



AGENDA
BOARD OF DIRECTORS MEETING
AVESON CORPORATION

Zoom Virtual Meeting [Zoom Link](#)

Meeting ID: 635 876 1750

Password: aveson

June 23, 2022 | 6:00 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 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. Note: Special meetings do not include Oral Communications, but members of the public may still speak to agendized items, as during regular meetings.
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
Javier Guzman	_____	_____
Charles Jaecker-Jones	_____	_____
Trinity Jolley	_____	_____
Jeiran Lashai	_____	_____
James Perreault	_____	_____
Elsie Rivas Gómez	_____	_____
Kat Ross	_____	_____
Marisa White-Hartman	_____	_____

Core Practice

Guiding Principle: Your commitment is to make others around you successful.

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.

A. CONSENT AGENDA ITEMS

1. Approval of Board Minutes: 5-21-22 & 5-26-22
2. Approval of April bank and credit card statements
3. Approval of Amazon April statement

B. DISCUSSION ITEMS

1. Financial Report
2. Executive Director's Report
Topics May Include: Curriculum & Instruction; Equity, Diversity, & Inclusion; Events & Community; Student Achievement & Support; Human Resources; Professional Development; Operations
 - a) Annual Fund Update
3. Covid Compliance Report
4. ACO Report

C. ACTION ITEMS

1. Approve AGLA Proposed Bell Schedule
2. Approve Employee Tax Credit (Higher Up) Contract
3. Approve HigherUp Payroll Software Contract
4. Approve FY 2022-23 AGLA Preliminary Budget
5. Approve FY 2022-23 ASL Preliminary Budget
6. Approve AGLA Prop 30 EPA FY 2021-22 Final Expenditures Exhibit, Prop 30 EPA FY 2022-23 Budgeted Expenditures Exhibit, Prop 30 Board Resolution
7. Approve ASL Prop 30 EPA FY 2021-22 Final Expenditures Exhibit, Prop 30 EPA FY2022-23 Budgeted Expenditures Exhibit, Prop 30 Board Resolution
8. Approve FY 2022-23 AGLA LCAP, including Annual Update, LCAP Supplement and Budget Overview for Parents
9. Approve FY 2022-23 ASL LCAP, including Annual Update, LCAP Supplement and Budget Overview for Parents
10. Approve Edgenuity Contract for AGLA
11. Approve Fusion Media Group Contract ACS
12. Approve Great Minds Curriculum Materials Order
13. Approve Amex Card for Dr. Debra Powell
14. Approve Executive Director Annual Contract
15. Approve member Kat Ross' resignation from the board
16. Approve Elsie Rivas Gómez for new term
17. Approve Trinity Jolly for new term
18. Approve Javier Guzman for new term
19. Approve James Perreault for new term
20. Approve Marisa White-Hartman for new term

21. Approve member Charles Jaecker Jones' resignation from the board.
22. Approve virtual meeting due to emergency circumstances per AB 361

III. ADJOURNMENT

AVESON -Combined
 CASHFLOW PROJECTIONS
 FISCAL YEAR 2022-23



	WORKING BUDGET FY22-23	PRIOR YEAR P-2						P-1				P-2		
		Forecast Jul-22	Forecast Aug-22	Forecast Sep-22	Forecast Oct-22	Forecast Nov-22	Forecast Dec-22	Forecast Jan-23	Forecast Feb-23	Forecast Mar-23	Forecast Apr-23	Forecast May-23	Forecast Jun-23	Accrual
5915 Communications- Postage and Delivery	2,342	195	195	195	195	195	195	195	195	195	195	195	195	-
5920 Communications- Telephone & Fax	22,944	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	-
5999 Expense Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 5000 Services and Other Operating Expenditures	\$ 2,135,104	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ -
6000 Capital Outlay	\$ 2,135,104	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ 177,925	\$ -
6900 Depreciation Expense	55,205	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	-
6901 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 Capital Outlay	\$ 55,205	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ -
\$ 55,205	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ -
7438 Debt Service - Bond Payments/ & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSE	\$ 9,092,269	\$ 401,389	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 267,870
\$ 9,092,269	\$ 401,389	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 765,728	\$ 267,870
NET INCOME (LOSS)	\$ (0)	\$ (300,815)	\$ (433,253)	\$ (72,922)	\$ (27,000)	\$ (40,387)	\$ (185,390)	\$ 24,574	\$ (224,825)	\$ 181,288	\$ 202,664	\$ (67,361)	\$ (45,561)	\$ 975,787
\$ (0)	\$ (300,815)	\$ (433,253)	\$ (69,622)	\$ (23,700)	\$ (40,387)	\$ (182,090)	\$ 27,874	\$ (224,825)	\$ 181,288	\$ 202,664	\$ (67,361)	\$ (45,561)	\$ 975,787	
\$ 0	\$ -	\$ -	\$ (3,300)	\$ (3,300)	\$ 0	\$ (3,300)	\$ (3,300)	\$ (3,300)	\$ -	\$ -	\$ 0	\$ 0	\$ 0	\$ -

