. Operating Expenses	2,719	-	-	-	-	-	-	-	-	-	-	-	2,719	-
5910 Communications- Internet/Website Fees	8,292	295	1,026	415	381	772	176	871	819	2,093	1,759	2,347	2,347	-
5915 Communications- Postage and Delivery	1,342	-	4	26	44	52	83	72	48	20	162	831	831	-
5920 Communications- Telephone & Fax	30,859	1,713	1,690	2,815	2,640	2,643	2,998	2,661	3,162	3,320	3,027	3,023	1,167	-
5999 Expense Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 5000 Services and Other Operating Expenditures	\$ 784,450	\$ 24,299	\$ 43,572	\$ 73,350	\$ 78,102	\$ 91,033	\$ 66,597	\$ 62,268	\$ 80,142	\$ 65,280	\$ 50,716	\$ 49,303	\$ 87,823	\$ 13,008
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6900 Depreciation Expense	31,490	2,609	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	608
6901 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 Capital Outlay	\$ 31,490	\$ 2,609	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 608
7438 Debt Service - Bond Payments/ & Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSE	\$ 3,949,375	\$ 113,361	\$ 316,558	\$ 382,811	\$ 340,756	\$ 323,342	\$ 332,571	\$ 356,851	\$ 424,761	\$ 358,845	\$ 346,640	\$ 354,602	\$ 361,574	\$ 125,319
NET INCOME (LOSS)	\$ 448,040	\$ (108,799)	\$ (115,164)	\$ 98,421	\$ 13,986	\$ (140,667)	\$ 89	\$ 28,849	\$ (98,395)	\$ (381)	\$ 136,666	\$ (30,652)	\$ (162,737)	\$ 627,338

YTD Actuals	2020-21 Forecast	Second Interim Adopted Budget VS Forecast	(\$ Budget Remaining)	(% Budget Remaining)
-	-	-	-	0%
49,566	53,116	16,299	(12,749)	-35%
595	595	95	(95)	-19%
\$ 293,259	\$ 299,612	\$ 36,301	\$ (29,948)	-10%
-	-	-	-	-
1,553	1,553	100	(100)	-7%
4,821	4,821	221	(221)	-5%
64,175	64,175	(278)	278	0%
18,102	20,890	(0)	2,788	13%
1,002	1,302	(2,948)	3,248	76%
-	500	-	500	100%
5,295	6,195	(4,121)	5,021	49%
14,607	20,039	-	5,432	27%
12,997	14,112	426	689	5%
103,611	112,982	(360)	9,710	9%
7,032	10,000	-	2,968	30%
-	3,075	-	3,075	100%
582	1,500	-	918	61%
-	-	-	-	0%
513	6,903	-	6,391	93%
-	-	-	-	0%
2,418	3,018	(415)	1,019	30%
-	-	-	-	0%
-	-	-	-	0%
22,583	30,083	83	7,418	25%
25,711	35,650	-	9,939	28%
-	-	-	-	0%
-	-	-	-	0%
-	200	-	200	100%
5,018	5,018	18	(18)	0%
10,290	15,000	-	4,710	31%
64,948	64,948	4,948	(4,948)	-8%
3,082	3,082	1,500	(1,500)	-95%
2,553	2,553	2,503	(2,503)	-5006%
51,780	51,780	2,812	(2,812)	-6%
11,125	25,000	-	13,875	56%
-	-	-	-	0%
10,397	11,355	-	958	8%
-	200	-	200	100%
-	200	-	2,316	100%
53,388	53,388	18,908	(18,908)	-55%
-	-	-	-	0%
-	-	-	-	0%
115,914	131,914	(36,179)	52,179	31%
-	-	-	-	0%
399	413	-	14	3%
9,388	9,388	6,718	(6,718)	-252%
19,889	22,351	2,101	361	2%
-	-	-	-	0%
313	1,568	-	1,256	80%
-	-	-	-	0%
-	2,719	-	2,719	100%
10,954	13,302	5,009	(2,662)	-32%
511	1,342	-	831	62%
29,692	30,859	-	1,167	4%
-	-	-	-	0%

**AVESON -Combined
CASHFLOW PROJECTIONS
FISCAL YEAR 2021-22**



	WORKING BUDGET FY21-22	PRIOR YEAR P-2						P-1					P-2	
		Forecast Jul-21	Forecast Aug-21	Forecast Sep-21	Forecast Oct-21	Forecast Nov-21	Forecast Dec-21	Forecast Jan-22	Forecast Feb-22	Forecast Mar-22	Forecast Apr-22	Forecast May-22	Forecast Jun-22	Accrual
5845 Legal Fees	85,375	7,115	7,115	7,115	7,115	7,115	7,115	7,115	7,115	7,115	7,115	7,115	7,115	-
5848 Licenses and Other Fees	3,376	281	281	281	281	281	281	281	281	281	281	281	281	-
5851 Marketing and Student Recruiting	1,000	83	83	83	83	83	83	83	83	83	83	83	83	-
5854 Consultants - Other	72,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	-
5855 Ed Consultants	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-
5856 Enterprise	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5857 Payroll Services	22,700	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	-
5860 Printing and Reproduction	200	17	17	17	17	17	17	17	17	17	17	17	17	-
5861 PY Expenses (Unaccrued)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5862 Professional Development	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-
5873 Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5874 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5875 SPED Consultants	182,928	15,244	15,244	15,244	15,244	15,244	15,244	15,244	15,244	15,244	15,244	15,244	15,244	-
5876 Sports	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5877 Staff Recruiting/Hiring	826	69	69	69	69	69	69	69	69	69	69	69	69	-
5878 Student Assessment	17,610	1,468	1,468	1,468	1,468	1,468	1,468	1,468	1,468	1,468	1,468	1,468	1,468	-
5881 Student Information System	17,175	1,431	1,431	1,431	1,431	1,431	1,431	1,431	1,431	1,431	1,431	1,431	1,431	-
5883 Substitutes (Contracted)	10,000	833	833	833	833	833	833	833	833	833	833	833	833	-
5887 Technology Services	148,984	12,415	12,415	12,415	12,415	12,415	12,415	12,415	12,415	12,415	12,415	12,415	12,415	-
5893 Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5899 Misc Operating Expenses	11,226	936	936	936	936	936	936	936	936	936	936	936	936	-
5910 Communications- Internet/Website Fees	17,200	1,433	1,433	1,433	1,433	1,433	1,433	1,433	1,433	1,433	1,433	1,433	1,433	-
5915 Communications- Postage and Delivery	2,716	226	226	226	226	226	226	226	226	226	226	226	226	-
5920 Communications- Telephone & Fax	16,476	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373	-
5999 Expense Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 5000 Services and Other Operating Expenditures	\$ 1,877,332	\$ 156,444	\$ 156,444	\$ 156,444	\$ 156,444	\$ 156,444	\$ 156,444	\$ 156,444	\$ 156,444	\$ 156,444	\$ 156,444	\$ 156,444	\$ 156,444	\$ -
6000 Capital Outlay														
6900 Depreciation Expense	78,539	6,545	6,545	6,545	6,545	6,545	6,545	6,545	6,545	6,545	6,545	6,545	6,545	-
6901 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 Capital Outlay	\$ 78,539	\$ 6,545	\$ 6,545	\$ 6,545	\$ 6,545	\$ 6,545	\$ 6,545	\$ 6,545	\$ 6,545	\$ 6,545	\$ 6,545	\$ 6,545	\$ 6,545	\$ -
7438 Debt Service - Bond Payments/ & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSE	\$ 8,427,068	\$ 334,600	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 318,241
	\$ 8,427,068	\$ 334,600	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 706,748	\$ 318,241
NET INCOME (LOSS)	\$ 97,297	\$ (202,773)	\$ (339,215)	\$ 64,276	\$ (104,617)	\$ 80,567	\$ (46,724)	\$ (53,981)	\$ (116,218)	\$ 152,790	\$ 5,087	\$ (134,588)	\$ (303,878)	\$ 919,331
	\$ 97,297	\$ (202,773)	\$ (339,215)	\$ 64,276	\$ (104,617)	\$ 80,567	\$ (46,724)	\$ (53,981)	\$ (116,218)	\$ 152,790	\$ 5,087	\$ (134,588)	\$ (303,878)	\$ 919,331
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0	\$ -	\$ 0	\$ -	\$ -	\$ 0	\$ -	\$ -	\$ -

**AVESON -Combined
CASHFLOW PROJECTIONS
FISCAL YEAR 2021-22**



WORKING BUDGET FY21-22	PRIOR YEAR P-2							P-1				P-2	
	Forecast Jul-21	Forecast Aug-21	Forecast Sep-21	Forecast Oct-21	Forecast Nov-21	Forecast Dec-21	Forecast Jan-22	Forecast Feb-22	Forecast Mar-22	Forecast Apr-22	Forecast May-22	Forecast Jun-22	Accrual

	PRIOR YEAR P-2								P-1			P-2	
	Forecast Jul-21	Forecast Aug-21	Forecast Sep-21	Forecast Oct-20	Forecast Nov-21	Forecast Dec-21	Forecast Jan-22	Forecast Feb-22	Forecast Mar-22	Forecast Apr-22	Forecast May-22	Forecast Jun-22	Accrual
Beginning Cash Balance	1,488,958	1,082,495	905,927	1,132,083	1,187,074	1,363,454	1,295,896	1,221,082	1,084,031	1,215,988	1,200,241	1,044,820	720,109
Cash Flow from Operating Activities													
Net Income (Loss)	(202,773)	(339,215)	64,276	(104,617)	80,567	(46,724)	(53,981)	(116,218)	152,790	5,087	(134,588)	(303,878)	919,331
Change in Accounts Receivable													
FY20-21 LCFF Cash Deferrals		183,480	182,714	180,441	116,646								
Change in Accounts Payable													
Clean Energy funds - refund													
Change in Other Liabilities													
Change in Payroll Liabilities	(182,856)												
Change in Prepaid Expenditures													
Change in Deferred Revenue													
Depreciation Expense													
Cash Flow from Investing Activities													
Capital Expenditures													
Change in Security Deposits													
Cash Flow from Financing Activities													
Source- Sale of Receivables													
Use- Sale of Receivables													
Source- Loans													
Use- Loans	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	
Ending Cash Balance (Cash on Hand)	1,082,495	905,927	1,132,083	1,187,074	1,363,454	1,295,896	1,221,082	1,084,031	1,215,988	1,200,241	1,044,820	720,109	1,639,440

**AVESON - AGLA
CASHFLOW PROJECTIONS
FISCAL YEAR 2021-22**



	PRELIM BUDGET FY21-22	PRIOR YEAR P-2						P-1				P-2		
		Forecast Jul-21	Forecast Aug-21	Forecast Sep-21	Forecast Oct-21	Forecast Nov-21	Forecast Dec-21	Forecast Jan-22	Forecast Feb-22	Forecast Mar-22	Forecast Apr-22	Forecast May-22	Forecast Jun-22	Accrual
5810 Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811 AEC	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5812 Business Services	43,170	3,597	3,597	3,597	3,597	3,597	3,597	3,597	3,597	3,597	3,597	3,597	3,597	3,597
5824 District Oversight Fees	34,042	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837
5815 Advertising/Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5830 Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5836 Fingerprinting/Livescan	250	21	21	21	21	21	21	21	21	21	21	21	21	21
5839 Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5843 Interest Expense/Misc fee	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
5845 Legal Fees	15,375	1,281	1,281	1,281	1,281	1,281	1,281	1,281	1,281	1,281	1,281	1,281	1,281	1,281
5848 Licenses and Other Fees	2,025	169	169	169	169	169	169	169	169	169	169	169	169	169
5851 Marketing and Student Recruiting	1,000	83	83	83	83	83	83	83	83	83	83	83	83	83
5854 Consultants - Other	31,219	2,602	2,602	2,602	2,602	2,602	2,602	2,602	2,602	2,602	2,602	2,602	2,602	2,602
5855 Ed Consultants	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
5856 Enterprise	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5857 Payroll Services	9,950	829	829	829	829	829	829	829	829	829	829	829	829	829
5860 Printing and Reproduction	200	17	17	17	17	17	17	17	17	17	17	17	17	17
5861 PY Expenses (Unaccrued)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5862 Professional Development	7,500	625	625	625	625	625	625	625	625	625	625	625	625	625
5873 Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5874 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5875 SPED Consultants	101,928	8,494	8,494	8,494	8,494	8,494	8,494	8,494	8,494	8,494	8,494	8,494	8,494	8,494
5876 Sports	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5877 Staff Recruiting/Hiring	413	34	34	34	34	34	34	34	34	34	34	34	34	34
5878 Student Assessment	6,800	567	567	567	567	567	567	567	567	567	567	567	567	567
5881 Student Information System	8,988	749	749	749	749	749	749	749	749	749	749	749	749	749
5883 Substitutes (Contracted)	5,000	417	417	417	417	417	417	417	417	417	417	417	417	417
5887 Technology Services	55,604	4,634	4,634	4,634	4,634	4,634	4,634	4,634	4,634	4,634	4,634	4,634	4,634	4,634
5893 Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5899 Misc Operating Expenses	8,573	714	714	714	714	714	714	714	714	714	714	714	714	714
5910 Communications- Internet/Website Fees	11,800	983	983	983	983	983	983	983	983	983	983	983	983	983
5915 Communications- Postage and Delivery	1,407	117	117	117	117	117	117	117	117	117	117	117	117	117
5920 Communications- Telephone & Fax	7,944	662	662	662	662	662	662	662	662	662	662	662	662	662
5999 Expense Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 5000 Services and Other Operating Expenditures	\$ 1,104,494	\$ 92,041	\$ 92,041	\$ 92,041	\$ 92,041	\$ 92,041	\$ 92,041	\$ 92,041	\$ 92,041	\$ 92,041	\$ 92,041	\$ 92,041	\$ 92,041	\$ 92,041
6000 Capital Outlay														
6900 Depreciation Expense	47,049	3,921	3,921	3,921	3,921	3,921	3,921	3,921	3,921	3,921	3,921	3,921	3,921	-
6901 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 Capital Outlay	\$ 47,049	\$ 3,921	\$ 3,921	\$ 3,921	\$ 3,921	\$ 3,921	\$ 3,921	\$ 3,921	\$ 3,921	\$ 3,921	\$ 3,921	\$ 3,921	\$ 3,921	\$ -
7438 Debt Service - Bond Payments/ & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSE	\$ 4,037,481	\$ 187,230	\$ 339,252	\$ 339,252	\$ 339,252	\$ 339,252	\$ 339,252	\$ 339,252	\$ 339,252	\$ 339,252	\$ 339,252	\$ 339,252	\$ 339,252	\$ 118,476
NET INCOME (LOSS)	\$ 49,306	\$ (118,956)	\$ (169,806)	\$ 14,016	\$ (59,126)	\$ 114,290	\$ (30,072)	\$ (34,506)	\$ (85,607)	\$ 40,316	\$ 25,375	\$ (83,336)	\$ (151,965)	\$ 411,444

**AVESON - ASL
CASHFLOW PROJECTIONS
FISCAL YEAR 2021-22**



	PRELIM BUDGET FY21-22	PRIOR YEAR P-2						P-1				P-2		
		Forecast Jul-21	Forecast Aug-21	Forecast Sep-21	Forecast Oct-21	Forecast Nov-21	Forecast Dec-21	Forecast Jan-22	Forecast Feb-22	Forecast Mar-22	Forecast Apr-22	Forecast May-22	Forecast Jun-22	Accrual
5618 Repairs and Maintenance - Vehicles expense	1,500	125	125	125	125	125	125	125	125	125	125	125	125	125
5800 Prof/Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5803 Auditing Fees	6,903	575	575	575	575	575	575	575	575	575	575	575	575	575
5807 Legal Settlements	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809 Banking Fees	3,500	292	292	292	292	292	292	292	292	292	292	292	292	292
5810 Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811 AEC	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5812 Business Services	56,830	4,736	4,736	4,736	4,736	4,736	4,736	4,736	4,736	4,736	4,736	4,736	4,736	4,736
5824 District Oversight Fees	35,650	2,971	2,971	2,971	2,971	2,971	2,971	2,971	2,971	2,971	2,971	2,971	2,971	2,971
5815 Advertising/Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5830 Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5836 Fingerprinting/Live scan	250	21	21	21	21	21	21	21	21	21	21	21	21	21
5839 Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5843 Interest Expense/Misc. fee	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
5845 Legal Fees	70,000	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833
5848 Licenses and Other Fees	1,351	113	113	113	113	113	113	113	113	113	113	113	113	113
5851 Marketing and Student Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5854 Consultants - Other	40,781	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398
5855 Ed Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5856 Enterprise	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5857 Payroll Services	12,750	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063
5860 Printing and Reproduction	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5861 PY Expenses (Unaccrued)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5862 Professional Development	7,500	625	625	625	625	625	625	625	625	625	625	625	625	625
5873 Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5874 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5875 SPED Consultants	81,000	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750
5876 Sports	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5877 Staff Recruiting/Hiring	413	34	34	34	34	34	34	34	34	34	34	34	34	34
5878 Student Assessment	10,810	901	901	901	901	901	901	901	901	901	901	901	901	901
5881 Student Information System	8,188	682	682	682	682	682	682	682	682	682	682	682	682	682
5883 Substitutes (Contracted)	5,000	417	417	417	417	417	417	417	417	417	417	417	417	417
5887 Technology Services	93,380	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782
5893 Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5899 Misc. Operating Expenses	2,653	221	221	221	221	221	221	221	221	221	221	221	221	221
5910 Communications- Internet/Website Fees	5,400	450	450	450	450	450	450	450	450	450	450	450	450	450
5915 Communications- Postage and Delivery	1,309	109	109	109	109	109	109	109	109	109	109	109	109	109
5920 Communications- Telephone & Fax	8,532	711	711	711	711	711	711	711	711	711	711	711	711	711
5999 Expense Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 5000 Services and Other Operating Expenditures	\$ 772,838	\$ 64,403	\$ 64,403	\$ 64,403	\$ 64,403	\$ 64,403	\$ 64,403	\$ 64,403	\$ 64,403	\$ 64,403	\$ 64,403	\$ 64,403	\$ 64,403	\$ -
6000 Capital Outlay														
6900 Depreciation Expense	31,490	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624
6901 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 Capital Outlay	\$ 31,490	\$ 2,624	\$ 2,624	\$ 2,624	\$ 2,624	\$ 2,624	\$ 2,624	\$ 2,624	\$ 2,624	\$ 2,624	\$ 2,624	\$ 2,624	\$ 2,624	\$ -
7438 Debt Service - Bond Payments/ & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSE	\$ 4,389,587	\$ 147,370	\$ 367,496	\$ 367,496	\$ 367,496	\$ 367,496	\$ 367,496	\$ 367,496	\$ 367,496	\$ 367,496	\$ 367,496	\$ 367,496	\$ 367,496	\$ 199,764
NET INCOME (LOSS)	\$ 47,991	\$ (83,817)	\$ (169,408)	\$ 50,260	\$ (45,491)	\$ (33,723)	\$ (16,652)	\$ (19,475)	\$ (30,610)	\$ 112,474	\$ (20,288)	\$ (51,251)	\$ (151,913)	\$ 507,887



Aveson Financial Update

Thursday, June 24, 2021

Presentation Agenda

- Year to Date Highlights: July-May 2021
- Cash Update
- Budget Timeline
- June 15th CA Budget FY2021-22
- FY2021-22 Proposed Budgets with Multi Year Projections (MYP)

Year to Date – Highlights

Combined July-May

	Second Interim Adopted Budget FY20-21	YTD Actuals	2020-21 Forecast	Second Interim Adopted Budget VS Forecast	(\$) Budget Remaining	(%) Budget Remaining
INCOME						
Total 8011-8096 Local Control Funding Formula Sources	\$ 6,987,105	\$ 5,556,661	\$ 6,898,158	\$ (88,947)	\$ 1,430,444	20%
Total 8100-8299 Federal Income	\$ 770,136	\$ 530,213	\$ 770,298	\$ 162	\$ 239,923	31%
Total 8300-8599 State Income	\$ 1,024,719	\$ 539,009	\$ 1,059,422	\$ 34,702	\$ 485,710	47%
Total 8600-8799 Local Income	\$ 272,964	\$ 283,105	\$ 304,381	\$ 31,418	\$ (10,141)	-4%
TOTAL INCOME	9,054,924	\$ 6,908,989	\$ 9,032,259	\$ (22,665)	\$ 2,145,935	24%
EXPENSE						
	0					
Total 1000 Certificated Salaries	\$ 4,041,577	\$ 3,712,184	\$ 4,223,908	\$ 182,331	\$ 329,393	8%
Total 2000 Classified Salaries	\$ 698,284	\$ 654,033	\$ 735,687	\$ 37,403	\$ 44,251	6%
Total 3000 Employee Benefits	\$ 810,631	\$ 706,332	\$ 812,838	\$ 2,206	\$ 104,300	13%
Total 4000 Supplies	\$ 479,245	\$ 514,609	\$ 534,275	\$ 55,030	\$ (35,364)	-7%
Total 5000 Services and Other Operating Expenditures	\$ 1,898,155	\$ 1,708,699	\$ 1,916,835	\$ 18,680	\$ 189,455	10%
Total 6000 Capital Outlay	\$ 78,539	\$ 70,886	\$ 78,539	\$ -	\$ 7,653	10%
TOTAL EXPENSE	8,006,431	7,366,742	\$ 8,302,081	\$ 295,651	\$ 639,689	8%
NET INCOME (LOSS)	1,048,493	(457,753)	730,177	(318,316)	1,506,246	144%

*Includes One Time ESSER and CARES Act Funds

Year to Date Highlights

AGLA July-May

	Second Interim Adopted Budget FY20-21	YTD Actuals	2020-21 Forecast	Second Interim Adopted Budget VS Forecast	(\$) Budget Remaining	(%) Budget Remaining	Comments
INCOME							
Total 8011-8096 Local Control Funding Formula Sources	\$ 3,415,677	\$ 2,699,572	\$ 3,362,781	\$ (52,896)	\$ 716,105	21%	PY adjustments
Total 8100-8299 Federal Income	\$ 465,091	\$ 325,797	\$ 465,146	\$ 55	\$ 139,294	30%	
Total 8300-8599 State Income	\$ 635,363	\$ 302,507	\$ 661,094	\$ 25,731	\$ 332,856	54%	PY adjustments
Total 8600-8799 Local Income	\$ 141,379	\$ 146,062	\$ 156,693	\$ 15,314	\$ (4,683)	-3%	Food Sales, offset with 4000 expenses
TOTAL INCOME	\$ 4,657,509	\$ 3,473,938	\$ 4,645,713	\$ (11,796)	\$ 1,183,571	25%	
EXPENSE							
Total 1000 Certificated Salaries	\$ 1,903,659	\$ 1,738,744	\$ 1,969,720	\$ 66,060	\$ 164,916	9%	Feb Stipends
Total 2000 Classified Salaries	\$ 400,224	\$ 363,400	\$ 405,875	\$ 5,650	\$ 36,824	9%	Feb Stipends
Total 3000 Employee Benefits	\$ 376,484	\$ 325,538	\$ 375,442	\$ (1,042)	\$ 50,947	13%	
Total 4000 Supplies	\$ 215,934	\$ 221,350	\$ 234,663	\$ 18,729	\$ (5,416)	-2%	Food Supplies, offset with income
Total 5000 Services and Other Operating Expenditures	\$ 1,113,704	\$ 1,024,038	\$ 1,131,341	\$ 17,637	\$ 89,667	8%	Consultants
Total 6000 Capital Outlay	\$ 47,049	\$ 42,574	\$ 47,049	\$ -	\$ 4,475	10%	
TOTAL EXPENSE	\$ 4,057,056	\$ 3,715,643	\$ 4,164,090	\$ 107,034	\$ 341,412	8%	
NET INCOME (LOSS)	\$ 600,454	\$ (241,705)	\$ 481,623	\$ (118,830)	\$ 842,159	185%	