AVESON -Combined
 CASHFLOW PROJECTIONS
 FISCAL YEAR 2022-23



WORKING BUDGET FY22-23	PRIOR YEAR P-2							P-1				P-2	
	Forecast Jul-22	Forecast Aug-22	Forecast Sep-22	Forecast Oct-22	Forecast Nov-22	Forecast Dec-22	Forecast Jan-23	Forecast Feb-23	Forecast Mar-23	Forecast Apr-23	Forecast May-23	Forecast Jun-23	Accrual
Beginning Cash Balance	1,929,215	1,638,083	1,204,830	1,131,908	1,104,908	1,064,521	879,131	903,705	678,881	860,168	1,062,832	995,471	949,910
Cash Flow from Operating Activities													
Net Income (Loss)	(300,815)	(433,253)	(72,922)	(27,000)	(40,387)	(185,390)	24,574	(224,825)	181,288	202,664	(67,361)	(45,561)	975,787
1 Change in Accounts Receivable													
1.1 Due from Grantor	186,868												
2 Change in Accounts Payable													
Clean Energy funds - refund													(134,000)
Change in Other Liabilities													
5 Change in Payroll Liabilities													
6 Change in Prepaid Expenditures													
7 Change in Deferred Revenue													
8 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													
Ending Cash Balance (Cash on Hand)	1,638,083	1,204,830	1,131,908	1,104,908	1,064,521	879,131	903,705	678,881	860,168	1,062,832	995,471	949,910	1,791,698

AVESON -Combined
CASHFLOW PROJECTIONS
FISCAL YEAR 2021-22



	WORKING BUDGET FY21-22	PRIOR YEAR P-2						P-1				P-2		YTD Actuals	2021-22 Projections	Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining		
		ACTUAL Jul-21	ACTUAL Aug-21	ACTUAL Sep-21	ACTUAL Oct-21	ACTUAL Nov-21	ACTUAL Dec-21	ACTUAL Jan-22	ACTUAL Feb-22	ACTUAL Mar-22	ACTUAL Apr-22	Forecast May-22	Forecast Jun-22						Accrual	
INCOME																				
8011-8096 Local Control Funding Formula Sources																				
8011 Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	2,011,483	-	147,548	147,548	265,585	265,585	265,585	265,585	265,585	77,692	77,692	77,692	77,692	77,694	1,778,405	2,011,483	-	233,078	12%	
State Aid Deferrals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8012 Education Protection Act Funds	115,462	-	-	-	39,060	-	-	-	39,059	-	9,141	-	-	28,202	87,260	115,462	-	28,202	24%	
8019 Charter Schools General Purpose - Prior Year	(51,633)	-	-	-	-	-	-	-	-	(10,326)	73,381	-	(63,055)	-	63,055	(0)	51,633	(114,688)	222%	
8096 In Lieu Property Tax	3,267,523	-	-	249,441	498,882	332,588	-	665,176	332,588	-	858,466	107,308	107,308	115,765	2,937,141	3,267,523	-	330,382	10%	
Total 8011-8096 Local Control Funding Formula Sources	\$ 5,342,835	\$ -	\$ 147,548	\$ 396,989	\$ 803,527	\$ 598,173	\$ 265,585	\$ 969,820	\$ 598,173	\$ 76,507	\$ 1,009,539	\$ 185,000	\$ 121,945	\$ 221,661	\$ 4,865,861	\$ 5,394,468	\$ 51,633	\$ 476,974	9%	
8100-8299 Federal Income																				
8181 Federal Special Education (IDEA) Part B, Sec 611	115,606	-	-	-	-	-	-	-	-	-	-	-	-	115,606	-	115,606	-	115,606	100%	
8182 Special Ed: IDEA Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8220 Child Nutrition Programs - Federal	398,996	-	-	-	114,429	34,169	26,441	32,532	40,420	41,056	30,969	39,900	-	39,081	320,016	398,996	-	78,980	20%	
8291 Title I, A Basic Grants Low-Income	69,316	-	-	-	9,990	-	-	-	24,583	-	-	-	8,840	25,903	69,316	69,316	-	34,743	50%	
8295 ESSER II CRRSA & ESSER III ARPA	673,572	-	-	-	-	-	-	-	-	-	-	-	-	710,700	710,700	37,128	673,572	100%		
8292 Title II, A Teacher Quality	13,999	-	-	-	1,411	-	-	-	-	-	1,446	-	-	2,800	8,342	2,857	13,999	-	11,142	80%
8294 Title IV	20,000	-	-	-	5,000	-	-	5,000	-	-	-	-	-	5,000	10,000	20,000	-	10,000	50%	
8290.1 One Time Loss Learning Mitigation Funds - SWD	310,662	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	-	-	-	-	6	-	-	4,879	-	-	82,847	(3,169)	-	-	-	-	-	226,099	73%	
Total 8100-8299 Federal Income	\$ 1,602,151	\$ -	\$ -	\$ -	\$ 130,836	\$ 34,169	\$ 31,320	\$ 62,115	\$ 40,420	\$ 125,349	\$ 27,800	\$ 39,900	\$ 16,640	\$ 1,130,731	\$ 452,008	\$ 1,639,279	\$ 37,128	\$ 1,150,143	72%	
8300-8599 State Income																				
8311 Special Education - Entitlement (State)	375,464	-	-	-	28,299	38,308	-	31,551	31,551	-	87,326	43,663	43,663	71,103	217,035	375,464	-	158,429	42%	
State Aid Deferrals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8312 Mental Health-SPED	62,269	-	-	-	-	-	-	-	-	-	-	-	-	62,269	62,269	-	62,269	100%		
8519 Prior Year Adjustment	3,863	-	-	-	3,863	-	-	-	-	3,958	-	-	-	-	7,821	7,821	3,958	(3,958)	-102%	
8520 State Child Nutrition	27,631	-	-	-	8,138	2,426	1,898	1,759	2,824	2,874	2,129	2,763	-	2,820	22,048	27,631	-	5,583	20%	
8545 SB 740	289,002	-	-	-	-	-	-	-	-	-	193,076	-	-	95,926	193,076	289,002	-	95,926	33%	
8550 Mandated Block Grant	18,631	-	-	-	-	-	18,631	-	-	-	-	-	-	-	18,631	18,631	-	-	0%	
8560 State Lottery	115,751	-	-	-	-	-	-	59,033	-	-	50,789	-	-	-	109,823	115,751	-	5,929	5%	
8591 One Time Loss Learning Mitigation Funds - LCFF	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8592 Mental Health-SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8593 CA SB95 (In Person Instruction and Expanded Learning Opp Grant)	697,309	-	-	-	-	-	-	-	-	-	-	-	-	697,309	697,309	-	697,309	100%		
8590 All Other State Revenue	174,050	-	-	-	-	-	-	-	-	-	-	-	-	174,050	174,050	-	174,050	100%		
Total 8300-8599 State Income	\$ 1,763,970	\$ -	\$ -	\$ -	\$ 40,300	\$ 40,734	\$ 20,529	\$ 92,343	\$ 38,332	\$ 2,874	\$ 333,321	\$ 46,426	\$ 43,663	\$ 1,109,406	\$ 568,433	\$ 1,767,928	\$ 3,958	\$ 1,195,537	68%	