*Includes One Time ESSER and CARES Act Funds

Year to Date Highlights

ASL July-May

	Second Interim Adopted Budget FY20-21	YTD Actuals	2020-21 Forecast	Second Interim Adopted Budget VS Forecast	(\$) Budget Remaining	(%) Budget Remaining	Comments
INCOME							
Total 8011-8096 Local Control Funding Formula Source	\$ 3,571,428	\$ 2,857,089	\$ 3,535,377	\$ (36,051)	\$ 714,339	20%	PY adjustments
Total 8100-8299 Federal Income	\$ 305,045	\$ 204,416	\$ 305,152	\$ 107	\$ 100,629	32%	
Total 8300-8599 State Income	\$ 389,357	\$ 236,503	\$ 398,328	\$ 8,971	\$ 152,854	39%	PY adjustments
Total 8600-8799 Local Income	\$ 131,585	\$ 137,043	\$ 147,689	\$ 16,104	\$ (5,458)	-4%	Food Sales, offset with 4000 expenses
TOTAL INCOME	\$ 4,397,415	\$ 3,435,051	\$ 4,386,546	\$ (10,869)	\$ 962,364	22%	
EXPENSE							
Total 1000 Certificated Salaries	\$ 2,137,917	\$ 1,973,440	\$ 2,254,188	\$ 116,271	\$ 164,478	8%	Feb Stipends
Total 2000 Classified Salaries	\$ 298,059	\$ 290,633	\$ 329,813	\$ 31,753	\$ 7,426	3%	Feb Stipends
Total 3000 Employee Benefits	\$ 434,147	\$ 380,794	\$ 437,396	\$ 3,249	\$ 53,353	12%	
Total 4000 Supplies	\$ 263,311	\$ 293,259	\$ 299,612	\$ 36,301	\$ (29,948)	-10%	Food Supplies, offset with income, Inst Materials
Total 5000 Services and Other Operating Expenditures	\$ 784,450	\$ 684,662	\$ 785,493	\$ 1,043	\$ 99,789	11%	
Total 6000 Capital Outlay	\$ 31,490	\$ 28,312	\$ 31,490	\$ -	\$ 3,178	10%	
TOTAL EXPENSE	\$ 3,949,375	\$ 3,651,099	\$ 4,137,992	\$ 188,617	\$ 298,276	7%	
NET INCOME (LOSS)	\$ 448,040	\$ (216,048)	\$ 248,554	\$ (199,486)	\$ 664,088	148%	

*Includes One Time ESSER and CARES Act Funds

Cash Update – Cash is King

	Gold Standard	Cash Balance as of 5/31/2021	Projected Cash Balance as of 6/30/2021*
3 months of payroll	\$1,392,906	\$ 1,807,519	\$ 1,488,958
Days Cash on Hand	60	80	66

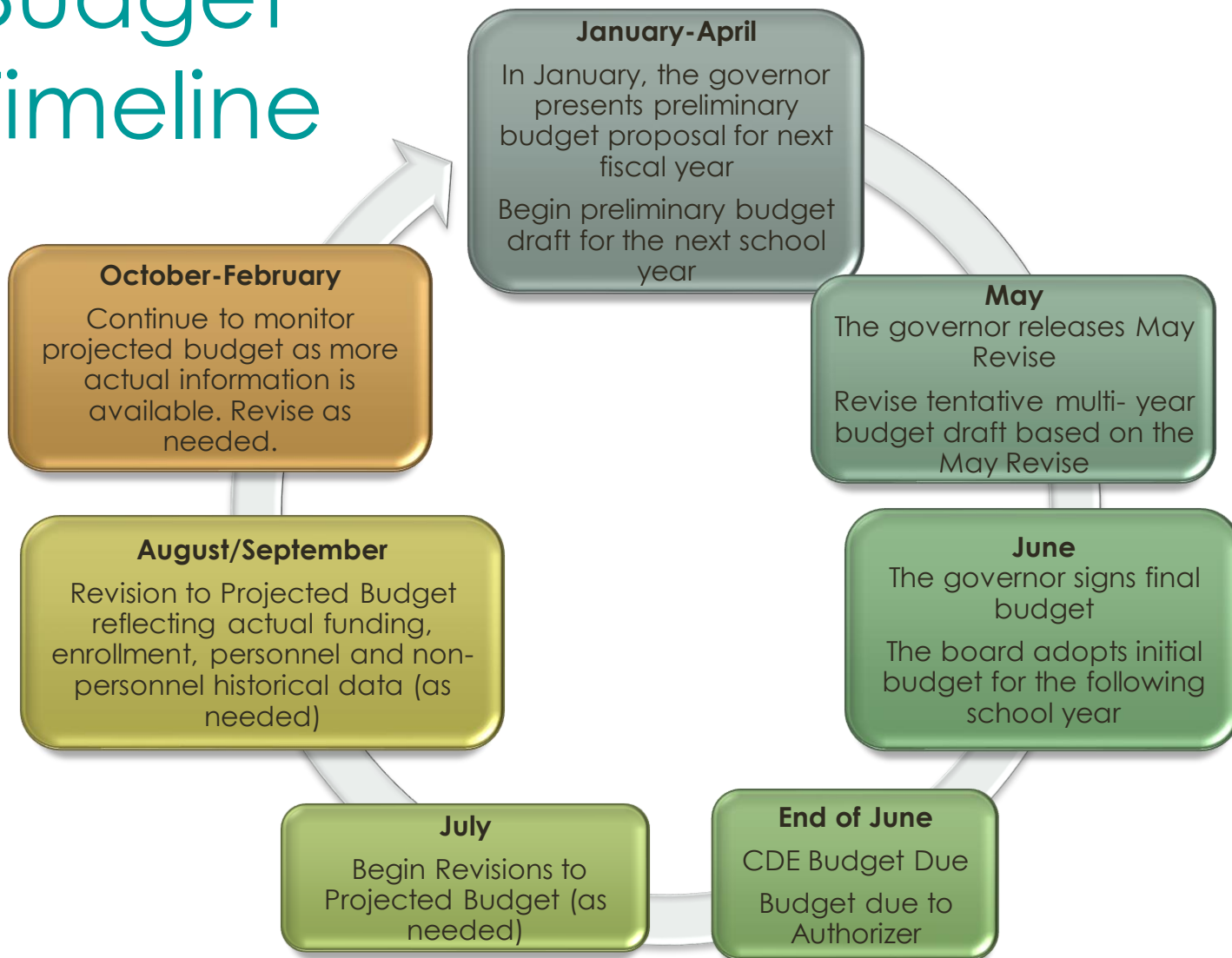
**Includes one time LOC payment in November 2020 of \$250k*

Other Cash Analysis

Cash Balance	\$ 1,807,519	\$ 1,488,958
PPP Funds	1,287,000	1,287,000
LOC Balance	250,000	250,000
Adjusted for PPP	520,519	201,958
Adjusted for LOC	1,557,519	1,238,958
Adjusted for PPP & LOC	270,519	(48,042)

**Includes one time LOC payment in December 2020 of \$250k*

Budget Timeline



FY2021-22 CA Budget

- “Placeholder” budget passed to satisfy the June 15 constitutional deadline
- Final budget released before July 1st
- Revisions likely needed in August to align with the state approved budget

2021-22 Budget Assumptions

- Current Year to Date (YTD) Actuals were used to project out the remainder of the current school year and then used as the base for future years.
- Revenues and Expenditures affected by the pandemic were evaluated and adjusted accordingly assuming in person instruction in FY 2021-22
- LCFF revenue assumptions per the Governor's May Revise were used with exception of proposals for additional programs to remain conservative

Aveson FY2021-22 Proposed Budget- Summary Combined

	FY20-21 BUDGET FORECAST MAY 2021	FY21-22 PRELIM BUDGET	FY22-23 BUDGET	FY23-24 BUDGET	FY24-25 BUDGET	FY25-26 BUDGET
Enrollment	711	713	713	723	728	733
FY ADA	784	674	674	683	688	693
TOTAL INCOME	\$ 9,032,259	\$ 8,524,365	\$ 8,215,348	\$ 8,194,878	\$ 7,935,233	\$ 7,979,781
Total 1000 Certificated Salaries	\$ 4,223,908	\$ 3,841,998	\$ 3,773,703	\$ 3,773,703	\$ 3,773,703	\$ 3,773,703
Total 2000 Classified Salaries	\$ 735,687	\$ 1,195,149	\$ 1,195,149	\$ 1,195,149	\$ 1,195,149	\$ 1,195,149
Total 3000 Employee Benefits	\$ 812,838	\$ 970,537	\$ 967,998	\$ 977,463	\$ 988,813	\$ 1,000,378
Total 4000 Supplies	\$ 534,275	\$ 463,513	\$ 368,241	\$ 324,846	\$ 325,383	\$ 325,934
Total 5000 Services and Other Operating Expenditures	\$ 1,916,835	\$ 1,877,332	\$ 1,759,093	\$ 1,777,583	\$ 1,805,770	\$ 1,834,662
Total 6000 Capital Outlay	\$ 78,539	\$ 78,539	\$ 78,539	\$ 78,539	\$ 78,539	\$ 78,539
TOTAL EXPENSE	\$ 8,302,081	\$ 8,427,068	\$ 8,142,723	\$ 8,127,284	\$ 8,167,358	\$ 8,208,365
NET INCREASE (DECREASE) IN FUND BALANCE	\$ 730,177	\$ 97,297	\$ 72,624	\$ 67,594	\$ (232,125)	\$ (228,585)
BEGINNING FUND BALANCE	\$ 655,963	\$ 1,386,140	\$ 1,483,437	\$ 1,556,061	\$ 1,623,655	\$ 1,391,530
ENDING FUND BALANCE	\$ 1,386,140	\$ 1,483,437	\$ 1,556,061	\$ 1,623,655	\$ 1,391,530	\$ 1,162,946
RESERVE (AS % OF EXPENSES)	17%	18%	19%	20%	17%	14%

Out years for internal planning purposes only

AGLA FY2021-22 Proposed Budget Summary

	FY20-21 BUDGET FORECAST MAY 2021	FY21-22 PRELIM BUDGET	FY22-23 BUDGET	FY23-24 BUDGET	FY24-25 BUDGET	FY25-26 BUDGET
Enrollment	323	308	308	318	323	328
FY ADA	371	289	289	299	303	308
TOTAL INCOME	\$ 4,645,713	\$ 4,086,787	\$ 4,013,568	\$ 4,006,979	\$ 3,881,162	\$ 3,925,463
Total 1000 Certificated Salaries	\$ 1,969,720	\$ 1,672,102	\$ 1,643,678	\$ 1,643,678	\$ 1,643,678	\$ 1,643,678
Total 2000 Classified Salaries	\$ 405,875	\$ 584,040	\$ 584,040	\$ 584,040	\$ 584,040	\$ 584,040
Total 3000 Employee Benefits	\$ 375,442	\$ 457,596	\$ 459,438	\$ 464,091	\$ 469,671	\$ 475,356
Total 4000 Supplies	\$ 234,663	\$ 172,199	\$ 142,375	\$ 118,718	\$ 118,988	\$ 119,263
Total 5000 Services and Other Operating Expenditures	\$ 1,131,341	\$ 1,104,494	\$ 1,045,406	\$ 1,059,713	\$ 1,077,566	\$ 1,095,865
Total 6000 Capital Outlay	\$ 47,049	\$ 47,049	\$ 47,049	\$ 47,049	\$ 47,049	\$ 47,049
TOTAL EXPENSE	\$ 4,164,090	\$ 4,037,481	\$ 3,921,985	\$ 3,917,289	\$ 3,940,990	\$ 3,965,251
NET INCREASE (DECREASE) IN FUND BALANCE	\$ 481,623	\$ 49,306	\$ 91,583	\$ 89,690	\$ (59,829)	\$ (39,788)
BEGINNING FUND BALANCE	\$ 350,438	\$ 832,061	\$ 881,367	\$ 972,951	\$ 1,062,641	\$ 1,002,812
ENDING FUND BALANCE	\$ 832,061	\$ 881,367	\$ 972,951	\$ 1,062,641	\$ 1,002,812	\$ 963,024
RESERVE (AS % OF EXPENSES)	20%	22%	25%	27%	25%	24%

Out years for internal planning purposes only

AGLA Budget Assumptions

- Proposed budget based off enrollment of 308 students at a 93% attendance rate.
- One time longevity stipends for credential staff funded from IPI grant
- 2% Cost of Living increase to salaries
- Additional programs (ELO) funded through 6/30/2024

ASL FY2021-22 Proposed Budget Summary

	FY20-21 BUDGET FORECAST MAY 2021	FY21-22 PRELIM BUDGET	FY22-23 BUDGET	FY23-24 BUDGET	FY24-25 BUDGET	FY25-26 BUDGET
Enrollment	388	405	405	405	405	405
FY ADA	413	385	385	385	385	385
TOTAL INCOME	\$ 4,386,546	\$ 4,437,578	\$ 4,264,049	\$ 4,250,168	\$ 4,116,340	\$ 4,116,586
Total 1000 Certificated Salaries	\$ 2,254,188	\$ 2,169,895	\$ 2,130,025	\$ 2,130,025	\$ 2,130,025	\$ 2,130,025
Total 2000 Classified Salaries	\$ 329,813	\$ 611,110	\$ 611,110	\$ 611,110	\$ 611,110	\$ 611,110
Total 3000 Employee Benefits	\$ 437,396	\$ 512,940	\$ 508,561	\$ 513,372	\$ 519,142	\$ 525,022
Total 4000 Supplies	\$ 299,612	\$ 291,314	\$ 225,867	\$ 206,128	\$ 206,396	\$ 206,671
Total 5000 Services and Other Operating Expenditures	\$ 785,493	\$ 772,838	\$ 713,687	\$ 717,870	\$ 728,205	\$ 738,798
Total 6000 Capital Outlay	\$ 31,490	\$ 31,490	\$ 31,490	\$ 31,490	\$ 31,490	\$ 31,490
TOTAL EXPENSE	\$ 4,137,992	\$ 4,389,587	\$ 4,220,739	\$ 4,209,995	\$ 4,226,367	\$ 4,243,114
NET INCREASE (DECREASE) IN FUND BALANCE	\$ 248,554	\$ 47,991	\$ 43,310	\$ 40,172	\$ (110,027)	\$ (126,528)
BEGINNING FUND BALANCE	\$ 305,525	\$ 554,079	\$ 602,070	\$ 645,380	\$ 685,552	\$ 575,525
ENDING FUND BALANCE	\$ 554,079	\$ 602,070	\$ 645,380	\$ 685,552	\$ 575,525	\$ 448,997
RESERVE (AS % OF EXPENSES)	13%	14%	15%	16%	14%	11%

Out years for internal planning purposes only

ASL Budget Assumptions

- Proposed budget based off enrollment of 405 students at a 95% attendance rate.
- One time longevity stipends for credential staff funded from IPI grant
- 2% Cost of Living increase to salaries
- Additional programs (ELO) funded through 6/30/2024

Other Budget Considerations

- Additional costs associated with reopening
- Current distance learning statutes will expire at the end of 202-21 fiscal year
- Enrollment is down statewide, but no hold harmless ADA clause for charters for FY 2021-22
- Historically high levels of Prop 98 funding, but next year (2022-23) doesn't build from previous (2021-22)
- Large amounts of restricted one-time funds from Federal and State sources limits spending
- One-time funds should not be used to fund items that are ongoing costs
- Using one-time funds for new hires should be evaluated carefully
- State unemployment insurance on the rise

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,888,500	\$ 551,500	\$ -	\$ 215,000	2,655,000	\$ 2,527,000	\$ 128,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	SEL curriculum	All	\$ 2,500			\$ 7,500	\$ 10,000
1	2	Development of prevention goals aligned w	All	\$ 5,500	\$ 1,000		\$ 500	\$ 7,000
1	3	Student-led assemblies	All	\$ 47,500	\$ 9,000		\$ 3,500	\$ 60,000
1	4	Parent engagement and support	All	\$ 47,500	\$ 9,000		\$ 3,500	\$ 60,000
1	5	Staff training on policy and prevention	All	\$ 47,500	\$ 9,000		\$ 3,500	\$ 60,000
1	6	Restorative Practices	All	\$ 96,000	\$ 17,500		\$ 7,000	\$ 120,500
2	1	Course of study	All	\$ 245,000	\$ 270,000		\$ 86,500	\$ 601,500
2	2	Personalized mastery learning student plan	All	\$ 229,500	\$ 42,000		\$ 16,500	\$ 288,000
2	2	Personalized mastery learning student plan	All	\$ 37,500			\$ 10,000	\$ 47,500
2	3	Project based rubrics	All	\$ 96,000	\$ 17,500		\$ 7,000	\$ 120,500
2	4	Progress Monitoring	All	\$ 287,500	\$ 53,000		\$ 20,500	\$ 361,000
2	5	Learning outcomes	All	\$ 191,000	\$ 35,500		\$ 14,000	\$ 240,500
3	1	Personalized Professional Development	All	\$ 96,000	\$ 17,500		\$ 7,000	\$ 120,500
3	2	Data analysis	All	\$ 96,000	\$ 17,500		\$ 7,000	\$ 120,500
3	3	Summative and formative assessments	All	\$ 96,000	\$ 17,500		\$ 7,000	\$ 120,500
3	3	Summative and formative assessments	All	\$ 10,000				\$ 10,000
3	4	Cross-curricular learning outcomes	All	\$ 96,000	\$ 17,500		\$ 7,000	\$ 120,500
4	1	Math Intervention	All	\$ 5,000				\$ 5,000
4	2	Math Curriculum	All	\$ 45,000				\$ 45,000
4	3	Data Analysis	All	\$ 47,500	\$ 9,000		\$ 3,500	\$ 60,000
4	4	Weekly Observations	All	\$ 47,500	\$ 9,000		\$ 3,500	\$ 60,000
5	1	Marketing/Promotional Materials	All	\$ 5,000				\$ 5,000
5	2	Informational Meetings	All	\$ 2,000				\$ 2,000
5	3	Community Outreach	All	\$ 3,500				\$ 3,500
5	4	Online Presence	All	\$ 6,000				\$ 6,000

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,872,000	\$ 2,638,500
LEA-wide Total:	\$ 1,872,000	\$ 2,638,500
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	SEL curriculum	LEA-wide	All	All	\$ 2,500	\$ 10,000
1	3	Student-led assemblies	LEA-wide	All	All	\$ 47,500	\$ 60,000
1	4	Parent engagement and support	LEA-wide	All	All	\$ 47,500	\$ 60,000
1	5	Staff training on policy and prevention	LEA-wide	All	All	\$ 47,500	\$ 60,000
1	6	Restorative Practices	LEA-wide	All	All	\$ 96,000	\$ 120,500
2	1	Course of study	LEA-wide	All	All	\$ 245,000	\$ 601,500
2	2	Personalized mastery learning student plan	LEA-wide	All	All	\$ 229,500	\$ 288,000
2	2	Personalized mastery learning student plan	LEA-wide	All	All	\$ 37,500	\$ 47,500
2	3	Project based rubrics	LEA-wide	All	All	\$ 96,000	\$ 120,500
2	4	Progress Monitoring	LEA-wide	All	All	\$ 287,500	\$ 361,000
2	5	Learning outcomes	LEA-wide	All	All	\$ 191,000	\$ 240,500
3	1	Personalized Professional Development	LEA-wide	All	All	\$ 96,000	\$ 120,500
3	2	Data analysis	LEA-wide	All	All	\$ 96,000	\$ 120,500
3	3	Summative and formative assessments	LEA-wide	All	All	\$ 96,000	\$ 120,500
3	3	Summative and formative assessments	LEA-wide	All	All	\$ 10,000	\$ 10,000
3	4	Cross-curricular learning outcomes	LEA-wide	All	All	\$ 96,000	\$ 120,500
4	1	Math Intervention	LEA-wide	All	All	\$ 5,000	\$ 5,000
4	2	Math Curriculum	LEA-wide	All	All	\$ 45,000	\$ 45,000
4	3	Data Analysis	LEA-wide	All	All	\$ 47,500	\$ 60,000
4	4	Weekly Observations	LEA-wide	All	All	\$ 47,500	\$ 60,000
5	1	Marketing/Promotional Materials	LEA-wide		All	\$ 5,000	\$ 5,000
5	2	Informational Meetings	LEA-wide		All	\$ 2,000	\$ 2,000
5	3	Community Outreach	LEA-wide		All	\$ 3,500	\$ 3,500
5	4	Online Presence	LEA-wide		All	\$ 6,000	\$ 6,000

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-person
Totals	\$ 1,746,000	\$ 621,500	\$ -	\$ 144,000	2,511,500	\$ 2,446,500	\$ 65,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	iReady Math Diagnostics	All	\$ 18,000	\$ 3,000		\$ 500	\$ 21,500
1	2	SBAC Interim Assessments	All	\$ 18,000	\$ 3,000		\$ 500	\$ 21,500
1	3	Math Data Teams	All	\$ 90,000	\$ 15,000		\$ 3,500	\$ 108,500
1	4	Math Professional Development	All	\$ 36,000	\$ 6,000		\$ 1,500	\$ 43,500
1	5	Personalized Mastery Learning Advisor	All	\$ 59,500	\$ 10,000		\$ 2,500	\$ 72,000
1	6	Math Instructional Parent Communication ar	All	\$ 18,000	\$ 3,000		\$ 500	\$ 21,500
2	1	Continuation of Anti Racist Education (ARE)	All	\$ 36,000	\$ 6,000		\$ 1,500	\$ 43,500
2	2	Continue to offer monthly PD for all staff cer	All	\$ 125,500	\$ 21,500		\$ 5,000	\$ 152,000
2	3	Provide Parent Education / Community Invo	All	\$ 18,000	\$ 3,000		\$ 500	\$ 21,500
2	4	Provide targeted DEI, SpEd, and Anti-Racis	All	\$ 54,000	\$ 9,000		\$ 2,000	\$ 65,000
2	5	Bi-annually, assess and adjust behavioral as	All	\$ 27,000	\$ 4,500		\$ 1,000	\$ 32,500
2	6	On a monthly basis, staff will monitor acade	All	\$ 125,500	\$ 21,500		\$ 5,000	\$ 152,000
2	7	Continue to diversify recruiting efforts to attr.	All	\$ 15,000				\$ 15,000
3	1	Professional Development for staff with trair	All	\$ 90,000	\$ 15,000		\$ 3,500	\$ 108,500
3	2	General Education and Inclusion Collaborati	All	\$ 179,500	\$ 30,500		\$ 7,000	\$ 217,000
3	3	Inclusion Assistants	All	\$ 231,500	\$ 39,500		\$ 9,000	\$ 280,000
3	4	Materials and tools to improve classroom sp	All	\$ 41,500	\$ 7,000		\$ 1,500	\$ 50,000
3	5	Professional Development and monthly mee	All	\$ 90,000	\$ 15,000		\$ 3,500	\$ 108,500
4	1	Course of study	All	\$ 24,000	\$ 332,500		\$ 77,500	\$ 434,000
4	2	Personalized mastery learning student plan	All	\$ 179,500	\$ 30,500		\$ 7,000	\$ 217,000
4	3	Project based rubrics	All	\$ 1,500	\$ -		\$ -	\$ 1,500
4	4	Progress Monitoring	All	\$ 134,000	\$ 23,000		\$ 5,500	\$ 162,500
4	5	Learning outcomes	All	\$ 134,000	\$ 23,000		\$ 5,500	\$ 162,500

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,731,000	\$ 2,496,500
LEA-wide Total:	\$ 1,731,000	\$ 2,496,500
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	iReady Math Diagnostics	LEA-wide	All	All	\$ 18,000	\$ 21,500
1	3	Math Data Teams	LEA-wide	All	All	\$ 90,000	\$ 108,500
1	4	Math Professional Development	LEA-wide	All	All	\$ 36,000	\$ 43,500
1	5	Personalized Mastery Learning Advisor	LEA-wide	All	All	\$ 59,500	\$ 72,000
1	6	Math Instructional Parent Communication a	LEA-wide	All	All	\$ 18,000	\$ 21,500
2	1	Continuation of Anti Racist Education (ARE)	LEA-wide	All	All	\$ 36,000	\$ 43,500
2	2	Continue to offer monthly PD for all staff cer	LEA-wide	All	All	\$ 125,500	\$ 152,000
2	3	Provide Parent Education / Community Invo	LEA-wide	All	All	\$ 18,000	\$ 21,500
2	4	Provide targeted DEI, SpEd, and Anti-Racis	LEA-wide	All	All	\$ 54,000	\$ 65,000
2	5	Bi-annually, assess and adjust behavioral as	LEA-wide	All	All	\$ 27,000	\$ 32,500
2	6	On a monthly basis, staff will monitor acade	LEA-wide	All	All	\$ 125,500	\$ 152,000
2	7	Continue to diversify recruiting efforts to attr	LEA-wide	All	All	\$ 15,000	\$ 15,000
3	1	Professional Development for staff with trair	LEA-wide	All	All	\$ 90,000	\$ 108,500
3	2	General Education and Inclusion Collaborati	LEA-wide	All	All	\$ 179,500	\$ 217,000
3	3	Inclusion Assistants	LEA-wide	All	All	\$ 231,500	\$ 280,000
3	4	Materials and tools to improve classroom sp	LEA-wide	All	All	\$ 41,500	\$ 50,000
3	5	Professional Development and monthly mee	LEA-wide	All	All	\$ 90,000	\$ 108,500
4	1	Course of study	LEA-wide	All	All	\$ 24,000	\$ 434,000
4	2	Personalized mastery learning student plan	LEA-wide	All	All	\$ 179,500	\$ 217,000
4	3	Project based rubrics	LEA-wide	All	All	\$ 1,500	\$ 1,500
4	4	Progress Monitoring	LEA-wide	All	All	\$ 134,000	\$ 162,500
4	5	Learning outcomes	LEA-wide	All	All	\$ 134,000	\$ 162,500

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
Aveson Global Leadership Academy	Ian McFeat--Executive Director/Superintendent	ianmcfecat@aveson.org 626-797-1440

Plan Summary [2021-2022]

General Information

A description of the LEA, its schools, and its students.

Aveson Global Leadership Academy serves just over 300 6th-12th grade students from diverse backgrounds in a setting that received national recognition for delivering on the ambitious promise to personalized mastery learning for all students. Aveson's highly dedicated staff worked hard to both target instruction for every student's distinct needs and set the conditions for students to take agency over their learning. Community engagement continued its robust and diverse tradition of forging strong relationships with parents and community members as well as realizing extraordinary experiences for all students including student-led conferences, community days, and celebrations of learning. Aveson's culture is created and sustained through our community's commitment to our Guiding Principles:

Vision means seeing what could be and what will be and living the difference.

- There is no such thing as too much truth.
- How you say it is as important as what you say.
- When identifying problems, offer strategies and solutions.
- Everyone's time is valuable.
- Your commitment is to make others around you successful.
- Our growth together requires us to grow individually.
- Integrity is everything

AGLA implements a challenging curriculum based on California common core standards and covers all core subject areas with a special focus on mastering essential literacy and math skills. A second area of focus is in the development of social leadership skills which aims at communication skills, self-managed projects, and cooperative learning. A third area of instruction is in healthy living practices which focuses on social, emotional, and physical well-being.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Dashboard data:

AGLA’s graduation rate maintained with a slight increase of 2.4%. Data from 2018 to 2019 reflects an increase of 15.1% in ELA performance as well as a 16.9 increase in math performance. All local indicators continued to be met across the past two school years.

Stakeholder survey data:

88% of staff indicated that students can explain how they learn best and 70% of students responded that can explain how they learn best

80% of families reported that their child feels safe at school.

Over 80% of families reported attending Student Led Conferences (SLC) and Celebrations of Learning (COL). 83% of families reported understanding the purpose of SLC is to encourage students to own their learning and show mastery and 82% understanding the purpose of COL is to celebrate student accomplishments.

76% of families say AGLA encourages students to strive for personal excellence while nearly 70% of families, 65% of students and 77% of staff agree that advisors collaborate with students on how students show their learning and reach mastery. Approximately 70% of families report that AGLA effectively educates their children.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Needed areas of significant improvement according to Dashboard data include reclassification efforts of our ELL students. Dashboard data suggested that AGLA is 36.9 points below the standard, though there was an increase from 2017 of 8.5 points. We are heading in the right direction, but there is still work to be done in this area. An additional area of need is in math (60.2 points below standard), specifically when analyzing math scores for our various student populations, African American students performed 132.2 points below standard which is the population with the greatest deficiency in scores when compared to our ELL students at 109.8 points below and our students with disabilities at 113.2 points below.

Additional areas of need found across stakeholder surveys includes provision of meaningful instruction through personalized mastery learning(PML), increased educator efficacy (personalized professional development), safe and healthy learning environments (bullying), and student achievement (math specifically).

Being a charter school experiencing decreased enrollment, an additional area of need is in student retention and recruitment.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

AGLA's LCAP is being developed during an exciting and unprecedented time following an international pandemic with students returning to campus on a full-time basis, as well as the hiring of both a new executive director and site director/principal to continue Aveson's mission and use current data to build goals to move us onward and upward. The areas identified are essential in ensuring student safety, increased student achievement, and retention and recruitment of AGLA students. An additional highlight is the revamping and revitalization of personalized mastery learning (PML) and teacher personalized professional development (PPD) to meet the needs of today's and future learners.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

An LCAP team made of advisors and administrators met weekly to plan throughout the school year. Team members developed surveys and distributed them via Google Forms to staff, students, and families.

Staff were given the opportunity to fill out the survey in weekly staff meetings. The link to the survey was then included in weekly staff communication for several weeks. Students received the survey and advisors provided time in advisory for students to complete the survey. The student survey was also pushed out via StudentSquare. Families received the survey via ParentSquare available in English and Spanish. As of June 3, 2020 122 students, 34 staff members and 140 families completed the survey.

After survey submission, Aveson's communications consultant held focus groups and one-on-one conversations via Zoom with families and staff to gather qualitative data. Focus group representation was diverse in regard to race, ethnicity, length of time at Aveson, grade, and level of participation at Aveson in order to provide a cross-section of families the opportunity to be heard.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The content of this LCAP is highly influenced by AGLA stakeholders and includes 3 out of 5 goals dedicated to safe learning environments, professional development, and personalized mastery learning.

Personalized Mastery Learning, Student-Centered Education

Family surveys highlighted many successes as well as needs. Our families understand the basic essentials behind a personalized mastery learning, student-centered education and believe their children are receiving an effective education. Seventy (70) percent of families indicated they believe Aveson effectively educates their students with over two-thirds of both families and students saying students can explain strategies for learning, collaborate with their advisor to learn, and learn how to identify their strengths. Over 80% of families responding to surveys said their students could effectively explain what they learned.

Areas needing improvement include the deeper benefits of a personalized mastery learning, student-centered approach. These include supporting students to learn resilience and flexibility in learning, understanding how to gauge their progress, and how they know when they've successfully mastered learning content and skills. Fifty-six (56) percent of families indicated that their student received instruction on how to engage with their advisor in our personalized mastery learning model while 48% indicated their child's ability to continue trying when faced with learning challenges and 59% indicating students now how to gauge their progress. Comparatively, 39% of students and 54% of staff report student's continue trying when faced with learning challenges and 50% of students indicate their advisors have provided instruction on how to engage students along the PML continuum. Fifty-three (53) percents of students and 42% of staff say students know how to gauge their progress. Fifty-three (53) percent of families say they would like Aveson to offer a more well-rounded curriculum while

approximately 60% of families and students, and less than 50% of staff mention they feel students are learning and growing at a necessary pace to move to the next level.

All stakeholders (50% or more) agreed that enrichment like visual and performing arts, music, culinary arts, outdoor/gardening and STEAM/STEM.

Culture and Climate

A large percentage of families, students and staff (83% families, 59% students, 46% staff) report students feeling safe at school and welcomed as part of the community (92% families, 74% students, XX% staff). As we drill down into LCAP surveys we see some areas to improve including student respect of each other's differences, understanding and participating in restorative justice practices and advocating for others. Sixty-three (63) percent of families, and 62% of staff state that students can identify ways to restore justice after disruptive incidents while 39% of students report the same. Similarly, 73% of families and 57% of staff report that students advocate for others while approximately 50% of students report the same. Addressing bullying is an identified need and the statistics supporting this is outlined in Goal #1 below.

Goals and Actions

Goal

Goal #	Description
Goal #1	AGLA will provide safe and healthy learning environments for all students and staff when on campus and attending campus sponsored events.

An explanation of why the LEA has developed this goal.

According to stakeholder survey responses only 34% of parents, 38% of students, and 15% of staff indicate that bullying is not a problem at school. Though 80% of families reported that their child feels safe at school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Quarterly stakeholder survey to gauge improvement and needs	Staff 15% agree bullying is not a problem Families 34% agree bullying is not a problem Students 38% agree bullying is not a problem				80% or more of all stakeholders indicate that bullying is not a problem.
Student assemblies for educating on bullying prevention	Not currently implemented				Annual student assemblies to educate students on bullying prevention led by student ambassadors.
Staff training on bullying policy and prevention	Not currently implemented				Annual staff training on bullying policy and prevention led by a designated team.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	SEL curriculum	Purchase, training and implementation of Character Strong SEL curriculum across MS and HS to support students and advisors in ongoing building of resilient, self-advocating, and aware students.	\$10,000	Y
Action 2	Development of prevention goals aligned with bullying policy	School leadership in conjunction with student ambassadors will develop prevention goals, which are actionable items for staff and student awareness as defined by Seth's Law AB 9	\$7,000	Y
Action 3	Student-led assemblies	Frequency based on school climate and need (but held at least annually) student led assemblies will be held to support the unification of AGLA students and staff in our commitment to bullying prevention and awareness	\$60,000	Y
Action 4	Parent engagement and support	Frequency based on school climate and need (but held at least annually) student and school leadership led meetings will be held to support the unification of AGLA students and staff with the support of families in our commitment to bullying prevention and awareness	\$60,000	Y
Action 5	Staff training on policy and prevention	Frequency based on student climate and need (but held at least annually) school leadership led trainings will be held to support the unification of AGLA students and staff in our commitment to bullying prevention and awareness and to explicitly define expectations and guidelines of policy implementation outlined as defined by Seth's Law AB 9	\$60,000	Y
Action 6	Restorative Practices	Training of staff in restorative practices to address repairment of the harm caused by bullying and/or other incidents which contribute to an unsafe/unhealthy learning environment	\$120,500	Y

Goal Analysis [2021-2022]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal

Goal #	Description
2	AGLA is committed to re-designing the traditional style of student learning by providing personalized mastery learning to all student learners and addressing needs through meaningful instruction. As part of this commitment, AGLA will design programs enhancing performing arts, targeting additional learning modalities.

An explanation of why the LEA has developed this goal.

Aveson was built on the tenet of personalized mastery learning (PML) and it has been the cornerstone of our instructional practices. Over time with changes in staff and leadership, the ideals and expectations of a high quality PML program have become less evident and some AGLA classrooms have come to model a traditional instructional approach to learning. It is the intent of this goal for the AGLA community to revamp, revitalize, and reignite our foundational standard of PML into instruction that is intentional, meaningful, student-centered, and advisor facilitated.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Classroom observations that follow the PML model	Inconsistent across content areas				All AGLA content classrooms will model the PML approach.
Design of course of study for each content course	Inconsistent across content areas				Each content course will have a clearly defined course of study detailing the standards required for instruction, learning outcomes necessary for student mastery.
Data analysis reflecting individual learning and student mastery	Current practices are shown at only 42% of ongoing methodized data implementation				All content teachers are well equipped to use developed assessment data to analyze for the planning of student learning outcomes and to provide high quality instruction, support, and resources to students to develop mastery

Learning outcomes aligned to each essential content standard	Inconsistent across content areas				All content classes will have established “I can...” student centered learning outcomes aligned to each essential content standard as identified by course of study designed for each course
Rigorous project based learning	Inconsistent across content areas				As identified by developed rubrics, students will be able to show mastery of learning outcomes through reading, research, presentations and defense
Evidence of student mastery from a cross curricular approach	Not currently implemented				Students and advisors will work collaboratively across content courses (ELA to History, History to Science, Science to Math, etc) to establish relevant connections to learning outcomes across content areas

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Course of study	Development/revision of course of study	\$601,500	Y
Action 2	Personalized mastery learning student plan	Development/revision of personalized mastery learning student plan	\$335,500	Y
Action 3	Project based rubrics	Development/revision of project based rubrics	\$120,500	Y
Action 4	Progress Monitoring	Development/revision of assessments to monitor student progress towards goal mastery	\$361,000	Y
Action 5	Learning outcomes	Development/revision of student learning outcomes	\$240,500	Y

Goal Analysis [2021-2022]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal

Goal #	Description
3	Through increased educator efficacy, AGLA advisors will demonstrate competency as master teachers and beyond based on the 5 components of the Personalized Mastery Learning Continuum.

An explanation of why the LEA has developed this goal.

Due to the high level of skill set, time, dedication, training, and effort required to implement a superior student-centered program on a continual basis over extended numbers of years with shifts in staffing and leadership, it is critical that AGLA revisits PML at its most foundational level to rebuild, revamp, revitalize and reignite this instructional approach to ensure students have voice, choice, and collaboration.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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Personalized Professional Development	Advisors are not currently participating in individual professional growth plans				All advisors will participate in the development of professional growth plans outlining areas of identified need, owning participation in appropriate and robust professional development opportunities evidenced by classroom implementation practices and/or providing staff development on acquired skills.
Data Analysis	42% Implementation rate according to data driven instruction and assessment implementation rubric				Through methodical and structured ongoing data analysis meetings, discussions, reflections, etc. AGLA staff will increase data implementation practices with 100% efficiency and consistency as outlined by the data driven instruction assessment implementation rubric.
Formative Assessments	Inconsistent development and use of course assessments				Formative assessments will be developed and implemented across all content courses as part of ongoing practices that measure student proficiency.
Cross-curricular learning outcomes	Not currently implemented				Student learning outcomes will be expanded and utilized across at least two content areas for students to express mastery learning to a higher degree.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Personalized Professional Development	Advisors work individually with designated administrators to develop their professional growth plans aligned to the 5 components of the Personalized Mastery Learning Continuum, becoming active professional learners in professional development opportunities as both participant and trainer.	\$120,500	Y
Action 2	Data analysis	Ongoing collaboration amongst advisors and with administrators to review data, reflect on outcomes, and execute plans for necessary adjustments and instructional improvements.	\$120,500	Y

Action 3	Summative and formative assessments	Staff training in production of summative and formative assessments (CAASPP, iReady, NWEA Map, and advisor generated assessments)	\$130,500	Y
Action 4	Cross-curricular learning outcomes	Staff training in development of cross-curricular learning outcomes and mastery based projects	\$120,500	Y

Goal Analysis [2021-2022]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal

Goal #	Description
4	All AGLA students will move towards and maintain performance within the green band indicating consistent growth towards proficiency in mathematics.

An explanation of why the LEA has developed this goal.

AGLA math scores have been inconsistent since 2017 dashboard reporting going from yellow to orange and back to yellow in 2019. Though an increase of 16.9 points was indicated in 2019, that is still 43.3 points below standard, thus indicating that growth is still necessary.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2019 Dashboard	Yellow- 43.3 points below standard				Dashboard math performance in green for all students and student groups.
NWEA Map	Fall 2019 43.3 6th graders low (0-20) and 23.3 6th graders low average (21-40)				These students will be 10th graders. Increasing achievement with zero students scoring in the low to low average range. 100% of students scoring in the average to high average range. Students in 6th grade during 2023-24 will be the low average and above range by spring assessment.
NWEA Map	Fall 2019 26.2 7th graders low (0-20) and 29.2 low average (21-40)				These students will be 11th graders. Increasing achievement with zero students scoring in the low to low average range. 100% of students scoring in the average to high average range. Students in 7th grade during 2023-24 will be the low average and above range by spring assessment.
NWEA Map	Fall 2019 24 8th graders low (0-20) and 22 low average (21-40)				These students will be 12th graders. Increasing achievement with zero students scoring in the low to low average range. 100% of students scoring in the average to high average range. Students in 8th grade during 2023-24 will be the low average and above range by spring assessment.
NWEA Map	Fall 2019 25.7 9th graders low (0-20) and 31.4				These students will be graduates. 2023-24 9th grade students increasing achievement with zero students scoring in the low to low average range.

	low average (21-40)				100% of students scoring in the average to high average range.
NWEA Map	Fall 2019 18.4 10th graders low (0-20) and 23.7 low average (21-40)				These students will be graduates. 2023-24 10th grade students increasing achievement with zero students scoring in the low to low average range. 100% of students scoring in the average to high average range.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Math Intervention	Students grades 6-8 performing below grade expectancy in math will be provided with math intervention via iReady	\$5,000	Y
Action 2	Math Curriculum	Purchasing of math curriculum for grades 6-8 and Integrated 1-3 courses.	\$45,000	Y
Action 3	Data Analysis	Math advisors will work with designated administrators and within the math department to analyze math data on a weekly basis to determine immediate adjustments and/or strategies that are working well to drive student achievement and effective instruction	\$60,000	Y
Action 4	Weekly Observations	Administrators will conduct observations with math advisors on a weekly basis to share feedback and discuss the observed lesson within 24 hours with the intent to determine what went well in the lesson and what adjustments can be made	\$60,000	Y

Goal Analysis [2021-2022]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal

Goal #	Description
5	AGLA's retention and recruitment efforts will increase student enrollment at a rate of 10% annually.

An explanation of why the LEA has developed this goal.

As a charter school, being intentional about student retention and recruitment is essential to the growth and success of AGLA.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Enrollment increase of 10% annually	AGLA's enrollment is currently on the decline with approximately 300 students enrolling for the				AGLA's student population count will be at least 399

	2021-22 school year.				
Marketing/ Promotional Materials	Not currently implemented				AGLA will have an ongoing and established annual marketing calendar and promotional materials to support retention and recruitment efforts.
Informational Meetings	Not currently implemented				Informational sessions will be held at least twice a year at AGLA for interested families.
Promotional Activities/ Community Outreach	Not currently implemented				AGLA will participate in community events at least 3 times annually to increase awareness of our school and at the same time partnering with various community organizations (supporting walks- cancer, AIDS, March of Dimes, etc; drives- food, blood, etc.; parades)
Online Presence	Active presence on Instagram and Facebook with four or more posts per week. Twitter inactive, No LinkedIn				AGLA will have a stable and vibrant social media presence across multiple platforms.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Marketing/Promotional Materials	Purchasing of promotional materials for use at community and informational events (pop-up tent, standing banner, brochures, pencils, custom tablecloth, mailers, etc.)	\$5,000	N
Action 2	Informational Meetings	Information sessions at AGLA for new/interested families at least twice annually	\$2,000	N
Action 3	Community Outreach	Creation and execution of various events on the AGLA campus (movie night, paint night, campus tours, tabling at community events)	\$3,500	N
Action 4	Online Presence.	Social media manager; staff stipend	\$6,000	N

Goal Analysis [2021-2022]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-2022]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.68%	\$178,129

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 Safe and Healthy Learning Environments. There is no research data to show that low-income students are impacted by bullying to any degree greater than their peers. This goal is essential to all students and was not designed to support any specific student category “first”. Therefore, all actions identified as part of goal 1 are effective for meeting the needs of these students and all students on our campus.

Goal 2 Meaningful Instruction

Actions 1-5 are the development of and/or revision of course of study, PML student plan, project based rubrics, progress monitoring, and learning outcomes.

Students require meaningful instruction to thrive in an educational setting. The goal and action items here are inclusive in supporting the needs of student learners on an individual basis.

Goal 3 Increased Educator Efficacy

Actions 2 and 3 Data analysis and production/use/reflection/adjustment of summative and formative assessments

This goal is targeted at teacher improvement, however, it is important to recognize that if our teaching staff is not consistently being intentional in developing their craft in more effective and profound ways, then our students will not receive the high quality of instruction that they need to continuously be challenged and to make progress academically.

Goal 4 Student Achievement

Actions 1-3 Math intervention, math curriculum, and data analysis.

Our students who are designated as low-income have deficiencies greater than that of their peers. In 2017 as a whole AGLA's math scores were 45.1 points below standard while our low-income students were 65.8 points below standard. In 2018 AGLA was 60.2 points below standard while our low-income students were 111 points below standard. Most recently in 2019, AGLA students as a whole earned math scores which were 43.3 points below standard, while our low-income students were 83.2 points below standard. This data indicates that this population is in need of additional support beyond that offered to our AGLA students as a whole. Continuing to build on the tenet of PML as identified in Goals 2 and 3 better equips our staff to support students on an individual basis, thus helping to increase academic achievement.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

AGLA's foster youth population is 0%, EL student population 5.4%, and low income student population is 32.5%. Those goals and action items described above are inclusive of all student populations. As AGLA reviews student data on an ongoing basis the needs of these students when reviewing data will be intentionally disaggregated to ensure that instructional strategies, teacher training, necessary interventions, and supports are made available to aid in better services, instruction, and program offerings for these students.

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For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.

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
Aveson School of Leaders	Ian McFeat--Executive Director/Superintendent	ianmcfecat@aveson.org 626-797-1440

Plan Summary [2021-2022]

General Information

A description of the LEA, its schools, and its students.

Aveson School of Leaders (ASL) provides over 420 TK-5th-grade students with an innovative educational experience that encourages them to be self-motivated lifelong learners and prepared to make a difference in the world they live. Aveson focuses on personalized mastery learning, social leadership and healthy living. Through an academically challenging, project-based program, students become inquisitive and confident learners who are prepared to be successful leaders in the global community.

Aveson redefines teaching and learning so all children have the opportunity to experience an exemplary public education. Aveson believes in providing the right instruction for every student every day by supporting innovative teaching methods and a personalized, experience-based learning environment to ensure no child is left unknown.

Aveson's mission is supported by the following **Guiding Principles**:

- Vision means seeing what could be and what will be and living the difference.
- There is no such thing as too much truth.
- How you say it is as important as what you say.
- When identifying problems, offer strategies and solutions.
- Everyone's time is valuable.
- Your commitment is to make others around you successful.
- Our growth together requires us to grow individually.
- Integrity is everything.

Aveson's advisors (teachers) support students by celebrating their individuality and by teaching them about learning itself. Students master all the necessary skills and content while building confidence in their ability to learn. Aveson provides opportunities to develop intellectually, physically and socially through the exchange of ideas and experiences. Wisdom and the ability to communicate effectively are rooted in these experiences, thereby fostering responsibility to others which in turn creates leaders.

Personalized Mastery Learning (PML) allows for students and advisors to have a conversation about what gets learned, how it gets learned and when the learning happens. Students and advisors work together to establish relationships and relevance in learning, to define each student's learning path, to determine learning expectations and then to develop methods for students to reflect and defend their learning in order to show mastery.

In addition to our promise of personalized mastery learning, Aveson adheres to two other tenets: Social Leadership and Healthy Living. The three, in combination, are the foundation of the charter.

Aveson believes that social leadership skills are every bit as important as content in preparing today's students for a life of success - however they choose to define that success. By focusing on communication skills, self-managed projects and cooperative learning, Aveson guides students so that their unique potentials develop. Aveson believes...

- Social Leadership requires personal responsibility.
- Personal responsibility develops by connecting ideas and people.
- Connecting ideas and people require empathy, access to knowledge and a willingness to learn.
- It is both how we pursue our learning and what we do with our knowledge that sets us apart.

Aveson students apply these beliefs with global "take action projects" each year. Every classroom identifies a global issue and develops a take action plan to make it local and personal.

Lastly, Aveson defines healthy living as a focus on learning about and managing emotional, mental and physical health. These topics are integrated into the school day through explicit units and small projects during an advisory period at the start of each day. This may include interdisciplinary projects, and enrichment activities such as gardening, yoga, nature walks and hiking in Eaton Canyon. Students also have Culinary Arts classes, teaching not only healthy cooking, but food sustainability and accessibility, socio-economics and food choices, and culturally diverse food alternatives.

At Aveson, healthy living also focuses on social emotional learning. Advisors help students learn about how their brains work in times of stress so they can make healthy decisions, provide supportive environments so students feel safe and teach conflict resolution skills so children understand how to stay connected even in times of disagreement. Staff members model these practices and explicitly reinforce them in their language with students. Students are asked to consider and examine their own responses and behaviors given different situations.

Aveson's commitment to see every child dictates that its number one goal is to commit itself to *all* learners in its two schools, Aveson Global Leadership Academy (AGLA), 6th-12th grades and Aveson School of Leaders (ASL), Tk-5th grades. It is not an option to systemically overlook any individual or groups of students within its schools. The work of this LCAP will focus on Aveson's TK-5 campus, Aveson School of Leaders (ASL).