8600-8799 Local Income																				
8634 Food Service Sales	218,811	-	-	3,087	18,255	31,139	263	57,729	40,475	605	29,866	21,881	8,925	25,303	181,419	237,528	18,717	37,392	17%	
8693 Field Trips	-	-	-	-	-	-	-	-	-	8,570	10,810	-	-	22,952	19,380	42,332	42,332	(19,380)	0%	
8694 Enterprise Revenue	190,897	4,002	35,066	16,577	15,698	15,902	15,948	12,546	16,300	20,925	17,900	15,000	-	170,863	200,863	9,966	20,034	10%		
8801 Donations - Parents	132,913	4,194	9,707	14,420	10,653	25,088	29,178	29,403	10,523	5,698	4,063	-	-	142,927	142,927	10,014	(10,014)	-5%		
8802 Donations - Private	50,000	-	-	-	-	-	-	2,205	-	750	5,000	5,000	35,045	50,000	49,955	-	45,045	90%		
8803 Fundraising	40,000	-	77	586	1,082	809	-	356	-	868	190	4,000	4,000	28,032	3,968	40,000	-	36,032	90%	
8804 Computer Repair Fundraising	500	-	-	-	-	-	-	500	-	-	-	-	-	500	500	-	-	0%		
8699 All Other Local Revenue	34,958	24,937	1,047	-	695	1,378	3,882	10,341	2,220	1,083	1,427	3,051	-	6,623	47,010	56,684	21,726	(12,052)	-34%	
8792 SPED State/County	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
Total 8600-8799 Local Income	\$ 668,079	\$ 33,133	\$ 45,896	\$ 36,670	\$ 46,382	\$ 74,317	\$ 49,271	\$ 113,080	\$ 69,519	\$ 37,748	\$ 65,007	\$ 48,932	\$ 32,925	\$ 117,955	\$ 71,022	\$ 770,834	\$ 102,755	\$ 97,057	15%	
TOTAL INCOME	\$ 9,377,035	\$ 33,133	\$ 193,444	\$ 433,659	\$ 1,021,045	\$ 747,392	\$ 366,705	\$ 1,237,358	\$ 746,444	\$ 242,478	\$ 1,435,667	\$ 320,258	\$ 215,173	\$ 2,579,753	\$ 6,457,325	\$ 9,572,509	\$ 195,474	\$ 2,919,710	31%	
EXPENSE																				
1000 Certificated Salaries																				
1100 Teachers' Salaries	2,432,143	28,063	177,108	209,731	204,301	202,793	239,076	204,370	202,489	189,468	228,504	190,497	190,497	114,298	1,885,902	2,381,193	(50,949)	546,240	23%	
1200 Substitute Salaries	97,782	7,005	2,617	6,035	9,180	8,486	6,473	9,113	10,166	14,848	15,318	16,082	16,464	3,968	89,242	125,755	27,972	8,541	9%	
1300 Certificated Super/Admin	624,952	35,220	57,605	56,145	56,286	56,348	61,140	47,807	48,848	48,848	49,848	44,056	52,165	15,000	518,096	614,317	(10,635)	106,856	17%	
1900 Other Certificated	720,362	4,858	30,458	51,888	66,021	57,583	71,856	57,621	46,214	56,472	47,196	46,169	37,769	490,169	620,275	(100,087)	230,193	32%		
Total 1000 Certificated Salaries	\$ 3,875,239	\$ 75,146	\$ 267,788	\$ 323,800	\$ 335,788	\$ 325,211	\$ 378,545	\$ 318,911	\$ 307,718	\$ 309,636	\$ 340,866	\$ 296,803	\$ 305,294	\$ 156,034	\$ 2,983,408	\$ 3,741,540	(133,699)	\$ 891,831	23%	
2000 Classified Salaries																				
2100 Instructional Aide Salaries	704,882	17,804	27,692	63,755	62,130	68,288	63,080	50,315	74,751	69,229	53,715	74,007	74,007	550,760	698,775	(6,108)	154,123	22%		
2200 Classified Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
2300 Classified Supervisor and Administrator Salaries	330,056	13,730	28,773	29,230	31,089	30,945	30,215	30,099	31,701	31,382	32,314	30,654	36,187	289,479	356,320	26,264	40,577	12%		
2400 Clerical/Technical/Office Staff Salaries	163,270	6,171	13,798	13,560	13,678	14,269	14,057	12,604	16,501	16,138	15,239	16,138	16,138	136,014	168,289	5,019	27,256	17%		
2900 Other Classified Salaries	251,282	2,708	22,165	25,156	24,789	24,389	25,813	24,585	26,993	26,498	27,729	27,407	27,115	229,984	284,896	33,224	21,298	8%		
Total 2000 Classified Salaries	\$ 1,449,490	\$ 40,414	\$ 92,427	\$ 131,701	\$ 131,696	\$ 137,891	\$ 133,166	\$ 117,603	\$ 149,046	\$ 143,246	\$ 129,048	\$ 148,206	\$ 153,447	\$ 1,206,237	\$ 1,507,890	\$ 98,400	\$ 243,253	17%		
3000 Employee Benefits																				
3301 OASDI - Social Security/Medicare	330,133	7,092	21,932	27,560	28,044	31,058	26,396	27,654	27,406	28,492	27,591	28,442	20,154	253,947	330,133	-	76,187	23%		
3302 MED - Medicare	77,209	1,659	5,129	6,445	6,622	6,559	7,264	6,173	6,467	6,410	6,663	6,453	4,713	59,391	77,209	-	17,818	23%		
3401 H&W - Health & Welfare	415,908	35,574	37,210	18,427	33,860	25,358	35,466	34,000	31,599	35,014	32,715	35,085	17,483	319,224	387,792	(28,115)	96,684	23%		
3501 FUTA/SUTA	42,624	-	-	-	-	5,222	-	-	7,211	-	-	-	29,890	12,734						