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

A review of the California School Dashboard indicates that Aveson School of Leaders is successful in many areas including, meeting grade-level standards in English Language Arts on the Smarter Balanced Summative Assessment, meeting standards in implementation of academic standards, meeting standards in students' accessing of broad courses of study and meeting standards in family engagement, climate surveys and the basics of teachers, instructional materials and facilities. (Local and State Indicators)

Local data successes include data from family, staff and student culture and climate surveys. Staff, family and student data overwhelmingly indicates that Aveson School of Leaders is a safe, warm and welcoming school. Stakeholders enjoy their school and feel connected to the school family. Additionally, stakeholders are invested in the success of the school and want to hold the school accountable for the vision and mission of the school and are willing to work together in order to address the identified needs and growth areas of the school.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the California School Dashboard and local data have identified three areas in need of significant improvement at Aveson School of Leaders:

1. In the area of mathematics, ASL was in the orange band. SBAC math scores continue to show a need for continuous improvement for all students and a performance gap for Hispanic students, English Learners, African American Students, and socioeconomically disadvantaged students. Since the fall of 2020, several actions have been taken to begin to address this identified need. First, we adopted a new math curriculum, Eureka math. The Eureka math curriculum is the most widely used math curriculum in the United States. Eureka offers our staff, students and families a wealth of resources and professional development that has helped our school accomplish several best practices: vertical integration and alignment, home-to-school communication and on-going, consistent assessment and data collection. Secondly, we adopted the iReady comprehensive assessment tool to help us triangulate our Eureka math data scores. This has helped us see gaps across grade levels and student groups so that we can design tier 1, 2 and 3 learning and teaching strategies that are strategically aligned to student needs. Lastly, we realigned our grade level spans from multi-age to grade alike classrooms across our TK-5 grade classrooms. Grade alike classrooms have allowed our teaching staff to teach the Eureka math curriculum with fidelity; additionally allowing for teachers to personalize the curriculum for their students as needed. Additionally, Extended Learning Opportunities grant monies will be used to create summer and school year programming to address math intervention needs through summer 2022.

State Priorities: 2- Implementation of State Standards, 3- Parent Involvement, 4- Pupil Achievement, 5- Pupil Engagement, 8- Pupil Outcomes)

2. During the 2019-2020 school year, an unfortunate event occurred when a student with identified special education needs used a racial slur towards an African American staff member. This event launched an investigation and complete audit of our school's Diversity, Equity and Inclusion (DEI) policies and practices. It was identified that our school was not serving our students, staff and families of color in inclusive ways and that our school community did not know how to adequately address issues of racism on our campus. While this continues to be an area of identified need per local survey data, since the Spring of 2020 several actions have been taken to begin to address this important need. First, we created a professional learning community (PLC) called the Antiracist Educators Team (ARE) that meets monthly with the support of an independent contractor who helps frame and guide the ARE team's work. Additionally, this team was subdivided into four teams that focus monthly on policy, curriculum, professional development and community engagement. Secondly, a school-wide social justice curriculum was adopted that is taught weekly in all grade levels, TK-5th grade. Lastly, all staff members in the school from teachers to custodians have engaged in monthly professional development on DEI, with some members of the staff earning a certification in DEI from Cornell University. Additionally, Extended Learning Opportunities grant monies will be used to create summer and school year programming to address the social and emotional needs of students, families and staff through enrichment, professional development and family education to support DEI work for all of our stakeholder groups.

The findings from the DEI Audit may explain the challenges with chronic absenteeism (orange), and in particular the chronic absenteeism of our Hispanic and Socioeconomically Disadvantaged students (red).

State Priorities: 2-Implementation of State Standards, 3-Parental Involvement, 4-Pupil Achievement, 5-Pupil Engagement, 6-School Climate
8- Other Pupil Outcomes

3. Aveson School of Leaders is proud to be a school that welcomes a full inclusion model for all students. We believe that all students thrive when neurodiversity is recognized, honored and celebrated. Students who have been identified as neurodiverse through the 504 or IEP process learn alongside students who present as neurotypical. Local survey data from staff and family stakeholder groups have identified that while our community can define what a full inclusion model is and why it is important, the data suggests that these stakeholder groups are less able to describe what a full inclusion model looks like in practice when considering how to also engage all students in personalized mastery learning. Families and staff would like to see more personalized professional development and family education in some of the areas in which we see frequent neurodivergence: autism, sensory processing, ADHD, anxiety and dyslexia. Current actions to begin to address this need include the creation of the Diversity, Equity and Inclusion Action Team, a parent-led group that developed to address all issues of DEI at ASL, including accessibility to the academic and social and emotional curricula for students who are neurodiverse.

State Priorities: 2- Implementation of State Standards, 3- Parental Involvement, 4- Pupil Achievement, 5- Pupil Engagement, 6- School Climate, 8- Other Pupil Outcomes)

4. The Dashboard indicates Chronic Absenteeism falls into the orange band for all students at ASL, and Hispanic students and socioeconomically disadvantaged students fall into the red band.

State Priorities: 2- Implementation of State Standards, 3: Parental Involvement, 4, Pupil Achievement, 5- Pupil Engagement, 6- School Climate

5. The Dashboard indicates that Suspension Rate falls into the orange band for all students at ASL.

State Priorities: 5- Pupil Engagement, 6- School Climate

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Aveson School of Leaders LCAP highlights three areas of need that should be addressed over the next three years:

1. SBAC math scores continue to show a need for continuous improvement for all students and a performance gap for Hispanic and socioeconomically disadvantaged students.

2. It was identified that our school is not yet fully serving our students, staff and families of color in inclusive ways and that our school community needs to learn how to embrace diversity and equity while adequately addressing issues of racism on our campus across four major areas: policy, curriculum, professional development and community engagement.

3. It was identified that while our community can define what a full inclusion model is and why it is important, the data suggests that family and staff stakeholder groups are less able to describe what a full inclusion model looks like in practice when considering how to also engage all students in personalized mastery learning.

Key features of the LCAP include:

*Summer programming to address academic and social and emotional learning loss and recovery

*School day and afterschool enrichment programming to address academic and social and emotional learning loss and recovery

*Rich survey data from multiple stakeholder groups including staff, families and students

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.

NA

Support for Identified Schools

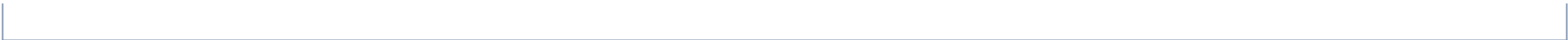
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

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

NA



Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Aveson School of Leaders (ASL) believes strongly in a connected community. This connection is rooted in listening, perspective-taking and inclusivity. For this reason, ASL reached out to all stakeholder groups and provided a variety of opportunities for input on the LCAP. Stakeholder groups included students, families, educators/staff, and directors. Aveson also increased its effort into reaching stakeholders from our BIPOC and English Learner populations to ensure that their opinions were included in writing the LCAP.

In Fall, 2020, Aveson reached out to all stakeholders to gather data regarding race, diversity and inclusion. To ensure accurate data and analysis, Aveson hired a consulting firm, The Education Experience, to conduct a school-wide Race, Diversity, and Inclusion Audit. The audit was conducted across both Aveson campuses (ASL and Aveson Global Leadership Academy 6-12), which include a combined total of approximately 800 students. This audit consisted of an anonymous survey (English/Spanish), a 2-hour virtual community listening session, and individual conversations with parents and staff. Seventy-one percent or 567 written surveys were completed, 70 people attended the listening session, and 10 individual conversations were conducted.

In March, 2021, Aveson conducted a Staff and Student Culture & Climate Survey . This 129-question survey was completed by 24 staff members during paid time so that the survey results would be as accurate and inclusive as possible. Seventy-eight percent of 144 3-5th grade students completed the survey. Student input was also gathered when student representatives were invited to participate in several Aveson Charter Schools Board Meetings throughout the year to share their voices and perspectives about what was going well and what could be improved at ASL.

In April-May, 2021 ASL staff and family stakeholders also were directly engaged in the LCAP process through widely distributed written LCAP surveys in English and Spanish, which were followed up with robust focus groups and one-to-one conversations to obtain qualitative data and provide more depth and detail to the written survey. Focus group representation was diverse in regard to race, ethnicity, length of time at Aveson, grade, and level of participation at Aveson. All individuals who provided their contact information were invited to participate in a focus group or participate in a one-to-one conversation. In total, 181 families and 16 staff participated in written surveys. Ninety-five families were invited to participate in focus groups and 19 families participated. Focus group representation was diverse in regard to race, ethnicity, length of time at Aveson, grade, and level of participation at Aveson in order to provide a cross-section of families the opportunity to be heard.

In May, 2021, the Accessibility subgroup of DEIAT Action Team met with the ASL Site Director and Aveson Executive Director to discuss issues specifically related to the full inclusion of neurodiverse students.

The LCAP writing team thoroughly reviewed and analyzed the data collected in all of these stakeholder input opportunities, combined with ASL's California Dashboard data in order to identify areas for improvement and develop strategic goals with clear action steps.

A summary of the feedback provided by specific stakeholder groups.

Detailed and comprehensive feedback received from the multiple engagement activities outlined above provided valuable insight regarding all aspects of our school including effectiveness of our personalized mastery learning, student-centered philosophy, satisfaction with children's learning and desires for how our community would prioritize resources. The engagement process also provided significant information regarding how Aveson is doing in regard to race, diversity, and inclusion as well as where we can improve in regard to culture and climate.

Personalized Mastery Learning, Student-Centered Education

Family surveys highlighted many successes as well as needs. Our families understand the basic essentials behind a personalized mastery learning, student-centered education and believe their children are receiving an effective education. Sixty-seven percent of respondents indicated they believe Aveson effectively educates their students with over two-thirds saying their student can explain strategies for learning, collaborate with their advisor to learn and learn how to identify their strengths. Over 80% of families responding to surveys said their students could effectively explain what they learned.

Areas needing improvement include the deeper benefits of a personalized mastery learning, student-centered approach. These include supporting students to learn resilience and flexibility in learning, understanding how to gauge their progress, how they learn best and how they know when they've successfully learned something. Only 55 percent of respondents indicated that their student received instruction on how to engage with their advisor in our personalized mastery learning model while 44 percent indicated their child's ability to continue trying when faced with learning challenges and 50 percent indicating students now how to gauge their progress. Fifty-three percent of families say they would like Aveson to offer a more well-rounded curriculum while approximately 60% mentioned they feel their student is learning and growing at a necessary pace to move to the next level.

Race, Diversity, and Inclusion

Community feedback on the topic of race, diversity and inclusion was acquired via Aveson's Race, Diversity and Inclusion, Full Organization Audit. The disaggregated data from the audit shows that 80% of the white, female parents self-identified as agree/highly agree towards feeling a sense of belonging within the Aveson Charter School community. The data, however, reveals that the majority of BIPOC respondents' self-identified disagree/strongly disagree towards feeling a sense of belonging within the Aveson Charter School community. Triangulation further reveals that while a minority in the Aveson Community, BIPOC students represent the majority of stakeholders having experienced negative interactions related to race, diversity and inclusion.

Other feedback on race, diversity, and inclusion highlights the need to improve school leadership's transparency in regard to communicating about issues of race, inclusion and equity, and to ensure that Black parents, students and staff feel seen and heard. Additionally, there is a significant need to increase BIPOC representation in our educator and director level positions and increase awareness and understanding in our community about the importance of embracing anti-racist policies, practices, and curriculum.

Additionally, BIPOC subgroup students, parents, and staff are more aware of negative race and diversity incidents than White subgroup parents and LGBTQIA+ students and staff feel recognized and a sense of belonging more than BIPOC students.

Reported incidents related to race, diversity and inclusion are most prevalent during non-instructional campus hours. Examples include: the hallway, on the playground, during lunch, dismissal/after school. Educators desire instructional resources to support policy and practice implementation and parents, students and staff desire more consequences for inappropriate student behavior. Approximately 42 percent of

Race, Diversity and Inclusion survey respondents expressed an interest in learning more about Culturally Responsive Teaching and Parenting Strategies as well as attending Diversity, Equity and Inclusion Informative Events. 50 percent of staff are confident that the adults on campus can have honest conversations with students about race.

While over 70% of the Aveson community indicated that they understood the meaning of inclusion, respondents also indicated the need for a better holistic understanding of it. They also say there is a need for all stakeholders to receive ongoing professional development, parent education, student education and staff training on how to support specific needs of different students. Ninety-two (92) percent of students feel that ASL is quite equitable or extremely equitable to all students, no matter their skin color, religion, gender, ability or culture.

Culture and Climate

Staff report high rates of satisfaction in regard to well-being and belonging at ASL. For example, 92 percent of staff feel safe at school, 86 percent are engaged with their work, 85 percent feel like they are an important part of ASL and 92 percent feel respected from colleagues. Generally, staff gave strong feedback about ASL's culture and climate - only 3 out of 22 scores in the culture and climate section were lower than 75% positive.

There are areas in need of improvement. A little more than 50 percent of staff are stressed and slightly less than 60% are somewhat to slightly satisfied with their job at the time of the Culture and Climate Survey. While resources through a contract with mental health services provider, Care Solace, are available to assist staff, they are unclear about how to use it. Fifty (50) percent of staff are only somewhat or slightly confident that they can help their most challenging students to learn while less than 60 percent report feeling confident an unsafe behavior will be taken care of if they report it.

Additionally, less than 40% of staff believe that hiring, advancement or appointment to leadership roles are transparent and equitable. Educators and staff also seek assistance in identifying strategies when addressing a sensitive issue of diversity in class. Roughly 60% of staff report feeling comfortable communicating with anyone in class when their home language is unique. Just 42% of staff feel knowledgeable about finding resources for working with students who have unique learning and/or behavioral needs. 42% of staff feel effective at managing particularly disruptive classes or students who need extra behavioral support, whereas 50% feel somewhat, slightly/not effective at all.

In regard to professional learning, professional development, professional equity, feedback/coaching, and relationships with leadership, staff report a strong desire for input into individualizing their professional development opportunities with 38 percent reporting this desire. There also is a strong need for more effective educator feedback and coaching with slightly over 80% of staff reporting receiving some or little to no feedback. Feedback and Coaching received low scores on all five questions in the section. Staff reported strong staff-leadership relationships, with scores being 58% or higher in all except for one of nine questions, indicating that staff find leadership friendly, motivating, caring, having staff best interest in mind, fair, supportive, respectful, and understanding.

Students report a high level of feeling a sense of belonging (70%) and that they have an adult from school they can count on to help them no matter what (80%). A majority (69%) also feel ASL has clear rules for behavior and that those rules are fair or somewhat fair (73%). Areas of improvement in regard to getting help from adults show some area for improvement with 52 percent of students unsure whether their advisor had high expectations for them and 63% stating that it is somewhat, slightly, quite, extremely difficult to get help when a student is bullied in school. Fifty-five (55) percent of students feel safe at school and 38% often feel safe at school.

Aveson families agree that bullying needs attention (only 40% agree bullying is not a problem) and also agree that Aveson needs to do more regarding restorative justice practice with only 50% agreeing that Aveson effectively teaches students how to restore justice after a disruptive interaction with peers or adults at school.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

In short, all aspects of the LCAP are influenced by stakeholder input. A breakdown of the congruence of stakeholder input with the LCAP goals is as follows:

Stakeholder input greatly influenced the development of the LCAP, especially in regard to the development of the identified areas of need and the subsequent goals associated with each area of need. Through rich analysis of local iReady data as well as the family, staff and student survey data, clear themes emerged that helped the LCAP team understand that mastery in math, DEI work in policy, curriculum, professional development and community outreach and a stronger understanding of full inclusion in regard to common areas of neurodivergence are needed in order to fully realize Aveson's commitment to see every child and that it is not an option to systemically overlook any individual or groups of students within its schools.

Goals and Actions

Goal #1

Goal #	Description
1	Aveson School of Leaders will increase Math CAASPP Scale Scores to +5 points compared to the distance from standard for the State of California, school-wide and significant student subgroups.

An explanation of why the LEA has developed this goal.

This goal was developed based on inconsistent SBAC Math growth progress 2016-2019. With the actions listed below, sustained growth over the next three years is expected. Due to disruptions in data across the COVID-19 pandemic, the goal is set relative to the State of California rather than as an absolute goal. Like other schools in the state – and the state as a whole – we do not have a solid data baseline. Therefore, our goal is to outpace growth relative to the state overall Year 1 will essentially set a new baseline. We hope to score higher than the state in Year 1.

Measuring and Reporting Results

Metric	Baseline - 2019	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math Scores for All Students	-8 Compared to State Mean DFS	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	+5 Compared to State Mean DFS

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	iReady Math Diagnostics	Continue to utilize iReady Math Diagnostics three times a year to provide data for Math Data Teams.	\$21,500	Y
Action #2	SBAC Interim Assessments	Administer SBAC Math interim assessments at least twice yearly for data to be analyzed in Math Data Teams.	\$21,500	Y
Action #3	Math Data Teams	Hold regular Math data analysis meetings (Math Data Teams) to identify needs and set goals and strategies for targeted instruction (Personalized Mastery Learning) for all students, with emphasis on students from marginalized populations.	\$108,500	Y

Action #4	Math Professional Development	Develop Advisor (Teacher) expertise in best Math instructional practices and effective implementation of the Eureka Math Curriculum. Provide Professional Development on culturally-relevant Math instruction	\$43,500	Y
Action #5	Personalized Mastery Learning Advisor	Personalized Mastery Learning Advisor (TOSA) will provide additional direct Math instructional support and progress monitoring to identified students and student groups.	\$72,000	Y
Action #6	Math Instructional Parent Communication and Resources	Increase parent communication regarding and involvement in Math instruction and student progress towards goals by maximizing use of Eureka parent tip sheets, Eureka In Sync video access, and iReady Math Diagnostic Family Reports.	\$21,500	Y

Goal Analysis [2021-2022]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal #2

Goal #	Description
2	<p>DEI GOAL:</p> <p>In the next three years, ASL will be comfortable, educated and confident in their ability to provide an equitable, personalized education for students from all backgrounds, with a focus on those students from marginalized social groups, including, but not limited to a marginalized race, ethnicity, different ability, gender, LGBTQ+, religion, culture, or language. ASL will integrate DEI and Anti Racist themes into our established SEL pedagogy and curriculum to ensure access to SEL content and themes for all of our diverse staff and students.</p>

An explanation of why the LEA has developed this goal.

- Stakeholder input from the DEI survey brought to light that our school was not serving our BIPOC students, staff and families in inclusive ways and that our school community did not know how to adequately address issues of racism on our campus.
- ASL Staff Culture and Climate Survey showed that staff could be more confident in:
 - having honest conversations with students about race,
 - strategies to address sensitive issues of diversity in class, including exclusion of students due to membership in a marginalized social group,
 - having a student who could not communicate well with anyone in class because their home language was unique

In addition, 3 out of 24 staff members reported that they feel that some of the time, they are marginalized or treated unfairly due to the membership in a particular social group

- In addition, the California School Dashboard shows that our African American, Hispanic and Socioeconomically disadvantaged students are scoring one or more performance levels below White students in ELA and two or more performance levels below White students in math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community survey will reflect 75% of BIPOC respondents	2021 - less than 50%	55%	65%	75%	75%

feel seen, heard and a sense of belonging within the Aveson Charter School community					
80% of staff will report that when a sensitive issue of diversity arises in class, they can confidently think of strategies to address the situation.	2021 - 61% were quite/extremely confident)	67%	73%	80%	80% are quite/extremely confident
Learning for Justice Standards (Identity, Diversity, Justice, Action) are integrated into the current SEL curriculum in all classrooms.	Learning for Justice Standards have not been discussed with staff	Learning for Justice Standards will be introduced and advisors will include one lesson for students from each standard (Identity, Diversity, Justice, Action)	Learning for Justice Standards will be explored in depth and advisors will include 2-3 lessons for students from each standard (Identity, Diversity, Justice, Action)	Advisors will be fully familiar with Learning for Justice Standards and will include 3-4 lessons for students from each standard (Identity, Diversity, Justice, Action)	Advisors will be fully familiar with Learning for Justice Standards and will include 3-4 lessons for students from each standard (Identity, Diversity, Justice, Action)
90% of staff will report that if a certain student was being consistently excluded, it would be quite/extremely easy to assess whether it is due to their membership in a particular social group.	2021 - 70% reported that it would be quite/extremely easy	77%	84%	90%	90%
70% of Aveson Community members will report that ASL's decisions are	2021 - 38% of staff believe that hiring, advancement or appointment to leadership roles are	50%	60%	70%	70% of Aveson Community members will report that ASL's decisions are

communicated with transparency.	transparent and equitable. Audit reported that Aveson Community members felt Aveson's Director's communication style lacked transparency.				communicated with transparency.
Assess, adjust and monitor behavioral as well as instructional policies, procedures and practices to ensure BIPOC inclusion is the norm.		[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

Actions

Action #	Title	Description	Total Funds	Contributing
#1	Continuation of Anti Racist Education (ARE) Team, including 4 advisors and one leader.	To improve appreciation for the value of diversity and inclusion as well as an understanding of the unique experiences/circumstances of marginalized populations, the ARE Team will continue to provide leadership in the areas of PD, Policy, Curriculum and Community Engagement.	\$43,500	Y
#2	Continue to offer monthly PD for all staff centered on DEI and Anti Racism topics.	With support from Administration, the ARE Team will plan PD focused on Policy, Curriculum and Community Engagement. This PD will include, but is not limited to: building Anti-racist knowledge and understanding, integration of Learning for Justice Standards into the current SEL curriculum as well as Pollyanna Curriculum, dissemination of information regarding ASL's updated policies and procedures as well as the rationale behind any changes, and opportunities to engage with the community around DEI and Anti Racist Topics.	\$152,000	Y
#3	Provide Parent Education / Community Involvement Opportunities	To build community, evolve beliefs, increase knowledge and establish safety/belonging for BIPOC community, Aveson will offer opportunities for community discourse and education focused on Culturally	\$21,500	Y

		Responsive Teaching and Parenting Strategies as well as Diversity, Equity and Inclusion Informative Events.		
#4	Provide targeted DEI, SpEd, and Anti-Racist PD to Aides and support staff.	Many behavior incidents, including those related to race, diversity and inclusion are most prevalent during non-instructional campus hours (hallway, on the playground, during lunch, dismissal). To reduce these occurrences, Aides and support staff should receive high quality PD to learn how to prevent these incidents as well as respond appropriately when they do occur.	\$65,000	Y
#5	Bi-annually, assess and adjust behavioral as well as instructional policies, practices, and procedures to ensure BIPOC inclusion is the norm. Procedures to ensure that inclusion of all marginalized groups is the norm.	This action will address community and staff concerns about inconsistent, unfair and racist policies, practices, and procedures at ASL. The work started by the ARE Policy Team needs to be continued and implemented with integrity and consistency. In addition, data regarding behavior incidents needs to be managed and assessed with consistency and insight.	\$32,500	Y
#6	On a monthly basis, staff will monitor academic, social and emotional performance of students from marginalized social groups.	This action will raise awareness, increase conversation, lead to problem-solving and improve the personalized instruction provided to BIPOC students.	\$152,000	Y
#7	Continue to diversify recruiting efforts to attract and retain more teaching staff and directors of color that represent or exceed current student demographic.		\$15,000	N

Goal Analysis [2021-2022]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal #3

Goal #	Description
3	<p>INCLUSION GOAL:</p> <p>ASL staff will provide more effective, engaging, personalized instruction for our neurodiverse students, as well as maintain classrooms in a manner that will improve the learning environment and behavior of all students, thereby increasing the learning for all students. Professional Development seminars focused on Inclusion will improve the working knowledge of staff in the areas of most frequent neurodivergence (ADHD, Autism, Sensory Processing, Dyslexia, etc), improve classroom spaces to increase accessibility for students, improve lesson delivery, materials access and tools to use in the classroom and increase the social-emotional well-being of said students. ASL will create confident staff members that can provide personalized mastery learning to all students, keeping consistency across general education and inclusion.</p>

An explanation of why the LEA has developed this goal.