WORKING BUDGET FY21-22	PRIOR YEAR P-2							P-1				P-2		YTD Actuals	2021-22 Projections	Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining
	ACTUAL Jul-21	ACTUAL Aug-21	ACTUAL Sep-21	ACTUAL Oct-21	ACTUAL Nov-21	ACTUAL Dec-21	ACTUAL Jan-22	ACTUAL Feb-22	ACTUAL Mar-22	ACTUAL Apr-22	Forecast May-22	Forecast Jun-22	Accrual					
Beginning Cash Balance	1,796,971	1,905,351	1,831,607	2,051,404	2,169,468	2,346,703	1,842,814	2,549,680	2,485,500	1,892,792	2,661,584	2,124,800	1,503,763					
Cash Flow from Operating Activities																		
Net Income (Loss)	(409,426)	(509,256)	(284,523)	119,536	(12,331)	(605,254)	483,235	(61,054)	(557,643)	573,036	(511,783)	(616,037)	2,318,173					
1 Change in Accounts Receivable	6,437	(46)		1		4,286												
1.1 Due from Grantor	735,198	321,766	578,413	5,170	109,728	(28,339)	55,091	(11,001)	(43,930)	34,401								
2 Change in Accounts Payable	(56,539)	70,766	(77,973)	(16,563)	16,643	11,367	(60,697)	30,382	30,677	27,756								
Clean Energy funds - refund																		
Change in Other Liabilities																		
5 Change in Payroll Liabilities	(177,185)	4,986	(6,277)	5,438	(1,804)	(6,063)	5,412	(1,990)	1,227	(5,195)								
6 Change in Prepaid Expenditures	52,367			0						(1,932)								
7 Change in Deferred Revenue	(24,508)	36,392	5,518		60,518	119,918	240,059		9,000	137,491			(1,892,721)					
8 Depreciation Expense	(17,962)	1,648	4,639	4,482	4,482	4,482	4,482	4,482	(7,039)	28,234								
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							(25,000)	(25,000)	(25,000)	(25,000)	(25,000)	(5,000)						
Ending Cash Balance (Cash on Hand)	1,905,351	1,831,607	2,051,404	2,169,468	2,346,703	1,842,814	2,549,680	2,485,500	1,892,792	2,661,584	2,124,800	1,503,763	1,929,215					