ASL sent a culture and climate survey to staff, parents and students. Data from this survey indicates a strong need for consistency across general education and inclusion, academically and for social emotional learning, as well as more accessibility for all students to the curriculum and grade level standards/goals. ASL staff responded with a need for more professional development to increase their working knowledge of the most common neurodivergence in order to provide personalized mastery learning for all students, confidently and competently. Parents surveyed reported that 38.9% agreed that students were receiving the resources and support they needed to be successful.

ASL Staff Culture and Climate Survey showed that staff could be more confident in:

- helping their most challenging students to learn,
- successfully supporting a student with significant social and behavioral challenges, perhaps due to a learning difference, such as autism or ADHD, to allow teaching and learning to take place.
- feeling knowledgeable about finding resources for working with students who have unique learning and/or behavioral needs.

LCAP Family survey reported that:

- 47% (65%) of families surveyed said they had knowledge of the type of support available to students. (18% said they strongly agreed they have knowledge of the types of support)
- 46% (66%) of families surveyed said they were aware of the types of social-emotional supports available to students. (20% strongly agreed)
- 49% (69%) of families surveyed said they were aware of how to access support for their student. (20% strongly agreed)
- 45% (77%) of families surveyed understood what it means to be at a full inclusion school. (32.4% strongly agreed)

- 38.6% (58%) of families surveyed agreed that students at the school received the resources and support they needed to be successful. (19.3% strongly agreed)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Monthly collaboration time between GenEd and SPED staff	Monthly meetings between GenEd and SPED staff ('19-'20)	1 monthly meeting between GenEd and SPED staff	1 monthly meeting between GenEd and SPED staff	1 monthly meeting between GenEd and SPED staff	Continued monthly collaboration time between GenEd and SPED staff focusing on inclusion, access and consistency.
Professional Development seminars focused on Inclusion	No PDs centered around inclusion ('19-'20)	2 PDs per year	2 PDs per year	3 PDs per year	3 PDs per school year focused on inclusion.
Inclusion assistants	One IA per classroom ('19-'20), No IAs '20-'21.	50% year over year	25% year over year	25% year over year	One IA per classroom.
75% of staff will report that they feel knowledgeable about finding resources for working with students who have unique learning and/or behavioral needs.	42%	53%	64%	75%	75% of staff will report that they feel knowledgeable about finding resources for working with students who have unique learning and/or behavioral needs.
70% of families surveyed will report that students receive the resources and support they need to be successful.	38.6%	45%	60%	70%	70% of families surveyed will report that students receive the resources and support they need to be successful.
Inclusion Assistants will be trained and have regular	No PDs centered around inclusion or	2 PDs per year plus regular meeting time with GenEd staff.	3 PDs per year plus monthly meeting with GenEd staff.	4 PDs per year plus monthly meeting with GedEd staff.	Inclusion Assistants will have no less than 4 professional

professional development in order to aide in providing PML to all students.	student support ('20-'21)				developments per year, and meet monthly with their GenEd staff in order to provide resources and support for Inclusion PML.
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Actions

Action #	Title	Description	Total Funds	Contributing
#1	Professional Development for staff with trained professionals	Increase working knowledge to staff in our areas of most frequent neurodivergence, increasing accessibility and social emotional well being for all students. Increase skills and knowledge in providing PML to all students.	\$108,500	Y
#2	General Education and Inclusion Collaboration Time	ASL will provide regular collaboration time between the GenEd instructor and the SPED instructor. This provides consistency for students and ensures proper access and instruction are being implemented. Collaboration time will include planning PML and SEL for students as well as continued support for the GenEd instructor.	\$217,000	Y
#3	Inclusion Assistants	ASL will provide inclusion assistants to achieve personalized mastery learning, increasing academic, social emotional and accessibility support.	\$280,000	Y
#4	Materials and tools to improve classroom spaces for accessibility	Improvements to increase accessibility for all students. Examples but not limited too: furniture, wall/anchor chart space, individual student materials.	\$50,000	Y
#5	Professional Development and monthly meetings with GenEd staff for Inclusion Assistants.	ASL will provide regular professional development for Inclusion Assistants to ensure consistency, proper access and instruction are being implemented. Additionally, they will provide time for Inclusion Assistants to meet with the GenEd staff they work directly with in order to provide continued, up-to-date, support.	\$108,500	Y

Goal Analysis [2021-2022]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal #4

Goal #	Description
4	ASL is committed to re-designing the traditional style of student learning by providing personalized mastery learning to all student learners and addressing needs through meaningful instruction.

An explanation of why the LEA has developed this goal.

Aveson was built on the tenet of personalized mastery learning (PML) and it has been the cornerstone of our instructional practices. Over time with changes in staff and leadership, the ideals and expectations of a high quality PML program have become less evident and some ASL classrooms have come to model a traditional instructional approach to learning. It is the intent of this goal for the ASL community to

revamp, revitalize, and reignite our foundational standard of PML into instruction that is intentional, meaningful, student-centered, and advisor facilitated.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Classroom observations that follow the PML model	Inconsistent across content areas				All ASL content classrooms will model the PML approach.
Design of course of study for each content course	Inconsistent across content areas				Each content course will have a clearly defined course of study detailing the standards required for instruction, learning outcomes necessary for student mastery.
Data analysis reflecting individual learning and student mastery	Current practices are shown at only 42% of ongoing methodized data implementation				All content teachers are well equipped to use developed assessment data to analyze for the planning of student learning outcomes and to provide high quality instruction, support, and resources to students to develop mastery
Learning outcomes aligned to each essential content standard	Inconsistent across content areas				All content classes will have established “I can...” student centered learning outcomes aligned to each essential content standard as identified by course of study designed for each course
Rigorous project based learning	Inconsistent across content areas				As identified by developed rubrics, students will be able to show mastery of learning outcomes through reading, research, presentations and defense
Evidence of student mastery from a cross curricular approach	Not currently implemented				Students and advisors will work collaboratively across content courses (ELA to History, History to Science, Science to Math, etc) to establish relevant connections to learning outcomes across content areas

Actions

Action #	Title	Description	Total Funds	Contributing
#1	Course of study	Development/revision of course of study	\$434,000	Y
#2	Personalized mastery learning student plan	Development/revision of personalized mastery learning student plan	\$217,000	Y
#3	Project based rubrics	Development/revision of project based rubrics	\$1,500	Y
#4	Progress Monitoring	Development/revision of assessments to monitor student progress towards goal mastery	\$162,500	Y
#5	Learning outcomes	Development/revision of student learning outcomes	\$162,500	Y

Goal Analysis [2021-2022]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.00%	\$133,968

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The use of the \$133,968 Supplemental & Concentration Grant Funds of the LCFF, will be used in the budget categories of 2000-2999 Classified Salaries. For Aveson School of Leaders, the increased and improved services to unduplicated student groups will be realized through Inclusion Assistants providing supplemental supports for English Learner and Socioeconomically Disadvantaged students. This funding constitutes more than the required 3.86% increase or improved service for all students.

Summer Programs

Intervention

IAs

PD on strategies to effectively serve English Learners (3% per Illuminate) and Low-Income Students (1% per Illuminate, 19% per CDE Dashboard).

Unduplicated Eligible/Free Reduced Meal Counts: 17%

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aveson Global Leadership Academy

CDS Code: 19 64881 0113464

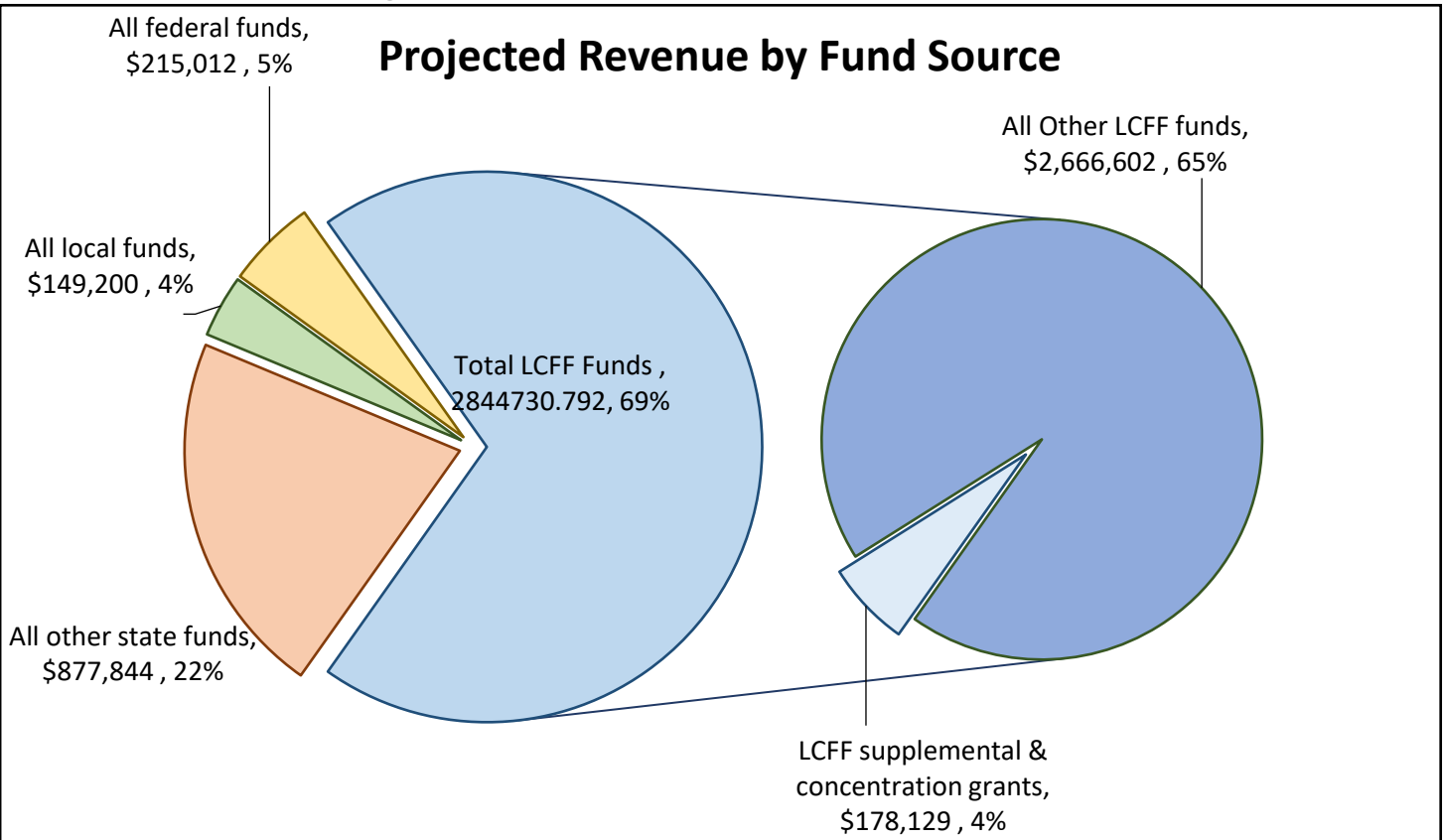
School Year: 2021 – 22

LEA contact information: Ian McFeat, ianmcfear@aveson.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 2021 – 22 School Year

Projected Revenue by Fund Source

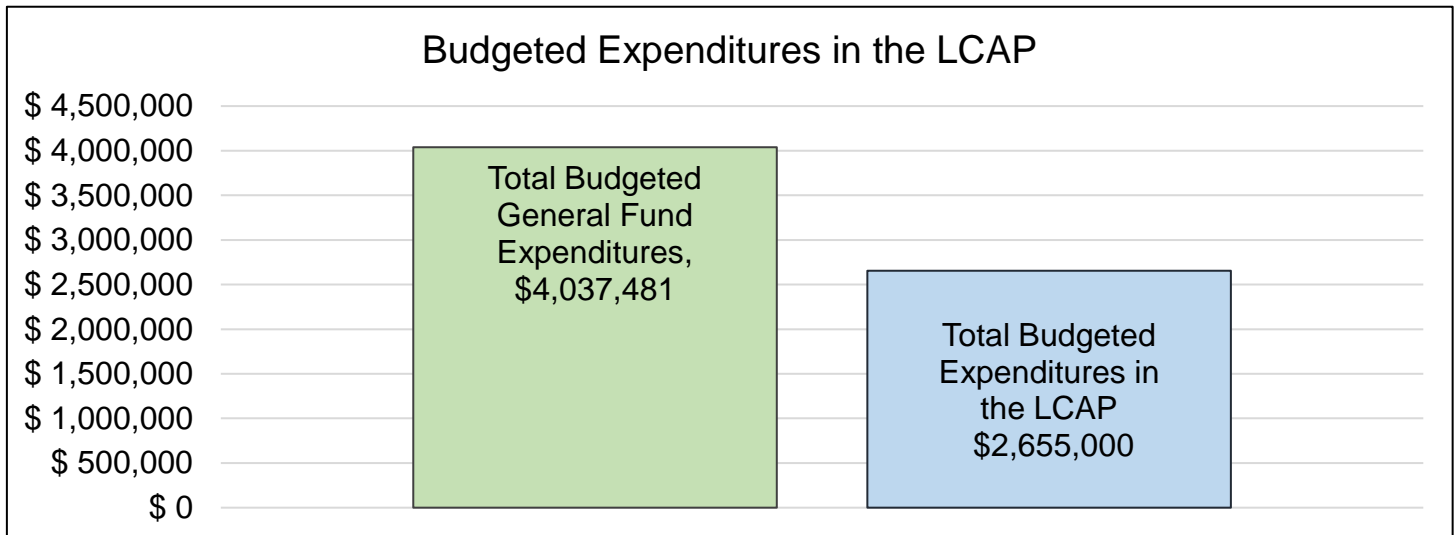


This chart shows the total general purpose revenue Aveson Global Leadership Academy expects to receive in the coming year from all sources.

The total revenue projected for Aveson Global Leadership Academy is \$4,086,786.62, of which \$2,844,730.79 is Local Control Funding Formula (LCFF), \$877,844.23 is other state funds, \$149,200.00 is local funds, and \$215,011.60 is federal funds. Of the \$2,844,730.79 in LCFF Funds, \$178,129.00 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 Aveson Global Leadership Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Aveson Global Leadership Academy plans to spend \$4,037,480.59 for the 2021 – 22 school year. Of that amount, \$2,655,000.00 is tied to actions/services in the LCAP and \$1,382,480.59 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The remainder of General Fund Expenditures consist of the costs to ensure that all classrooms are appropriately staffed, equipped and maintained in a fiscally sound manner conducive to their optimal learning. These expenses include salary and benefits for certificated teachers, pupil services,

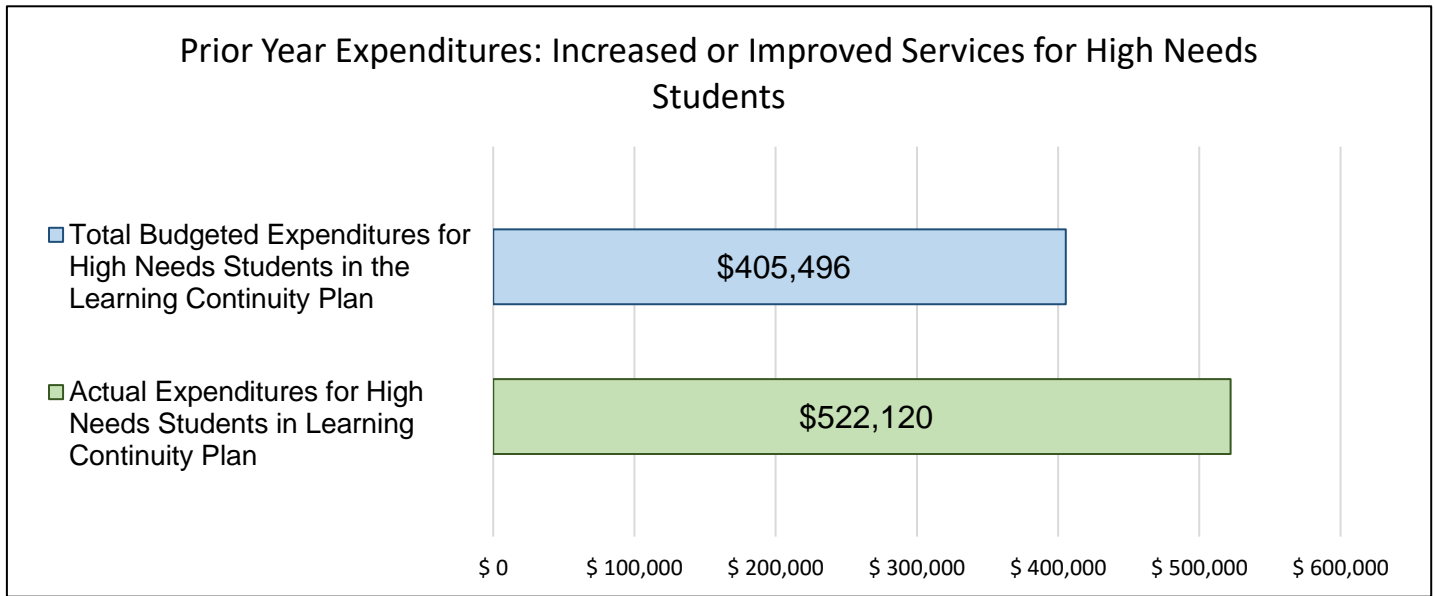
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Aveson Global Leadership Academy is projecting it will receive \$178,129.00 based on the enrollment of foster youth, English learner, and low-income students. Aveson Global Leadership Academy must describe how it intends to increase or improve services for high needs students in the LCAP.

Aveson Global Leadership Academy plans to spend \$2,638,500.00 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 2020 – 21



This chart compares what Aveson Global Leadership Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Aveson Global Leadership Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Aveson Global Leadership Academy's Learning Continuity Plan budgeted \$405,496.00 for planned actions to increase or improve services for high needs students. Aveson Global Leadership Academy actually spent \$522,119.60 for actions to increase or improve services for high needs students in 2020 – 21.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aveson School of Leaders

CDS Code: 19 64881 0113472

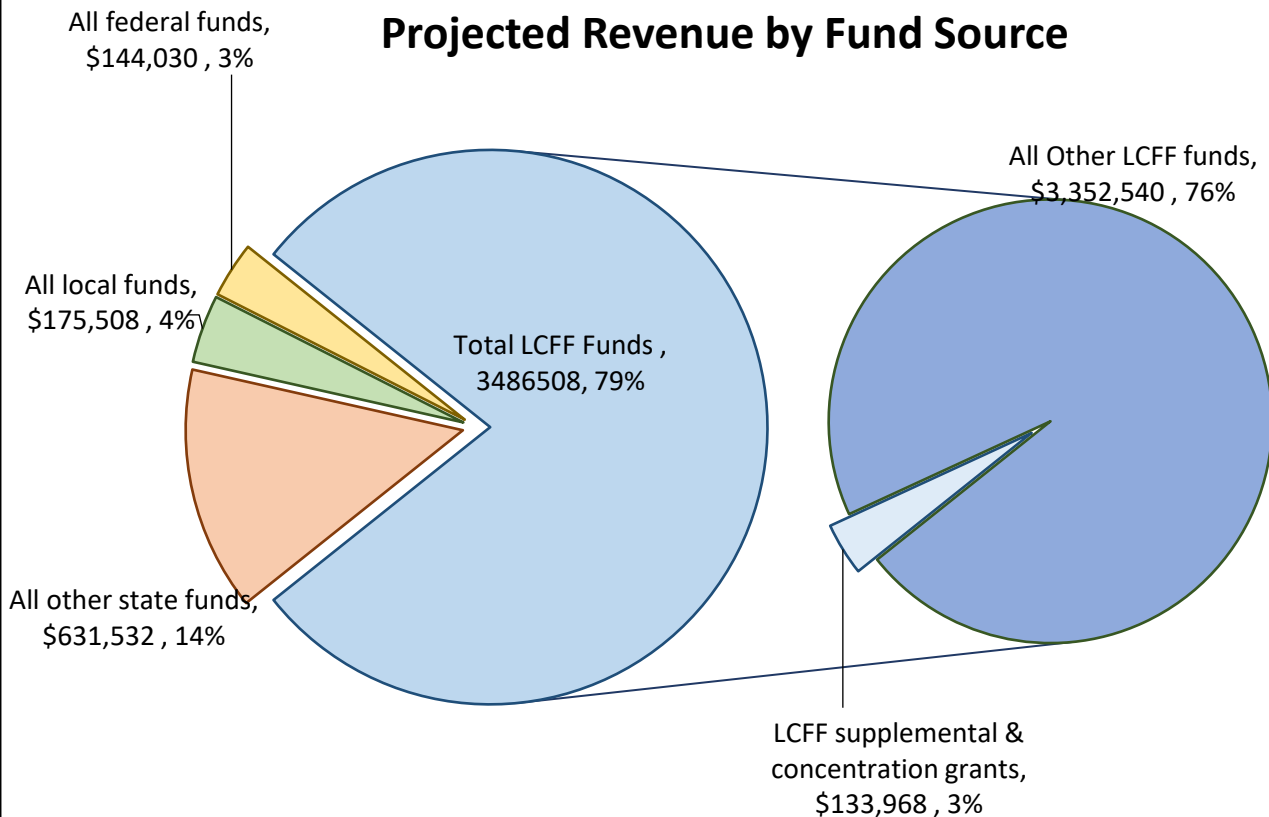
School Year: 2021 – 22

LEA contact information: Ian McFeat, ianmcfear@aveson.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 2021 – 22 School Year

Projected Revenue by Fund Source

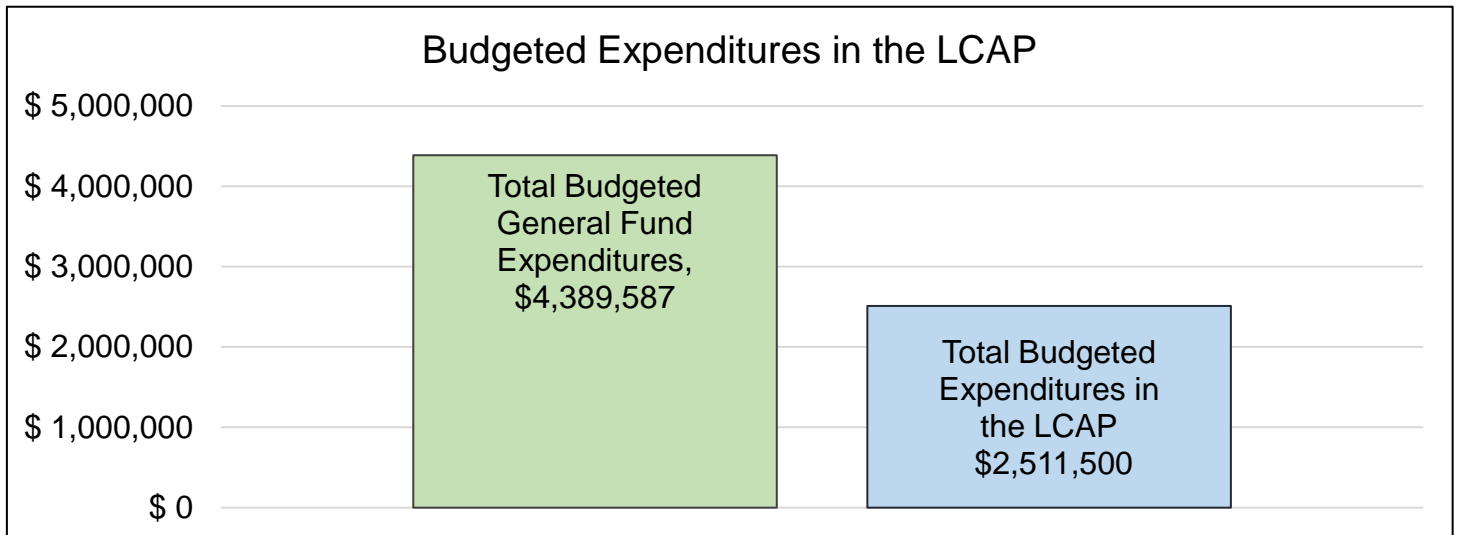


This chart shows the total general purpose revenue Aveson School of Leaders expects to receive in the coming year from all sources.