AVESON - GLA
CASHFLOW PROJECTIONS
FISCAL YEAR 2021-22



	PRIOR YEAR P-2							P-1				P-2		YTD Actuals	2021-22 Projections	WORKING Budget VS Projections	(\$ Budget Remaining	(% Budget Remaining				
	SECOND INTERIM BUDGET FY21-22	ACTUALS Jul-21	ACTUALS Aug-21	ACTUALS Sep-21	ACTUALS Oct-21	ACTUALS Nov-21	ACTUALS Dec-21	ACTUALS Jan-22	ACTUALS Feb-22	ACTUALS Mar-22	ACTUALS Apr-22	Forecast May-22	Forecast Jun-22						Accrual			
INCOME																						
8011-8096 Local Control Funding Formula Sources																						
8011 Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	942,073		76,024	76,024	136,843	136,843	136,843	136,843	136,843	21,162	21,162	21,162	21,162	21,162			878,587	942,073	-	63,486	7%	
State Aid Deferrals	-																	-	-	-	-	-
8012 Education Protection Act Funds	48,122				18,394					18,394							11,334	36,788	48,122	-	11,334	24%
8019 State Aid-Prior Years	(26,554)									(5,310)							28,800	28,800	-	26,554	(55,354)	-
8096 In Lieu Property Tax	1,361,831			107,260	214,519	143,013			286,026	166,294							1,346,344	1,361,831	-	15,487	1%	
Total 8011-8096 Local Control Funding Formula Sources	\$ 2,325,472	\$ -	\$ 76,024	\$ 183,284	\$ 369,756	\$ 279,856	\$ 136,843	\$ 441,263	\$ 303,137	\$ 15,852	\$ 484,505	\$ 21,162	\$ (7,638)	\$ 47,983			\$ 2,290,519	\$ 2,352,026	26,554	34,953	2%	
8100-8299 Federal Income																						
8181 Federal Special Education (IDEA) Part B, Sec 611	69,568																69,568	-	69,568	-	69,568	100%
8182 Special Ed: IDEA Mental Health	-																-	-	-	-	-	0%
8220 Child Nutrition Programs - Federal	126,531				35,825	11,000		7,887	11,580	12,771	13,409	9,520	12,653			11,885	101,993	126,531	-	24,538	19%	
8291 Title I, A Basic Grants Low-Income	44,200				4,346				19,040							8,840	23,386	44,200	-	20,814	47%	
8295 ESSER II CRSA & ESSER III ARPA	453,158																453,158	-	453,158	-	453,158	100%
8292 Title II, A Teacher Quality	5,852															1,170	4,682	-	5,852	-	5,852	100%
8294 Title IV	10,000				2,500				2,500							2,500	5,000	10,000	-	5,000	50%	
8290.1 One Time Loss Learning Mitigation Funds - SWD	-																-	-	-	-	-	0%
8299 All Other Federal Revenue	260,423				4			1,925			74,135	(2,021)				186,379	74,044	260,423	-	186,379	72%	
Total 8100-8299 Federal Income	\$ 969,732	\$ -	\$ -	\$ -	\$ 42,675	\$ 11,000	\$ 9,813	\$ 33,120	\$ 12,771	\$ 87,545	\$ 7,499	\$ 12,653	\$ 12,510	\$ 740,146			\$ 204,422	\$ 969,732	-	765,309	79%	
8300-8599 State Income																						
8311 Special Education - Entitlement (State)	161,688				6,757	18,920			12,163	12,163			33,344	16,672	16,672	44,997	83,347	161,688	-	78,341	48%	
State Aid Deferrals	-																-	-	-	-	-	-
8312 Mental Health-SPED	30,347															30,347	-	30,347	-	-	-	-
8519 Prior Year Adjustment	-									2,198						2,198	2,198	-	2,198	(2,198)	-	0%
8520 State Child Nutrition	8,313				2,466	753		546	527	901			646	831		698	6,784	8,313	-	1,529	18%	
8545 SB 740	283,981															93,526	190,455	283,981	-	93,526	33%	
8550 Mandated Block Grant	11,518							11,518								-	11,518	-	-	-	-	0%
8560 State Lottery	48,386							27,814					23,930			(3,358)	51,745	48,386	-	(3,358)	-7%	
8591 One Time Loss Learning Mitigation Funds - LCFF	-																-	-	-	-	-	0%
8592 Mental Health-SPED	-																-	-	-	-	-	0%
8593 CA SB95 (In Person Instruction and Expanded Learning Opp Grant)	338,224															338,224	-	338,224	-	338,224	100%	
8590 All Other State Revenue	29,400															29,400	29,400	-	29,400	-	29,400	100%
Total 8300-8599 State Income	\$ 911,858	\$ -	\$ -	\$ -	\$ 9,223	\$ 19,673	\$ 12,064	\$ 40,504	\$ 15,262	\$ 945	\$ 248,376	\$ 17,503	\$ 16,672	\$ 533,834			\$ 346,047	\$ 914,056	2,198	535,464	59%	
8600-8799 Local Income																						
8634 Food Service Sales	89,250					15,312		25	28,819	19,985	156	14,820	8,925	8,925	6,000	79,117	102,967	13,717	10,133	11%		
8693 Field Trips	-										7,670	7,360	-	-	22,952	15,030	37,982	37,982	(15,030)	-	0%	
8694 Enterprise Revenue	897				53			844				125			125	1,022	1,022	125	(125)	-	-14%	
8801 Donations - Parents	66,850	2,097	4,853	7,219	5,327	12,794	14,589	14,701	7,227	2,849	2,032				73,687	73,687	6,837	(6,837)	-	-10%		
8802 Donations - Private	25,000			860				1,102			500	2,500	2,500	17,538	2,462	25,000	-	22,538	-	90%		
8803 Fundraising	20,000		77	432	541	405		356		640	70	2,000	2,000	13,478	2,522	20,000	-	17,478	-	87%		
8804 Computer Repair Fundraising	500							500							500	500	-	-	-	-	0%	
8699 All Other Local Revenue	4,450	18,038	523		285	716	325	5,166	334	531	258				26,176	26,176	21,726	(21,726)	-	-488%		
8792 SPED State/County	-															-	-	-	-	-	0%	
Total 8600-8799 Local Income	\$ 206,947	\$ 20,135	\$ 5,454	\$ 8,511	\$ 6,206	\$ 29,226	\$ 14,939	\$ 51,489	\$ 27,546	\$ 11,846	\$ 25,165	\$ 13,425	\$ 13,425	\$ 59,968			\$ 200,516	\$ 287,333	80,386	6,431	3%	
TOTAL INCOME	\$ 4,414,008	\$ 20,135	\$ 81,478	\$ 191,795	\$ 427,859	\$ 339,755	\$ 173,659	\$ 566,376	\$ 358,715	\$ 116,188	\$ 765,544	\$ 64,743	\$ 34,970	\$ 1,381,930			\$ 3,041,504	\$ 4,523,147	\$ 109,139	\$ 1,342,158	30%	
EXPENSE																						
1000 Certificated Salaries																						
1100 Teachers' Salaries	1,149,694	14,148	90,350	98,929	91,814	94,733	106,696	95,350	92,342	79,971	96,465	81,000	81,000	48,600	860,799	1,071,399	(78,294)	288,895	-	34,448	25%	
1200 Tutor/Substitute Expense	54,000	34	275	3,733	5,477	6,722	5,494	5,819	5,777	11,154	12,496	12,496	12,496	56,980	56,980	81,972	27,972	(2,980)	-	-6%		
1300 Certificated Super/Admin	237,785	9,371	12,295	18,382	20,225	22,475	27,267	13,204	22,850	20,225	20,285	20,285	20,285	186,579	227,150	(10,635)	51,205	-	10,635	22%		
1900 Other Certificated	338,823	4,699	13,670	22,479	30,877	32,673	39,811	33,872	21,403	31,304	19,622	21,000	21,000	250,410	305,010	(33,813)	88,413	-	(33,813)	26%		
Total 1000 Certificated Salaries	\$ 1,780,301	\$ 28,253	\$ 116,591	\$ 143,523	\$ 148,393	\$ 156,603	\$ 179,268	\$ 148,245	\$ 142,372	\$ 142,654	\$ 148,869	\$ 134,781	\$ 134,781	61,200	1,354,769	\$ 1,685,531	(94,770)	425,532	-	425,532	24%	
2000 Classified Salaries																						
2100 Instructional Aide Salaries	311,491	2,507	13,332	26,300	25,823	24,802	24,650	21,686	30,183	27,525	23,425	30,183	30,183	220,233	280,598	(30,893)	91,258	-	30,893	29%		
2200 Classified Support Salaries	-														-	-	-	-	-	-	-	0%
2300 Classified Supervisor and Administrator Salaries	139,928	6,709	14,733	14,305	16,675	13,947	13,434	13,168	14,812	14,623	14,595	14,595	14,595	137,001	166,192	26,264	2,926	-	26,264	2%		
2400 Clerical/Technical/Office Staff Salaries	-														-	-	-	-	-	-	-	0%
2700 Classified Staff/ Maintenance	59,256	1,357	2,738	2,788	3,599	5,215	5,315	4,231	4,600	6,261	5,412	6,261	6,261	41,515	54,037	(5,220)	17,741	-	5,220	30%		
2900 Other Classified Salaries	60,347	1,219	5,163	7,930	7,598	7,430	7,567	6,946	8,153	8,401	9,018	9,310	9,018	69,425	87,753	27,406	(9,078)	-	27,406	-15%		
Total 2000 Classified Salaries	\$ 571,021	\$ 11,792	\$ 35,966	\$ 51,322	\$ 53,696	\$ 51,393	\$ 50,966	\$ 46,031	\$ 57,748	\$ 56,810	\$ 52,450	\$ 60,349	\$ 60,056	-	468,174	\$ 588,579	17,558	102,847	-	102,847	18%	
3000 Employee Benefits																						
3301 OASDI - Social Security/Medicare	145,782	2,442	9,352	11,882	12,337	12,698	14,077	11,848	12,225	12,164	12,308	12,098	12,080	10,270	111,334	145,782	-	34,448	-	34,448	24%	
3302 MED - Medicare	34,094	571	2,187	2,779	2,885	2,970	3,292	2,711	2,859	2,845	2,879	2,829	2,825	2,402	26,038	34,094	-	8,057	-	8,057	24%	
3401 H&W - Health & Welfare	209,096	13,866	15,816	7,739	15,959	13,715	18,672	17,069	14,667	15,929	15,548	16,000	16,000	148,980	180,980	(28,115)	60,115	-	28,115	29%		
3501 FUTA/SUTA/ETT	21,757					2,584			3,359					5,943	21,757	-	15,814	-	15,814	-	73%	
3601 Worker Compensation	27,510	5,319	2,246	2,150	6,016	2,150	1,763	1,763	2,107	2,107		945	945									