The total revenue projected for Aveson School of Leaders is \$4,437,577.89, of which \$3,486,508.00 is Local Control Funding Formula (LCFF), \$631,531.52 is other state funds, \$175,508.00 is local funds, and \$144,030.37 is federal funds. Of the \$3,486,508.00 in LCFF Funds, \$133,968.00 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 Aveson School of Leaders plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Aveson School of Leaders plans to spend \$4,389,587.09 for the 2021 – 22 school year. Of that amount, \$2,511,500.00 is tied to actions/services in the LCAP and \$1,878,087.09 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

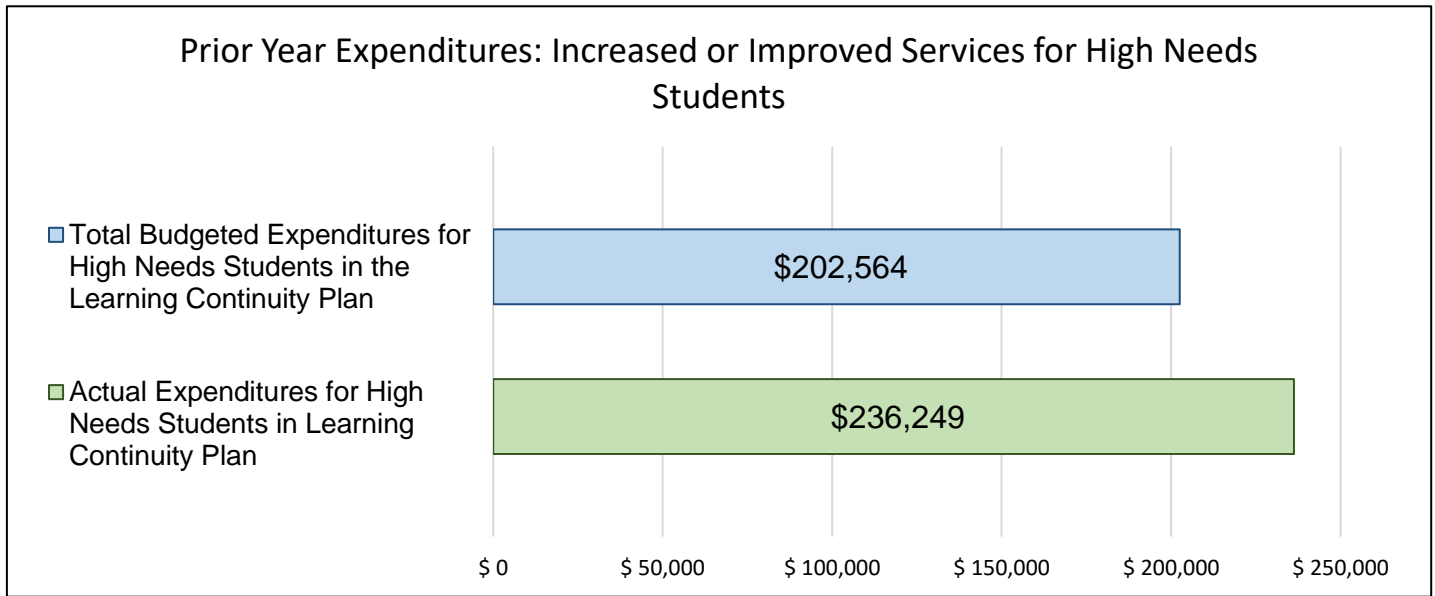
The remainder of General Fund Expenditures consist of the costs to ensure that all classrooms are appropriately staffed, equipped and maintained in a fiscally sound manner conducive to their optimal learning. These expenses include salary and benefits for certificated teachers, pupil services,

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Aveson School of Leaders is projecting it will receive \$133,968.00 based on the enrollment of foster youth, English learner, and low-income students. Aveson School of Leaders must describe how it intends to increase or improve services for high needs students in the LCAP. Aveson School of Leaders plans to spend \$2,496,500.00 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 2020 – 21



This chart compares what Aveson School of Leaders budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Aveson School of Leaders estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Aveson School of Leaders's Learning Continuity Plan budgeted \$202,564.00 for planned actions to increase or improve services for high needs students. Aveson School of Leaders actually spent \$236,248.99 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aveson Global Leadership Academy	Ian McFeat- Executive Director/Superintendent	ianmcfestataveson.org 626-797-1440

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Aveson Global Leadership Academy will continue promoting a safe, clean and learner centered environment with all staff ensuring each student exemplifies the following statement: “My school expects me to achieve personal excellence and use my voice to advocate for myself and others”

State and/or Local Priorities addressed by this goal:

State Priorities

Priority 1: Basic Services

Priority 2: Implementation of State Standards

Priority 4: Pupil Achievement

Priority 5: Pupil Engagement

Priority 6: School Climate

Priority 7: Course Access
 Priority 8: Pupil Outcomes

Annual Measurable Outcomes

Expected	Actual
80% of students will agree Aveson provides a safe and positive learning environment (physical, socioemotional)	60% of students agree Aveson provides a safe and positive learning environment (physical, socioemotional)
50% of students will self-report their participation as social leaders in the school community.	20% of students self-report their participation as social leaders in the school community.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Hire Director of Student Support	\$88,000	\$88,595
Develop and administer Student surveys 2 times per year	\$1,000	\$500
Develop and Administer Staff surveys 2 times per year	\$1,000	\$500
Develop and Administer Family surveys 2 times per year	\$1,000	\$500
Plant Manager	\$55,000	\$21,511
Restorative Professional Development- Staff, Students, Parents and Instructional Assistants	\$10,000	\$6,541
AGLA Diversity Leadership Team	\$10,000	\$3,300

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In the summer of 2018, the Director of Student Support position was created and filled. The position allowed for greater oversight and implementation of the action items listed above.

Students were actively engaged in service learning during community days. Students were actively engaged in leadership roles through their projects and clubs.

The one Community Day allowed for students to work closely with TK-5 th grade students from Aveson School of Leaders. This connection and collaboration resulted in AGLA students being exposed to student leadership in action rather than just learning about it.

Through a formal student structure, students had a voice in student activities and schoolwide policies and practices. Students were also encouraged and supported by Advisors as they led many grassroots social leadership activities on campus.

Professional development on Restorative Practices continued to be a focus for the students, staff and families.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, students at AGLA continued to grow as social leaders and exemplify the statement: “My school expects me to achieve personal excellence and use my voice to advocate for myself and others”

Every student on campus had opportunities to participate in or lead projects which addressed social justice issues. In 6th -12th grade classrooms, students were investigating the world, recognizing other’s perspectives, communicating their ideas and taking actions. These global competencies were realized through a school wide commitment to purposeful project-based learning curriculum and instruction.

Schoolwide events like Celebration of Learning and Community Days allow the students to put their leadership skills into action as they present and teach others.

The role of Director of Student Support was impactful on the community, sending a strong message that social emotional learning and All students will collaborate with their advisors to determine what gets learned based on Common Core Standards. how the information social leadership are just as important as academic learning and achievement.

Goal 2

gets learned based on the best instructional practices, and when the learning meets criteria of mastery. This will result in increased academic achievement for all students on local and state assessments.

State and/or Local Priorities addressed by this goal:

State Priorities

- Priority 1: Basic Services
- Priority 2: Implementation of State Standards
- Priority 4: Pupil Achievement
- Priority 5: Pupil Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

Annual Measurable Outcomes

Expected	Actual
80% of students will agree Aveson provides a safe and positive learning environment (physical, socioemotional)	60% of students agree Aveson provides a safe and positive learning environment (physical, socioemotional)
50% of students will self-report their participation as social leaders in the school community.	20% of students self-report their participation as social leaders in the school community.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Comprehensive Test Prep Plan including Test Taking Strategies Instruction	\$5,000	\$5,000
Teacher Collaboration Time- SBAC and NWEA MAP Data Analysis	\$30,000	\$24,895
Professional Development- Culturally Responsive and Ant-Biased Teaching	\$10,000	\$6,541
Middle School and High School Instructional Leadership Teams	\$12,000	\$12,000

NWEA MAP assessments and analyze data 2 times before CAASPP assessment	\$6,000	\$5,250
Instructional Assistant in every classroom	\$275,000	\$210,631
Personalized Mastery Learning Coach	\$30,000	\$26,459

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In the summer of 2018, the Director of Student Support position was created and filled. The position allowed for greater oversight and implementation of the action items listed above.

Students were actively engaged in service learning during community days. Students were actively engaged in leadership roles through their projects and clubs.

The one Community Day allowed for students to work closely with TK-5 th grade students from Aveson School of Leaders. This connection and collaboration resulted in AGLA students being exposed to student leadership in action rather than just learning about it.

Through a formal student structure, students had a voice in student activities and schoolwide policies and practices. Students were also encouraged and supported by Advisors as they led many grassroots social leadership activities on campus.

Professional development on Restorative Practices continued to be a focus for the students, staff and families.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, students at AGLA continued to grow as social leaders and exemplify the statement: “My school expects me to achieve personal excellence and use my voice to advocate for myself and others”

Every student on campus had opportunities to participate in or lead projects which addressed social justice issues. In 6th -12th grade classrooms, students were investigating the world, recognizing other’s perspectives, communicating their ideas and taking actions. These global competencies were realized through a school wide commitment to purposeful project-based learning curriculum and instruction.

Schoolwide events like Celebration of Learning and Community Days allow the students to put their leadership skills into action as they present and teach others.

The role of Director of Student Support was impactful on the community, sending a strong message that social emotional learning and social leadership are just as important as academic learning and achievement.

Goal 3

Parents participate in their students' learning process in a manner consistent with Personalized Mastery Learning which will result in a culture that supports student learning through student/Advisor/family collaboration.

State and/or Local Priorities addressed by this goal:

State Priorities

Priority 1: Basic Services

Priority 2: Implementation of State Standards

Priority 4: Pupil Achievement

Priority 5: Pupil Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

Annual Measurable Outcomes

Expected	Actual
80% of students will agree Aveson provides a safe and positive learning environment (physical, socioemotional)	60% of students agree Aveson provides a safe and positive learning environment (physical, socioemotional)
50% of students will self-report their participation as social leaders in the school community.	20% of students self-report their participation as social leaders in the school community.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Explore a formal AGLA parent participation group	\$2,000	\$2,000
Goal Setting Triads (Middle School)	\$1,000	\$500
Celebrations of Learning	\$2,000	\$500
Student Led Conferences	\$1,000	\$500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In the summer of 2018, the Director of Student Support position was created and filled. The position allowed for greater oversight and implementation of the action items listed above.

Students were actively engaged in service learning during community days. Students were actively engaged in leadership roles through their projects and clubs.

The one Community Day allowed for students to work closely with TK-5 th grade students from Aveson School of Leaders. This connection and collaboration resulted in AGLA students being exposed to student leadership in action rather than just learning about it.

Through a formal student structure, students had a voice in student activities and schoolwide policies and practices. Students were also encouraged and supported by Advisors as they led many grassroots social leadership activities on campus.

Professional development on Restorative Practices continued to be a focus for the students, staff and families.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, students at AGLA continued to grow as social leaders and exemplify the statement: "My school expects me to achieve personal excellence and use my voice to advocate for myself and others"

Every student on campus had opportunities to participate in or lead projects which addressed social justice issues. In 6th -12th grade classrooms, students were investigating the world, recognizing other's perspectives, communicating their ideas and taking actions.

These global competencies were realized through a school wide commitment to purposeful project-based learning curriculum and instruction.

Schoolwide events like Celebration of Learning and Community Days allow the students to put their leadership skills into action as they present and teach others.

The role of Director of Student Support was impactful on the community, sending a strong message that social emotional learning and social leadership are just as important as academic learning and achievement.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$7,000	\$11,901	N
Health Materials Additional Thermometers to screen student temperature and mitigate potential spread of COVID.	\$1,000	\$1,000	N
Disinfecting Materials	\$3,500	\$5,450	N

Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.			
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.	\$500	\$632	N
Handwashing Stations Additional handwashing stations for locations where sink access is insufficient. Portable sinks will improve access to handwashing to help mitigate transmission of COVID-19.	\$8,000	\$887	N
Hydration Stations Current drinking fountains are to remain turned off during the pandemic in order to reduce the spread of COVID-19. The installation of touchless hydration stations will provide students and staff safe access to drinking water when on campus.	\$10,000	\$0	N
Covid Testing Staff Covid testing	\$25,500	\$0	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

COVID-19 Testing for employees offered to employees, but not used. Many staff expressed that the testing was not necessary as they had not returned to in-person instruction. Additionally, students came to campus much later in the school year, at times when the pandemic was waning and the threat that had previously existed was no longer of the same dimension. Many staff members had already been vaccinated at the point of return, as well. Existing drinking fountains were sufficient. There was not an identified need to add additional water fountains due to the above reasons previously stated. Handwashing stations were added, yet the number was reduced because of the limited number of students on campus. Costs associated with these stations were down.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

A team of administrators, special education specialists, and teachers was assembled and began meeting March 12, 2021. The team determined that stakeholders should be surveyed. Surveys were distributed within the week to staff and families in English and Spanish. The surveys indicated that families were overwhelmingly comfortable with returning to campus, and the majority of the staff was comfortable with returning as well. As a result, the team decided to plan for a hybrid return to campus, with all staff members on campus, and students having the option to remain 100% online, or come back to campus. An early challenge was concerns with the inclusion model. Many students receive push in support from their special education case managers. The Covid Reopening Team looked at many models and considered the needs of the students and support providers, and decided that most services would remain virtual to keep students safe while providing support to students. Adaptive Physical Education was brought on to campus, as that service was best served in person. The special education case managers were consulted in this decision, and agreed with it.

Another challenge was creating safe walkways. Prior to the Covid shutdown, hallways were often crowded between class periods. Covid guidance asked schools to prevent crowds from forming. So, the Covid Reopening Team created a flowchart around the school, making several walkways one way paths. The team made maps, and sent these maps to families and students so they could become familiar with them before coming on campus. Finally, the team ordered bright arrow floor decals, and marked all of the walkways and doorways with the arrows. Students found the walkways easy to navigate, and crowds never formed.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices and Connectivity - Students Computers made available for all students who need a device to access distance learning at home and Wi-Fi hotspots on an as needed basis.	\$45,000	\$45,000	Y
Counselors, Master Scheduling, and Credit Recovery	\$67,508	\$57,228	Y

The School Counselor will provide students academic, college, and other supports, including referral to appropriate services.			
Special Education Staffing Continue providing appropriate staffing for both 1:1 aides, school psychologists and behavior specialists, and adapt delivery of services and supports to distance learning context.	\$92,025	\$156,843	Y
Curriculum Kesler Science subscription was purchased for the science department, Edgenuity comprehensive subscription was purchased for school-wide use, CPM ebooks were purchased for all HS math students, school supply packets were distributed to MS and HS students, and Eureka. These purchases will be used by all of the AGLA programs (Site-Based, ACIS, and Flexible Studies)	\$32,000	\$26,214	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Additional staff hired to meet student needs, specifically in the area of Special Education. Staff identified additional staffing for 1:1 aids and behavior specialists, which helped us to meet specific goals and services for students impacted by learning differences which were exacerbated by the global pandemic.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

As a Personalized Mastery Learning school, teachers have always had the professional freedom to create and adapt curriculum to fit their class and their students' needs. Therefore, our teachers are especially skilled at developing and refining curriculum. This proved to be a skill as schools across the country had to change their curriculum to fit digital platforms. To assist with this transition, teachers

were offered a new curriculum platform, Edgenuity, to use for distance learning. A platform called Kesler Science was purchased specifically for the science department as well. The math department requested a subscription to an app called Kami that allowed students to notate PDF assignments. By providing all of these different options, teachers were able to transition readily to distance learning.

Access to Devices and Connectivity

Surveys were developed and distributed in home language to families at the beginning of the 2020-2021 school year to determine their internet and device needs. Social media was also used to reach families who needed assistance with technology and connectivity. Based on the survey results, families were given windows of time to pick up hot spots and Chromebooks from Aveson. As staff identified students throughout the school year who needed assistance, IT support was contacted and pick up times were coordinated.

Pupil Participation and Progress

Support Coaches were hired at the beginning of the school year to support students in reconnecting back to school. The Leadership Team developed a tiered approach to disengaged students, beginning with teachers attempting emails and phone calls before adding students to a spreadsheet for a higher level of support. Once a student had been identified for additional support, a Support Coach was assigned to them, and attempted to reach out to the family and the student. The coach's goal would be to identify any barriers to participation that the student might be experiencing, and developing solutions to those barriers. For example, if a student lacked sufficient technology to participate, the Support Coach would connect the student to IT support.

Distance Learning Professional Development

Staff participated in professional development surrounding Edgenuity and other curriculum options available to them.

Staff Roles and Responsibilities

Staff members were given the opportunity to join the Covid Reopening Team as a stipended position. Many staff members were already members of the Leadership Team (also a stipended position) and were instrumental in the development of the distance learning program.

Support for Pupils with Unique Needs

Aveson has a 27.1% population with identified needs. These students were more impacted by the pandemic than other groups. Their needs were considered as we provided additional aides and 1:1 support, and continued employing two Behavior Interventionists to support their learning goals.

Aveson also has a very diverse population. This year, we as a school took on the goal of becoming an antiracist institution. Our week of Professional Development began with an introduction to social justice standards, and many PD sessions throughout the year focused on the needs of our students of color. Almost every single department integrated antiracist principles into their curriculum. As a result, engagement for students of color was higher, and many students of color identified the connection to the course material as a key reason for their higher level of engagement in end of year surveys.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Curriculum Edgenuity Intervention online curriculum subscription	\$23,600	\$23,620	Y
Two tutor roles and a Director of Curriculum, Instruction and Assessment role was created. Behavior interventionists to support with one to one sessions with students who have been identified with that need through the IEP process.	\$145,363	\$213,216	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Additional staff hired to meet student needs, again, based upon IEP's and identified goals and services for students. In particular, behavior services were needed at a higher level than anticipated. The position Director of Curriculum, Instruction, and Assessment was created due to the need to align curriculum across the campus and provide for meaningful student learning in regards to the Personalized Mastery Learning at the heart of the Aveson Charter.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Some of the curriculum purchases proved to be extremely useful, while others were not as useful. Kami and Kesler Science were heavily used by staff and students, and will be useful even after all students are back in the classroom. Every member of the math department utilized Kami, and every member of the science department utilized Kesler Science. However, only a few teachers ended up using Edgenuity to its full potential. Therefore, it will not be included in our 2021-24 LCAP.

The tutors and behavior interventionists proved to be hugely successful. Students felt comfortable working with the tutors, and used their services frequently. The tutors also served as substitutes for teachers when they were absent, allowing Aveson to provide continuous daily synchronous instruction. The behavior interventionists helped support different kinds of undesirable behaviors than

prior years, such as disengagement and misuse of technology. This helped students that otherwise would have struggled with behavior in distance learning be more successful.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Aveson is a school that prioritizes social emotional learning as one of our cornerstones. The Covid pandemic did not change that. Teachers continued to lead daily Advisory meetings with small groups on Zoom focused on social emotional support. When concerns came up, teachers brought their concerns to the Support Coaches who would check in with students and/or families.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our experience with distance learning at the end of the 2019-2020 school year made it clear that student and family engagement was going to need to be a top priority going into the 2020-2021 school year. Many students disengaged at the end of that school year, and families found it difficult to support their students. So, Aveson hired Support Coaches who were responsible for supporting students and families experiencing disengagement. The Covid Reopening Team developed a tiered approach to disengagement. The tiers were as follows:

Tier 1- Universal Supports

Weekly emails, personal emails/phone calls from teachers, daily schedule doc

Tier 2- Support Coaches

Support Coach email, phone call, or Zoom meeting

Tier 3- No response for over two weeks

Director check ins, home wellness visit, daily phone call

Students could be referred for this program either through teacher recommendation, or an analysis of attendance data. This system proved to be successful because the Support Coaches were able to form personal relationships with the students and families in need of Tier 2 support. Few students actually required Tier 3 supports at any point during the year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

At the beginning of the Covid shutdown, food services staff distributed daily meals to students. However, feedback from families indicated that it was a hardship to come to campus every day. As a result, food services shifted to a weekly meal pickup. Families responded more positively to this change.

When we resumed campus operations in March 2020, we had the challenge of determining how food would be distributed without mixing stable groups. The Covid Reopening Team, in collaboration with food services staff, developed a plan where campus supervisors delivered crates of pre-bagged lunches and breakfasts to classrooms prior to dismissal. Teachers were asked to check off the students who took lunches. After school, campus supervisors would retrieve the crates and lists of students, and return them to food services. This system proved to be slightly distracting to students. So, teachers collaborated to develop classroom management strategies to best deal with the distractions. Overall, the system was adapted to be as successful as possible, given the circumstances.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	School Nutrition Dochub license subscription for food services staff to send electronic Free or Reduced meal program applications.	\$41	\$41	N
N/A	Essential Worker Hazard pay for the Food Services Director being onsite as an essential worker.	\$30,918	\$24,583	N

N/A	<p>Mental Health and Social Emotional Well-Being</p> <p>Hired an outside educational consultant to work in partnership with to conduct an audit, review of the audit, and recommendations for corrective actions. The consultant will also work with us to develop our new Diversity, Equity and Anti-Racism Team and professional development. Hired a Registered Associate Marriage Family Therapist to provide additional counseling services.</p>	\$37,638	\$19,200	N
N/A	<p>Multiple Areas</p> <p>Computers made available for all staff, reimbursements for Wi-Fi and cell service was added to staff payroll, tech budgets were provided to licensed and credentialed staff to make additional tech purchases (i.e. wifi booster, document camera), Zoom educator licenses were purchased for all staff, and SnagIt screen recording software was purchased for all staff.</p>	\$70,000	\$27,879	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The technology needs of AGLA were met with other items in the LCAP, and as such, much of the budgeted expenditures were not subsequently needed in the area of technology under the “Multiple Areas” description. Additionally, most other items here were close to budget expectations. After working with our technology consultant on the “Multiple Areas” budget items however, it is estimated that the budgeted and actual numbers will come more into alignment in the coming weeks as invoices are finalized.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

One way that we mitigated learning loss was the implementation of antiracist principles into the school’s curriculum. Students of color, who were more likely to experience learning loss, felt more connected to the school and the curriculum, and thus experienced less learning loss. Staff and families responded positively to the integration of antiracist principles into the school. As a result, this will be continued, and is reflected in the 2021-24 LCAP.

Another clear lesson was communication with all stakeholders. We developed a more cohesive distance learning plan due to our involvement of all stakeholder groups, clear communication in home language, and strategic input requests. Families, staff, and students felt comfortable returning in part due to this communication. We have been comprehensive in our communication with all stakeholders in the development of the 2021-24 LCAP as a result of this success, and will continue to be as communicative as possible in the future.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Student learning loss is a key piece of the 2021-24 LCAP. Goal #4 states, “All AGLA students will move towards and maintain performance within the green band indicating consistent growth towards proficiency in mathematics.” This goal directly relates to the learning loss experienced in the 2020-2021 school year as students who were disproportionately affected by the Covid pandemic were more likely to show a lack of gains or a loss in math scores. We hope to accelerate growth in these subgroups specifically through our targeted actions.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The descriptions of actions or services identified remained consistent as they were implemented. There were not any substantive changes.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

After careful analysis and reflection on the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan, Aveson will continue one successful strategy and has made changes to address one challenge.

The main success was the development of the Leadership Team and Diversity Team. These teams brought together groups of stakeholders who could inform decisions at the highest level of the school. These teams proved especially useful as the pandemic caused the shutdown of Aveson and other schools. The teams came together to support the needs of the school and develop safe ways to support students in distance learning and upon reopening. These teams will continue to be featured in the 21-22 through 23-24 LCAP.

The main challenge was having goals that could not be adequately measured. The LCAP team realized this weakness as we began to analyze our data and determine our success towards these goals. Together, we revamped our goals and created new goals for the 21-22 through 23-24 LCAP that are stronger and more measurable. We also developed goalposts along the way so we can monitor our progress.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aveson School of Leaders	Ian McFeat, Executive Director	ianmcfestataveson.org (626) 797-1440

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Aveson School of Leaders will continue promoting a safe, clean and learner centered environment with all staff ensuring each student exemplifies the following statement: “My school expects me to achieve personal excellence and use my voice to advocate for myself and others”.

State and/or Local Priorities addressed by this goal:

STATE:

Priority 1: Basic Priority 2: Implementation of State Standards Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate Priority 8: Pupil Outcomes

LOCAL PRIORITIES:

1. Teachers provide PML experiences as measured by PML competency-based Prof Development. 2. All students demonstrate Social Leadership attributes that foster global competence. 3. All students experience a positive school climate through programs that promote healthy living and adhere to the Guiding Principles.

Annual Measurable Outcomes

Expected	Actual
90% of students, staff and families report Aveson is a safe, clean and learner centered environment.	92% of students, and 81.3% of families.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Director of Student Support	\$80,000	\$77,648
Develop and Administer Student surveys 2 times per year	\$1,000	\$500
Develop and Administer Staff surveys 2 times per year	\$1,000	\$500
Develop and Administer Family surveys 2 times per year	\$1,000	\$500
Plant Manager 19-20	\$70,000	\$73,942
Conscious Discipline Professional Development- Staff, Students, Parents and Instructional Assistants	\$10,000	\$3,373
ASL Diversity Leadership Team	\$10,000	\$3,000
Social Emotional Learning Leadership Team	\$10,000	\$7,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For the above expenditures, the goal for ASL has always been to repurpose dollars and resources allocated for personal voice and student advocacy into areas that benefit the largest number of students.

A student leadership council was created, and students contributed and were integrated into the hiring practices of site leadership. Students were actively engaged in service learning during community days. Students were actively engaged in leadership roles through their projects and clubs.

The one Community Day allowed for students to work closely with 6th-12th grade students from Aveson Global Leadership Academy. This connection and collaboration resulted in ASL students being exposed to student leadership in action rather than just learning about it.

Through a formal student structure, students had a voice in student activities and schoolwide practices. Students were also encouraged and supported by Advisors as they led many grassroots social leadership activities on campus.

Ultimately, underspent funds can also be explained through the global pandemic which enveloped the whole of the world in March of 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One of the greatest successes in achieving this goal was continuing to employ a Director of Student Support Services. This role allowed for a comprehensive social and emotional program to be implemented on a school-wide level. One of the greatest challenges in achieving this goal was administering the student, staff and family surveys. Staff and student surveys were administered once in the school year and no family survey was administered. Finding the time to develop, administer and then analyze the data was time consuming and interrupted by the COVID-19 pandemic school closure in March 2020

Goal 2

All students will collaborate with their advisors to determine what gets learned based on Common Core Standards, how the information gets learned based on the best instructional practices, and when the learning meets criteria of mastery. This will result in increased academic achievement for all students on local and state assessments.

State and/or Local Priorities addressed by this goal:

STATE:

Priority 1: Basic Priority 2: Implementation of State Standards Priority 3: Parental Involvement Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate Priority 8: Pupil Outcomes

LOCAL PRIORITIES:

1. Teachers provide PML experiences as measured by PML competency-based Prof Development. 2. All students demonstrate Social Leadership attributes that foster Global Competence. 3. All students experience a Positive School Climate through programs that promote Healthy Living and adhere to the Guiding Principles. 4. Parents and other stakeholders experience Shared Community and transparent Decision-Making

Annual Measurable Outcomes

Expected	Actual
SBAC Summative Math Scores: Grade 3: 50% will meet/exceed • Lat/Hispanic: 25% Grade 4: 40% will meet/exceed • African-American: 25% • Lat/Hispanic: 30% Grade 5: 35% will meet/exceed • Lat/Hispanic: 35%	There are no actual SBAC scores to report due to the state cancelling the SBAC assessment because of the COVID-19 pandemic.
3 of 7 Content Collaboration sessions referenced SBAC or other assessment data	7 of 7 Content Collaboration sessions will use SBAC or other assessment data

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Comprehensive Test Prep Plan including Test Taking Strategies Instruction	\$5,000	\$5,000
Teacher Collaboration Time- SBAC and Formative Data Analysis	\$30,000	\$25,730
Professional Development- Culturally Responsive and Anti-Biased Teaching	\$10,000	\$3,373
PML Leadership Team	\$10,000	\$8,000

SBAC interim assessments and analyze data 2 times before CAASPP assessment	\$2,000	\$2,000
Instructional Assistant in every classroom	\$275,000	\$269,626
Director-Personalized Mastery Learning	\$50,000	\$61,738

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The budgeted items for these actions and services were fairly consistent. No real or distinct differences were found between actual and budgeted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Director of Personalized Mastery Learning and the Instructional Leadership Team were beginning to make exciting and successful progress in implementing several of the listed action items in attempts to achieve this goal. Of particular note were the beginnings of regular data collection and data analysis teams and the implementation of SBAC interim assessments. Unfortunately, the COVID-19 pandemic school closure in March 2020 derailed these efforts for the remainder of that school year. The SBAC was not administered and thus SBAC scores were not collected for the 2019-2020 school year.

Goal 3

Parents participate in their students' learning process in a manner consistent with Personalized Mastery Learning which will result in a culture that supports student learning through student/Advisor/family collaboration.

State and/or Local Priorities addressed by this goal:

STATE:

Priority 3: Parental Involvement Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate Priority 8: Pupil Outcomes

LOCAL PRIORITIES:

1. All students experience a Positive School Climate through programs that promote Healthy Living and adhere to the Guiding Principles. 2. Parents and other stakeholders experience Shared Community and transparent Decision-Making

Annual Measurable Outcomes

Expected	Actual
Family Engagement 80% of parents will participate in schoolwide learning events	85% of parents will participate in schoolwide learning events
Goal Setting Triads 80% of students participate in Goal Setting Triads	95% of students will lead a StudentLed Conference
Student-Led Conferences 80% of students lead a Student Led Conference	95% of students will lead a StudentLed Conference
Celebrations of Learning 80% of students present at Celebration of Learning	95% of students will present at Celebration of Learning

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Explore a formal ASL parent participation group	\$2,000	\$2,000
Goal Setting Triads	\$1,000	\$500
Celebrations of Learning	\$2,000	\$500
Student Led Conferences	\$1,000	\$500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Covid 19 had a significant impact on ASL, but the differences experienced between the actuals and budgeted items for this goal were not substantive.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Triads, Student Led Conferences and Celebrations of Learning have always been a cornerstone of the Aveson experience especially in regards to our strong commitment to promoting student voice and advocacy in developing a student's story of who they are as learners. The beginning of the 2019-2020 school year showcased these student led academic driven events. The biggest challenge however, was when school closed in March 2020 due to the COVID-19 pandemic, our staff had to quickly pivot to figuring out how to hold Celebrations of Learning in a virtual setting. Although very different than what we were accustomed to, we were still able to hold COLs via the Zoom platform.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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Personal Protective Equipment (PPE)	\$7,000	\$23,047	N
Cleaning/Disinfectant Supplies	\$3,500	\$3,500	N
Supplies/Equipment, e.g. sneeze guards, hand-washing stations, signage	\$18,500	\$28,693	N
Health Office Supplies	\$1,000	\$856	N
COVID-19 Testing for employees	\$25,500	\$0	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

A substantive difference between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented is that Aveson School of Leaders did not conduct COVID-19 testing for its employees. COVID-19 Testing for employees offered to employees, but not used.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

ASL hybrid learning program was implemented as projected. Hybrid instruction at ASL provided continuity between in-person and asynchronous learning for all students. Hybrid learning at ASL also emphasized targeted instruction in order to support students with significant learning loss. During Hybrid learning, students stayed in their same small 10-12 student cohorts as they were in Distance Learning, either in Cohort A or B. Both cohorts attended live, on-campus school two days per week and participated in asynchronous learning two days per week. In addition, asynchronous days included 30 minutes of synchronous instruction in the afternoon. All afternoons, M-Th included targeted synchronous instruction for students who needed extra support due to significant learning loss. Fridays were reserved for synchronous social and emotional learning for all students in the morning with staff professional development taking place the rest of the day. One of the strengths and greatest successes of the hybrid program was keeping cohort groups small which significantly increased students' engagement, connection and access to personalized learning opportunities with their instructors. One of the greatest challenges of the hybrid program was limiting each cohort to in-person instruction to only two days per week. Despite strong complimentary asynchronous assignments, students, families and instructors wanted to see their students in-person more days per week.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student Chromebooks	\$15,000	\$28,457	Y
On-line assessments	\$3,000	\$7,392	Y
Software licenses/Digital curriculum materials (great minds)	\$8,000	\$3,951	Y
Staff laptops and tech supplies	\$26,000	\$21,966	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented.

Additional student devices were needed and identified as an area of need by our technology department. More substantive increases in spending for subsequent years will need to be enacted as the LCAP moves forward.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Distance Learning at Aveson School of Leaders included:

- Structured daily schedules for students and teachers, with daily live interaction that met AB 77 & SB 98 universal requirements for California school districts (Daily live instruction with credentialed teachers)

- Standards-based curriculum
- Combined ASL adopted core curriculum with a supplemental online resource (InSync and Seesaw)
- Tech survey was used to identify needs for devices. Every student with a need was provided with a device to access online learning.

Systems

The educational program was delivered through a virtual setting using a learning platform for delivering the core curriculum:

Tk/K-2nd: SeeSaw

3rd-5: Google Classroom

Zoom - video conferencing tools for live classroom environment

Structure

Daily schedules for students and teachers with increased live interaction

[Daily Schedule](#)

Instructional Resources

Curriculum - Utilizing school core adoptions and pre-built online programs

Math: Eureka digital (In Sync) and print materials will be used. Every student will be provided with a workbook in addition to the online format of student materials.

Literacy: Handwriting Without Tears (TK/K-2nd), Lucy Calkins Units of Study, Words Their Way

Social Studies/Science: Standards aligned project based learning model

Social Emotional: Mind-up, Conscious Discipline, Diversity/Anti Racism Pollyanna curriculum

Assessment tools: Dibels for Literacy, Eureka Equip for Math

Supplemental Instructional Resources:

Eureka Equip data generates instructional plans to address learning loss in Math. Literacy assessments from Dibels were used to identify students at risk in learning to read. Small group instruction in literacy utilizing programs such as SIPPS and Barton were used to provide literacy intervention.

Accommodations for students with disabilities, students with diverse learning needs, students who are medically vulnerable, and English Language Learners were made as needed.

Two strengths of ASL's Distance Learning program emerged over the course of the 2020-2021 school year in regards to learning continuity. First, the daily schedule was highly effective in providing structure and access to both synchronous and asynchronous learning opportunities. This allowed families with students in TK-2 an easy way to support their students' daily workload and allowed our students in 3rd-5th grades to learn how to access their assignments more independently. The second strength that emerged was our ability to support students affected by learning loss with additional targeted instruction in addition to their regular synchronous and asynchronous assignments. These students met in small groups weekly with a credentialed teacher specifically hired to mitigate this learning loss. Students in these targeted groups showed gains in their reading and math scores over the course of the school year.

A challenge that emerged over the course of the school year was finding good systems to monitor work completion and provide timely feedback to students and families about their student's progress. The amount of work turned in on the distance learning platforms ended up being more than expected and at times unwieldy for teachers to manage.

Access to Devices and Connectivity

ASL ensured access to devices and connectivity for all pupils to support distance learning. Several tech surveys were distributed to families in both English and Spanish. For all students who did not have a dedicated device, they were provided one by the school. They were told to keep the device so they would have it for use for the 2020-2021 school year. For families who needed access to wifi, the IT Coordinator made phone calls to them to provide them with information about how to access free services. Additionally, other support staff members made sure no student was left unconnected by personally driving Chromebooks and other devices to students' homes whose families did not have transportation to the school.

ASL's commitment to making sure that all students had access to devices and connectivity was a high priority and thus, one of ASL's biggest successes during Distance Learning. Another success was how tech savvy many of the teaching staff became and thus were able to support students and families with enumerable tech challenges as they arose throughout the year. One challenge that arose over the course of the year was continuing to make sure that our devices were maintained and in good working order. As devices became damaged or broken it was sometimes difficult for families to connect with us to make us aware so that we could rectify the problem in a timely manner.

Pupil Participation and Progress

Pupil Participation

Pupil participation was determined based on multiple measures of a student's attendance and engagement in learning. In both the hybrid and distance learning models measures included participation in live (on campus or virtual synchronous) instruction, completion of weekly asynchronous assignments, and other forms of contact/communication with the teacher (i.e. office hours, email or phone support).

With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context varied by student, though all students were provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Hybrid Attendance/Participation Tracking

Teachers inputted attendance directly into the Student Information System (Illuminate) each in person instructional day. For students who continued to participate in distance learning, teachers documented attendance/participation for each student in a distance learning attendance and participation tracking sheet. This information was tracked daily.

Distance Learning Attendance/Participation Tracking

ASL used individual teacher attendance/participation tracking methods to ensure student attendance and participation in both the distance and hybrid learning programs.

ASL School-wide Assessments

DIBELS - administered for all grades for ELA

Eureka Equip - administered for all grades for Math

Lucy Caulkins Writing Assessment (timed)

iReady Diagnostic Assessment - administered for all grades for Math and ELA

ASL continued to have a very high pupil participation rate in both the distance and hybrid learning programs. Those students who were showing less engagement were tracked and known to both teachers and administrators. Every effort was taken to re-engage those students. Teachers were very proficient at devising their own methods of tracking attendance, participation and work completion that allowed them to reach out to families right away when they noticed a student was not participating as expected. This was a success for ASL over the course of this school year. Another success was how often we were able to administer assessments in order to track student progress. Teachers, students and families received multiple assessment data over the course of the year that allowed teachers to adjust their instruction to meet individual student needs. A challenge that emerged over the course of the year was making sure that assessments were given with fidelity. This took reflection, conversation and many family education training. Families, eager to help their student, did not realize at first that assessments needed to be taken with as little or no help as possible so that the data emerging from the assessment was an authentic representation of the student's current understanding.

Distance Learning Professional Development

ASL staff participated multiple opportunities for professional development throughout the course of the school year. Some examples of the PD's staff attended were:

Online Teaching Pedagogy

- *** EXCELLENT SOURCE with live recordings, webinars, slides incorporating Virtual Learning Strategies, student engagement and connection, and technologies FREE! <https://go.blackboard.com/virtual-teaching-academy#datesAnchor>
- Understanding online learning standards <https://www.nsqol.org/>
- Webinars on a variety of topics (online student engagement and more) <https://learningforward.org/webinars-2/>
- Best practices in Asynchronous Learning (and more topics) webinars <https://pogil.org/teaching-online-during-the-covid-19-crisis>
- Distance Learning Playbook <https://us.corwin.com/en-us/nam/the-distance-learning-playbook-grades-k-12/book275865>

Technology

Zoom Tutorials to better acclimate with the program and to explore functions that will better student engagement:

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials>

3-5 educators: Google Classroom tutorials and fulfill Google Certification Level 1 and Level 2 (?)

https://edu.google.com/teacher-center/certifications/educator-level1/?modal_active=none

3-5 Nearpod technology and implementation in to Google Classroom <https://nearpod.com/>

K-5 educators: Webinars on Transforming Learning via technological opportunités/apps

<https://www.edweek.org/ew/marketplace/webinars/webinars.html>

Anti-Racism Education

- *** Teaching Tolerance Virtual Workshops (You can request a training that is done via Zoom). Some costs do apply. <https://www.tolerance.org/professional-development/workshops>
- *** Teaching Tolerance Webinars -- plethora of topics that can be watched independently and then group discussions/reflections/action plans <https://www.tolerance.org/professional-development/webinars>
- *** Pulitzer Center webinars/professional development on justice and race <https://pulitzercenter.org/pulitzer-center-education-resources-and-programs>
- Virtual training/conference "Talking about Race in the Classroom" workshop PD <https://centerracialjustice.org/register-for-a-training/>
- Webinar: Equipping educators with anti-racist strategies <https://learningforward.org/webinar/educating-for-racial-equity-equipping-oneself-with-anti-racist-strategies/>

SEL for staff and students

- ASCD's talking points/discussion/reflection on Whitewashing Social Emotional Learning: http://www.ascd.org/publications/newsletters/education_update/apr19/vol61/num04/Why_We_Can't_Afford_Whitewashed_Social-Emotional_Learning.aspx
- Mindful Schools offers a variety of programs (Some free!) that speak to teachers and students. Certification courses available
- ****K-5: Understanding Digital Citizenship Webinar for teachers (lessons are also provided) <https://www.common sense.org/education/training/teaching-digital-citizenship>
- *** Mind Up How-to videos to refresh mind up curriculum and adapt to digital platform: <https://mindup.org/category/videos/>
- Webinars that support SEL in Distance Learning Environment <http://info.apertureed.com/archived-resources>
- Self-Compassion for Educators - Kristen Neff 2-part videos (1 hr long) https://greatergood.berkeley.edu/video/item/kristin_neff_on_self_compassion_for_educators_part_1

Eureka math implementation

- Two PD hosted by Eureka math in how to launch the curriculum and how to use the on-line platform provided by the In-Sync suite

One of the highlights of the past school year was the plethora of free professional development opportunities provided to educators across the field. ASL staff took every opportunity to participate in the varied offerings in order to strengthen their capacities to teach in distance and hybrid learning models. A challenge was finding the time for multiple staff members to attend PDs together in order to broaden the PD learning across the school setting.

Staff Roles and Responsibilities

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities were defined (or refined) and continued to evolve as the school pivoted to in-person instruction. Following are some of the key roles and responsibilities of staff, organized by area.

Health Office Assistant

ASL hired a Health Office Assistant who was trained in school health clerk responsibilities, and trained as a member of the COVID compliance team for ASL.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

- Executive Directors: Consulted with Pasadena City Public Health Department to verify all information. Provided guidance to the school site regarding cleaning and disinfecting. Coordinated district level response to any confirmed diagnoses or exposures to COVID. Designated staff

liaison(s) to be responsible for responding to COVID-19 concerns. Ensured staff provided students with appropriate distance learning opportunities and accurately tracked attendance/engagement. Reinforced stay at home requirements.

- Teachers: Reinforced and followed all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Sent any visibly sick students or students reporting that they do not feel well to the office.
- Front Office Staff: Encouraged electronic communications wherever possible. Reinforced stay at home requirements. Worked with Executive Directors to follow protocols that lower the risk of infectious students being on campus.
- Support Staff: Provided tele-supports rather than in-person when feasible. Encouraged activities and strategies that promote positive coping during times of stress for adults and children.
- Custodial Staff: Maintained a stock of personal protective equipment to ensure readiness - ordered additional supplies as needed. Routine disinfecting of all high-touch areas was conducted on a daily basis.
- Food Service Staff: Implemented individual meal bags for all students. Ensured workspace had appropriate personal protective equipment and cleaning/disinfecting materials. Increased ventilation for closed areas.

Due to these changes in roles and responsibilities, one of ASL's greatest successes is that ASL did not have a break-out of COVID-19 during distance or hybrid learning. The very few positive cases that were known were handled swiftly and with care so as to inform, but not alarm the community and to ensure all stakeholders's safety. A challenge was adhering to the sterile and socially distanced requirements for safe school reopening during hybrid. Our school was accustomed to being an open campus with frequent visitors and volunteers. Limiting the amount of people on campus felt difficult from a social and emotional perspective.

Supports for Pupils with Unique Needs

English Learners

English Learners were invited for PML small group instruction as needed based on assessment results and teacher and family feedback.

Students with Disabilities

Per new legislation, IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days for emergency situations. Given the current emergency situation, an individual emergency services plan for distance learning will be developed for all students with an Individualized Education Program (IEP). The emergency services plan will remain in effect until school resumes in a hybrid model.

Most supplementary aids/support can be offered in distance learning. If a supplementary aid/support needs to be modified for distance learning, the support will be added to the individual emergency services plan and the plan will indicate how the support will be modified and who will deliver the support.

Most IEP goals can be appropriately addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals that are not able to be addressed in distance learning will be indicated on the individual emergency services plan.

The emergency services plan will also detail the delivery model for all services, the goals the services will address and the frequency of the service. The delivery models are:

- Teacher-posted lessons, asynchronous (online or other media)
- Virtual class meetings, synchronous
- Personalized learning tools (virtual or paper packets, as available)
- Scheduled teacher/staff appointments (virtual or in-person, if allowed)
- Scheduled email check-ins (parent of student)
- Virtual office hours (parent or student)

For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. These Master Contracts will address distance learning.

Homeless Youth

Distance Learning supports specific to Homeless Youth included:

- Contact with parents/students to assess needs including access to devices and connectivity. Provided technology as needed.
- Communication with teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.

Foster Youth

Distance Learning supports specific to Foster Youth will included:

- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to community agencies for additional support/resources as needed.

- Online tutoring services will be offered to eligible foster youth.

Supporting pupils with unique needs is a relative strength for ASL. During distance learning and hybrid learning this was no exception. A success for ASL was that due to the exceptional ways in which we were tracking all students' engagement, teachers were more attuned with how students with unique needs were progressing during this time. A challenge was the limited amount of access students had to in-person instruction once ASL opened for hybrid learning. Students with unique needs needed more than two days per week access to live, in-person instruction to best meet their needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teacher On Special Assignment: assessments and small group support	\$73,756	\$121,163	Y
SpecEd Staff	\$31,486	\$22,224	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

In addition to the teacher on special assignment, two additional staff members were hired to teach targeted small group literacy and math instruction to those students at risk for learning loss.

Additional staff hired to maintain small group support for students, especially those with demonstrated learning loss during the pandemic year.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Assessments were key to identifying learning loss and providing data to inform instruction to address learning loss. The following assessments were utilized:

Math: Eureka Module assessments, Eureka Equip Assessments which creates suggested learning loss plans for each student demonstrating a gap in grade level skills.

English Language Arts: Dibel reading assessments, Units of Study Writing Assessments, and the Words Their Way Spelling inventory.

For both math and ELA: iReady comprehensive diagnostic assessment

ASL's assessment plan continued to be robust during both distance and hybrid learning, especially with the addition of the iReady comprehensive diagnostic assessment which was purchased midway through the school year and administered twice, once in December and again in May. This assessment data in addition to the robust data gathered from the Eureka module assessments was a success for our ASL as this data allowed us to identify students at risk, students whose learning challenges were exacerbated by distance learning and new students who started to show a decline in scores due to distance learning. This data allowed teachers to group and regroup students in order to offer additional small group instruction weekly based on their unique learning needs.

Pupil Learning Loss Strategies

Aveson School of Leaders has employed an Advisor (Credentialed Teacher) on special assignment to oversee the administration of assessments and data collection. Data collection was prioritized for pupils who are English learners; low-income; foster youth, or are in foster care; pupils with exceptional needs; and pupils experiencing homelessness as well as students new to our school. This data was then analyzed to identify learning loss and create instructional plans to address the identified needs for identified students. The Director of Personalized Mastery Learning held data meetings with teachers to support planning instruction to address learning loss. Our distance learning and hybrid schedules included small group instruction opportunities in addition to the regular time -value attendance day to implement instruction which addresses learning loss..

Analyzing our data showed that we needed more resources to support students who were experiencing learning loss during distance and hybrid learning. ASL additionally employed two learning loss recovering teachers to teach targeted small groups based on the robust data we had been collecting from Eureka Math module assessments, DIBELS, and iReady. One great success was that these teachers experienced high levels of student attendance, participation and academic achievement over the course of the school year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The social and emotional well-being of pupils and staff has always been at the forefront of Aveson's commitment to serving the whole child and the staff as adult learners. Aveson is keenly aware that the effects of COVID-19 were reaching and potentially long lasting. Aveson monitored and supported the mental health and social and emotional well-being of pupils and staff by taking a school-wide, multi-layered approach. Any and all mental health and Social and emotional actions were necessarily inclusive of diversity, inclusion and antiracist practices.

For students ASL provided:

1. 5 days per week of direct mental health and SEL instruction via our advisory based learning model. Teachers and students thoughtfully engaged in topics such as Self-Awareness, Self-Management, Growth Mindset, Relationship with Others and Social Problem Solving. Teachers used school-wide adopted curriculum such as Conscious Discipline, MindUp, and The Zones of Regulation. School developed resources such as our School Family Agreements, SEL Learning Outcomes and our founding Guiding Principles were also used.
2. Students increased opportunities to connect with their peers via school-wide programming efforts such as Lunch Hangouts (a fun, SEL based "hang-out" time for students guided by a staff member) and School Family Assemblies (a time for our whole school to come together and discuss our school-wide SEL focus areas of Safety, Connection and Composure).
3. Opportunities for students (especially in grades 3-5) to share their SEL successes, challenges and needs via anonymous SEL student surveys.
4. Increased outreach efforts to those students and families who appeared less connected as indicated by attendance, participation/engagement and work completion measures. Weekly check-ins via phone, Zoom and/or email were conducted by teachers and/or other support staff.
5. Increased access to our school-based counseling program to those students identified as at risk. The MFT supervisor and the Director of Student Support collaborated to determine student need and space available in the program.
6. Created a new Healthy Living Coordinator position dedicated to assisting students with SEL support.
7. Partnered with CareSolace, a mental health service that connected families to mental health resources.

For staff ASL provided:

1. Opportunities for staff to share their SEL successes, challenges and needs via anonymous SEL staff surveys.
2. Monthly yoga for all staff members.
3. Increased coaching via weekly coaching meetings by which staff will be able to set SEL goals, express their personal and professional needs and co-develop an action plan to meet those needs with their coach.
4. Partnered with CareSolace, a mental health service that connected staff to mental health resources.

The most successful realization for ASL in regards to supporting mental health and SEL for staff and students was that ASL already had a very strong SEL foundation going into the COVID-19 pandemic. Instead of having to start from scratch we were in the position of building upon existing programming and adapting the programming to virtual settings. Being able to continue our School Family Assemblies via Zoom was a particular highlight for our school each month. Two particular challenges emerged during distance learning in regards to mental health and SEL. First, students who were not engaged during distance learning via Zoom were harder to connect with. If students would not turn on their cameras for example, it made it very difficult for teachers to gauge how their student was doing. It took much more effort to think creatively about how to connect with those students than it would have been had the students been in person with their teacher. Secondly, it was more difficult than originally thought to provide mental health PD for staff. Staff needed more frequent access to professionals that could help them with their own mental health challenges but also in how to navigate the mental health challenges that were emerging from their students as the pandemic wore on.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year. The components of engagement were monitored and assessed through regular monitoring of attendance, completion of class exit tickets, frequency of use of various online tools (i.e. Google classroom), participation in online discussions, percentage of assignments completed, and participation in support opportunities. When students were not engaged during distance learning a tiered approach to reengagement was followed for pupils who missed three days or 60% of any school week:

Tier 1: Teacher emailed and/or called the family and offered support.

Tier 2: Director of PML and/or Director of Student Support emailed and/or called the family to offer additional support.

Tier 3: Executive Director, Advisor, and Directors of PML/Student Support met with family to determine an individual support plan for reengagement, which included home visits as deemed necessary.

Due to ASL's strong foundation in SEL by which all stakeholders are considered a part of the Aveso School Family, there were few students who needed Tier 2 and Tier 3 levels of support. Overall family engagement and outreach plans were considered a success during distance learning due to the tiered approach and the swiftness by which our teachers enacted the plan for any student who appeared to be dipping below our threshold of engagement. The most challenging part was that for families who did need Tier 3 levels of support, their circumstances related to the damaging effects of COVID were heartbreaking to hear. For some families, tier 3 support involved daily communications, home visits and significantly modifying the school workload so that we could keep the student on track academically and socially emotionally.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

A tremendous success for ASL in regards to school nutrition, was that ASL secured the appropriate waivers to ensure that ALL students had the opportunity to receive breakfast and lunch throughout the entire school year. During distance learning 3-day and 5-day meal packs were made available weekly in grab and go fashion. During hybrid instruction, not only were the meal packs still being provided, but all students participating in hybrid instruction also received a grab and go sack that provided food throughout the day for those students. A particular challenge was trying to vary the food choices for the hybrid students so that they did not become bored of the food options and potentially waste the unwanted food. All of the food had to be shelf stable, thus providing a challenge for our Food Services Manager to tackle.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Food Service Director including hazard pay	\$31,140	\$29,165	Y
N/A	Part-time Registered Associate MFT	\$15,182	\$9,991	Y
N/A	Consultant for support with Diversity/Equity/Inclusion/Anti-Racism Education	\$25,000	\$13,906	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

In addition to hiring a DEI consultant, several staff members were afforded the opportunity to earn their DEI certification from Cornell University. Additionally, ASL adopted a social justice curriculum, Pollyanna, which created the need to purchase two whole-staff PD sessions with the Pollyanna curriculum experts.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

After careful analysis and reflection on the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan, Aveson will continue one successful strategy and has made changes to address one challenge.

The main success was the development of the Leadership Team and Diversity Team. These teams brought together groups of stakeholders who could inform decisions at the highest level of the school. These teams proved especially useful as the pandemic caused the shutdown of Aveson and other schools. The teams came together to support the needs of the school and develop safe ways to support students in distance learning and upon reopening. These teams will continue to be featured in the 21-22 through 23-24 LCAP.

The main challenge was having goals that could not be adequately measured. The LCAP team realized this weakness as we began to analyze our data and determine our success towards these goals. Together, we revamped our goals and created new goals for the 21-22 through 23-24 LCAP that are stronger and more measurable. We also developed goalposts along the way so we can monitor our progress.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

2021-24 LCAP will continue to be assessed and addressed by the following actions:

Action #1	iReady Math Diagnostics	Continue to utilize iReady Math Diagnostics three times a year to provide data for Math Data Teams.
Action #2	SBAC Interim Assessments	Administer SBAC Math interim assessments at least twice yearly for data to be analyzed in Math Data Teams.
Action #3	Math Data Teams	Hold regular Math data analysis meetings (Math Data Teams) to identify needs and set goals and strategies for targeted instruction (Personalized Mastery Learning) for all students, with emphasis on students from marginalized populations.

Action #4	Math Professional Development	Develop Advisor (Teacher) expertise in best Math instructional practices and effective implementation of the Eureka Math Curriculum. Provide Professional Development on culturally-relevant Math instruction
Action #5	Personalized Mastery Learning Advisor	Personalized Mastery Learning Advisor (TOSA) will provide additional direct Math instructional support and progress monitoring to identified students and student groups.
Action #6	Math Instructional Parent Communication and Resources	Increase parent communication regarding and involvement in Math instruction and student progress towards goals by maximizing use of Eureka parent tip sheets, Eureka In Sync video access, and iReady Math Diagnostic Family Reports.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the planned and actual services provided.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP in the following ways:

1. SBAC math scores continue to show a need for continuous improvement for all students and a performance gap for Hispanic and socioeconomically disadvantaged students.
2. It was identified that our school is not yet fully serving our students, staff and families of color in inclusive ways and that our school community needs to learn how to embrace diversity and equity while adequately addressing issues of racism on our campus across four major areas: policy, curriculum, professional development and community engagement.
3. It was identified that while our community can define what a full inclusion model is and why it is important, the data suggests that family and staff stakeholder groups are less able to describe what a full inclusion model looks like in practice when considering how to also engage all students in personalized mastery learning.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Aveson Global Leadership Academy
(continued) _____
CDS #: 19 64881 0113464
Charter Approving Entity: Pasadena Unified School District
County: Los Angeles
Charter #: 847
Budgeting Period: 2021/2022

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. Revenue Limit Sources					
State Aid - Current Year	8011				0.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015				0.00
Local Control Funding Formula	8011	1,365,481.00	1,233,071.98		1,233,071.98
Education Protection Account	8012	68,980.00	60,203.81		60,203.81
State Aid - Prior Years	8019				0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039				0.00
County and District Taxes (for rev. limit funded schools)	8040-8079				0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089				0.00
Revenue Limit Transfers (for rev. limit funded schools):					
PERS Reduction Transfer	8092				0.00
Charter Schools Funding in Lieu of Property Taxes	8096	1,973,606.00	1,551,455.00		1,551,455.00
Other Revenue Limit Transfers	8091, 8097				0.00
Total, Revenue Limit Sources		3,408,067.00	2,844,730.79	0.00	2,844,730.79
2. Federal Revenues					
No Child Left Behind	8290	65,920.00		61,160.06	61,160.06
Special Education - Federal	8181, 8182	84,424.00		69,568.00	69,568.00
Child Nutrition - Federal	8220	34,284.00		34,283.54	34,283.54
Other Federal Revenues	8110, 8260-8299	280,518.00		50,000.00	50,000.00
Total, Federal Revenues		465,146.00	0.00	215,011.60	215,011.60
3. Other State Revenues					
Charter Schools Categorical Block Grant	8480				0.00
Special Education - State	StateRevSE	194,790.00		192,035.00	192,035.00
All Other State Revenues	StateRevAO	421,017.62	54,881.31	630,927.92	685,809.23
Total, Other State Revenues		615,807.62	54,881.31	822,962.92	877,844.23
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	156,692.51	99,200.00	50,000.00	149,200.00
Total, Local Revenues		156,692.51	99,200.00	50,000.00	149,200.00
5. TOTAL REVENUES					
		4,645,713.13	2,998,812.10	1,087,974.52	4,086,786.62
B. EXPENDITURES					
1. Certificated Salaries					
Teachers' Salaries	1100	1,256,246.21	556,815.07	492,525.60	1,049,340.67
Certificated Pupil Support Salaries	1200				0.00
Certificated Supervisors' and Administrators' Salaries	1300	307,227.12	328,970.70	3,302.31	332,273.01
Other Certificated Salaries	1900	406,246.58	42,859.34	247,629.35	290,488.69
Total, Certificated Salaries		1,969,719.91	928,645.11	743,457.26	1,672,102.37
2. Non-certificated Salaries					
Instructional Aides' Salaries	2100	137,906.79	132,535.00	143,798.51	276,333.51
Non-certificated Support Salaries	2200				0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	177,363.28	123,475.10	45,900.00	169,375.10
Clerical and Office Salaries	2400				0.00

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Aveson Global Leadership Academy

(continued)

Other Non-certificated Salaries	2900	90,604.47	71,418.08	66,913.28	138,331.36
Total, Non-certificated Salaries		405,874.55	327,428.18	256,611.79	584,039.97

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102				0.00
PERS	3201-3202				0.00
OASDI / Medicare / Alternative	3301-3302	177,703.31	96,755.16	75,476.46	172,231.61
Health and Welfare Benefits	3401-3402	155,803.43	172,902.96	54,611.64	227,514.60
Unemployment Insurance	3501-3502	15,000.00	15,014.95	11,655.21	26,670.16
Workers' Compensation Insurance	3601-3602	26,935.24	17,724.14	13,455.85	31,179.99
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
PERS Reduction (for revenue limit funded schools)	3801-3802				0.00
Other Employee Benefits	3901-3902				0.00
Total, Employee Benefits		375,441.98	302,397.20	155,199.16	457,596.36
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100				0.00
Books and Other Reference Materials	4200				0.00
Materials and Supplies	4300	108,178.28	41,639.64	21,110.36	62,750.00
Noncapitalized Equipment	4400	74,512.54	22,500.00	25,000.00	47,500.00
Food	4700	51,972.03		61,949.39	61,949.39
Total, Books and Supplies		234,662.85	64,139.64	108,059.75	172,199.39
5. Services and Other Operating Expenditures					
Subagreements for Services	5100				0.00
Travel and Conferences	5200	305.63			0.00
Dues and Memberships	5300	7,505.06	3,450.00		3,450.00
Insurance	5400	64,313.74	65,000.00		65,000.00
Operations and Housekeeping Services	5500	15,808.50	41,300.00		41,300.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	548,459.84	270,415.74	326,367.71	596,783.45
Professional/Consulting Services & Operating Expend.	5800	457,765.17	267,921.50	108,887.56	376,809.06
Communications	5900	37,183.48	21,151.00		21,151.00
Total, Services and Other Operating Expenditures		1,131,341.42	669,238.24	435,255.27	1,104,493.51
6. Capital Outlay					
Sites and Improvements of Sites	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual only)	6900	47,049.00	47,049.00		47,049.00
Total, Capital Outlay		47,049.00	47,049.00	0.00	47,049.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		4,164,089.71	2,338,897.37	1,698,583.23	4,037,480.59

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Aveson Global Leadership Academy

(continued)

C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		481,623.42	659,914.73	(610,608.71)	49,306.03
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Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		(610,608.71)	610,608.71	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(610,608.71)	610,608.71	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		481,623.42	49,306.03	0.00	49,306.03
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	293,535.00	832,061.42		832,061.42
b. Adjustments to Beginning Balance	9793, 9795	56,903.00			0.00
c. Adjusted Beginning Balance		350,438.00	832,061.42	0.00	832,061.42
2. Ending Fund Balance, June 30 (E + F.1.c.)		832,061.42	881,367.45	0.00	881,367.45
Components of Ending Fund Balance (Optional):					
Reserve for Revolving Cash (equals object 9130)	9711				0.00
Reserve for Stores (equals object 9320)	9712				0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713				0.00
Reserve for All Others	9719				0.00
General Reserve	9730				0.00
Legally Restricted Balance	9740				0.00
Designated for Economic Uncertainties	9770				0.00
Other Designations	9775, 9780				0.00
Undesignated / Unappropriated Amount	9790	832,061.42	881,367.45	0.00	881,367.45

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Aveson School of Leaders
(continued) _____
CDS #: 19 64881 0113472
Charter Approving Entity: Pasadena Unified School District
County: Los Angeles
Charter #: 848
Budgeting Period: 2021/2022

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. Revenue Limit Sources					
State Aid - Current Year	8011				0.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015				0.00
Local Control Funding Formula	8011	1,271,042.00	1,345,447.00		1,345,447.00
Education Protection Account	8012	82,662.00	76,950.00		76,950.00
State Aid - Prior Years	8019				0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039				0.00
County and District Taxes (for rev. limit funded schools)	8040-8079				0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089				0.00
Revenue Limit Transfers (for rev. limit funded schools):					
PERS Reduction Transfer	8092				0.00
Charter Schools Funding in Lieu of Property Taxes	8096	2,217,330.00	2,064,111.00		2,064,111.00
Other Revenue Limit Transfers	8091, 8097				0.00
Total, Revenue Limit Sources		3,571,034.00	3,486,508.00	0.00	3,486,508.00
2. Federal Revenues					
No Child Left Behind	8290	37,203.75		44,375.91	44,375.91
Special Education - Federal	8181, 8182	58,160.00		46,038.00	46,038.00
Child Nutrition - Federal	8220	53,616.46		53,616.46	53,616.46
Other Federal Revenues	8110, 8260-8299	156,172.00			0.00
Total, Federal Revenues		305,152.21	0.00	144,030.37	144,030.37
3. Other State Revenues					
Charter Schools Categorical Block Grant	8480				0.00
Special Education - State	StateRevSE	257,268.00		245,698.00	245,698.00
All Other State Revenues	StateRevAO	105,402.75	64,813.86	321,019.66	385,833.52
Total, Other State Revenues		362,670.75	64,813.86	566,717.66	631,531.52
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	147,688.54	125,508.00	50,000.00	175,508.00
Total, Local Revenues		147,688.54	125,508.00	50,000.00	175,508.00
5. TOTAL REVENUES					
		4,386,545.50	3,676,829.86	760,748.03	4,437,577.89
B. EXPENDITURES					
1. Certificated Salaries					
Teachers' Salaries	1100	1,492,882.62	1,012,804.56	436,061.74	1,448,866.30
Certificated Pupil Support Salaries	1200				0.00
Certificated Supervisors' and Administrators' Salaries	1300	572,763.68	328,758.45	46,912.64	375,671.09
Other Certificated Salaries	1900	188,541.91	341,806.00	3,551.88	345,357.89
Total, Certificated Salaries		2,254,188.22	1,683,369.01	486,526.26	2,169,895.27
2. Non-certificated Salaries					
Instructional Aides' Salaries	2100	78,643.34	154,557.30	105,687.79	260,245.09
Non-certificated Support Salaries	2200				0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	92,447.04	168,022.50		168,022.50
Clerical and Office Salaries	2400				0.00

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Aveson School of Leaders

(continued)

Other Non-certificated Salaries	2900	158,722.19	131,694.80	51,147.13	182,841.92
Total, Non-certificated Salaries		329,812.57	454,274.60	156,834.92	611,109.52

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102				0.00
PERS	3201-3202				0.00
OASDI / Medicare / Alternative	3301-3302	195,245.56	143,096.91	74,756.72	217,853.63
Health and Welfare Benefits	3401-3402	200,215.01	180,042.71	46,388.36	226,431.07
Unemployment Insurance	3501-3502	15,000.00	22,230.79	11,826.90	34,057.69
Workers' Compensation Insurance	3601-3602	26,935.24	21,772.41	12,825.52	34,597.93
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
PERS Reduction (for revenue limit funded schools)	3801-3802				0.00
Other Employee Benefits	3901-3902				0.00
Total, Employee Benefits		437,395.81	367,142.81	145,797.50	512,940.31
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100				0.00
Books and Other Reference Materials	4200	170.39			0.00
Materials and Supplies	4300	181,301.44	142,549.25	18,852.75	161,402.00
Noncapitalized Equipment	4400	64,429.55	32,500.00	15,000.00	47,500.00
Food	4700	53,710.67	0.00	82,411.61	82,411.61
Total, Books and Supplies		299,612.05	175,049.25	116,264.36	291,313.61
5. Services and Other Operating Expenditures					
Subagreements for Services	5100				0.00
Travel and Conferences	5200	1,552.50		1,000.00	1,000.00
Dues and Memberships	5300	4,821.33	3,450.00		3,450.00
Insurance	5400	64,174.74	64,452.00		64,452.00
Operations and Housekeeping Services	5500	48,925.93	89,968.00		89,968.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	141,669.00	136,981.88	9,786.76	146,768.64
Professional/Consulting Services & Operating Expend.	5800	478,847.58	362,698.74	89,260.00	451,958.74
Communications	5900	45,502.03	15,241.00		15,241.00
Total, Services and Other Operating Expenditures		785,493.10	672,791.62	100,046.76	772,838.38
6. Capital Outlay					
Sites and Improvements of Sites	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual only)	6900	31,490.00	31,490.00		31,490.00
Total, Capital Outlay		31,490.00	31,490.00	0.00	31,490.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		4,137,991.74	3,384,117.29	1,005,469.80	4,389,587.09

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Aveson School of Leaders

(continued)

C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		248,553.76	292,712.58	(244,721.77)	47,990.80
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Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		(244,721.77)	244,721.77	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(244,721.77)	244,721.77	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
		248,553.76	47,990.80	0.00	47,990.80
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	296,996.00	554,078.76		554,078.76
b. Adjustments to Beginning Balance	9793, 9795	8,529.00			0.00
c. Adjusted Beginning Balance		305,525.00	554,078.76	0.00	554,078.76
2. Ending Fund Balance, June 30 (E + F.1.c.)		554,078.76	602,069.56	0.00	602,069.56
Components of Ending Fund Balance (Optional):					
Reserve for Revolving Cash (equals object 9130)	9711				0.00
Reserve for Stores (equals object 9320)	9712				0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713				0.00
Reserve for All Others	9719				0.00
General Reserve	9730				0.00
Legally Restricted Balance	9740				0.00
Designated for Economic Uncertainties	9770				0.00
Other Designations	9775, 9780				0.00
Undesignated / Unappropriated Amount	9790	554,078.76	602,069.56	0.00	602,069.56

2020-21 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2020 through June 30, 2021.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208
 Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

2020-21 Title II, Part A allocation	\$8,098
Transferred-in amount	\$0
Transferred-out amount	\$0
2020-21 Total allocation	\$8,098

Professional Development Expenditures

Professional development for teachers	\$8,098
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$8,098
2020-21 Unspent funds	\$0

*****Warning*****

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

2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Kelly
Homeless liaison last name	Jung
Homeless liaison title	Executive Director
Homeless liaison email address (Format: abc@xyz.zyx)	kellyjung@aveson.org
Homeless liaison telephone number (Format: 999-999-9999)	626-797-1438
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.0

Homeless Liaison Training Information

*****Warning*****

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	
Attendance officers and registrars	
Teachers and instructional assistants	
School counselors	

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/27/2020
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2020-21 Title I, Part A LEA allocation	\$41,512
2020-21 Title I, Part A direct or indirect services to homeless children reservation	\$1,500
Amount of 2020-21 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$1,500
Homeless services provided (Maximum 500 characters)	AGLA provided services to its homeless students such as counseling and academic support.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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2020-21 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2020 through June 30, 2021.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208
 Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

2020-21 Title II, Part A allocation	\$6,321
Transferred-in amount	\$0
Transferred-out amount	\$0
2020-21 Total allocation	\$6,321

Professional Development Expenditures

Professional development for teachers	\$6,321
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$6,321
2020-21 Unspent funds	\$0

*****Warning*****

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Eva
Homeless liaison last name	Neuer
Homeless liaison title	Executive Director
Homeless liaison email address (Format: abc@xyz.zyx)	evaneuer@aveson.org
Homeless liaison telephone number (Format: 999-999-9999)	626-797-1440
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.0

Homeless Liaison Training Information

*****Warning*****

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	
Attendance officers and registrars	
Teachers and instructional assistants	
School counselors	

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/27/2020
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2020-21 Title I, Part A LEA allocation	\$23,189
2020-21 Title I, Part A direct or indirect services to homeless children reservation	\$1,500
Amount of 2020-21 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$1,500
Homeless services provided (Maximum 500 characters)	ASL provided services to its homeless student such as counseling and academic support.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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2021-22 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Ian McFeat
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/17/2021

*****Warning*****

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

2021-22 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Ian McFeat
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/17/2021
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2021-22 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	09/24/2020
Authorized Representative's Full Name	Ian McFeat
Authorized Representative's Title	Executive Director

*****Warning*****

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2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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

Date of approval by local governing board	06/24/2021
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District English Learner Advisory Committee Review

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

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC review is not applicable as AGLA has fewer than 50 English Learners.

Application for Categorical Programs

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

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

*****Warning*****

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2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

*****Warning*****

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2021-22 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2021-22 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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2021-22 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Ian McFeat
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/17/2021

*****Warning*****

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2021-22 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Ian McFeat
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/17/2021
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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

2021-22 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	09/24/2020
Authorized Representative's Full Name	Ian McFeat
Authorized Representative's Title	Executive Director

*****Warning*****

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2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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

Date of approval by local governing board	06/24/2021
---	------------

District English Learner Advisory Committee Review

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

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC review is not applicable as ASL has fewer than 50 English Learners.

Application for Categorical Programs

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

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

*****Warning*****

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

2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

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2021-22 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2021-22 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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Amended Statement of Work

This Amended Statement of Work is made effective July 1, 2021, by and between ASCEND HR CONSULTING, LLC and Aveson Charter Schools located at 575 W Altadena Dr. Altadena, CA 91001/ 1919 E Pinecrest Dr. Altadena, CA 91001.

1. Description of Services:

Ascend HR Consulting LLC provides:

1. Support/Training and Interim Coverage for HR Executive
2. Dedicated HR Liaison for Employees and Employer
3. Create, Implement, Execute and Tracking of Individual Performance Plan for Executives
4. 360 Tailored Review Network Created for Peers, Parents, Staff and Community
5. Assistance with HR Renewal and Compliance Audits
6. In-House Third-Party Investigation/Mediation of HR Issues according to Educational Standards
7. Standard Exempt and Non-Exempt Employee Reviews Assistance
8. Hiring and Termination Guidance/Assistance
9. Wage and Hours Compliance and Audits
10. Attendance of Board Meetings
11. Data Entry and Tracking of All Executive Performance Goals in agreed upon tracking software
12. Monthly in person and/or virtual check-ins with Executives
13. Review and Reconstruction as Needed of Job Descriptions and staff according to the CPSEL Guidelines
14. Organization and assistance with Operations as needed
15. Partnership and assistance to ED for day to day employee relations
16. Overseeing and training of in house HR
17. Direct Report Communication and Relationship with Board

2. **Billing Rate**

Ascend HR Consulting LLC - \$5000 monthly for up to 70 hours per month.

This amended statement of work is effective July 1, 2021.

3. **Additional Terms and Conditions:**

Additional time billed at a discount of \$60.00 an hour

This Statement of Work serves as an Exhibit to the Services Agreement.

Agreed and Accepted:

Aveson Charter Schools

Ian McFeat

BY: Executive Name: _____

Signature: _____
DocuSigned by:
Ian McFeat
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