AVESON - AGLA
CASHFLOW PROJECTIONS
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	SECOND INTERIM BUDGET FY21-22	PRIOR YEAR P-2						P-1				P-2		YTD Actuals	2021-22 Projections	WORKING Budget VS Projections	(\$ Budget Remaining	(% Budget Remaining	
		ACTUALS Jul-21	ACTUALS Aug-21	ACTUALS Sep-21	ACTUALS Oct-21	ACTUALS Nov-21	ACTUALS Dec-21	ACTUALS Jan-22	ACTUALS Feb-22	ACTUALS Mar-22	ACTUALS Apr-22	Forecast May-22	Forecast Jun-22						Accrual
4430 Office Furniture, Equipment & Supplies	3,573	376	204	2,994	-	-	-	-	-	-	-	-	-	-	3,573	3,573	(0)	0	0%
4700 Food/Food Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
4710 Student Food Service	147,984	4,391	7,216	14,623	20,707	11,679	14,679	6,996	19,385	18,683	16,722	6,451	6,451	135,082	147,984	-	12,902	9%	
4720 Other Food	1,459	-	202	195	475	108	172	261	69	162	328	-	-	1,971	1,971	512	(512)	-35%	
Total 4000 Supplies	\$ 465,282	\$ 8,717	\$ 38,830	\$ 23,815	\$ 105,728	\$ 21,066	\$ 96,691	\$ 51,598	\$ 27,109	\$ 30,269	\$ 21,758	\$ 16,003	\$ 16,003	\$ 425,581	\$ 457,588	\$ (7,694)	\$ 39,701	9%	
5000 Services and Other Operating Expenditures																			
5200 Conference Fees	1,000	-	-	-	399	-	547	-	599	2,787	203	-	-	4,535	4,535	3,535	(3,535)	-354%	
5300 Dues and Memberships	3,651	1,150	965	115	412	409	50	550	2,855	124	110	-	-	6,740	6,740	3,089	(3,089)	-85%	
5400 Insurance	65,000	16,186	5,396	5,396	5,396	5,396	5,395	4,424	4,424	5,287	10,574	1,262	1,262	62,476	65,000	3,089	(2,524)	4%	
5510 Utilities- Gas and Electric	42,000	1,388	2,547	4,714	3,609	2,343	2,523	2,179	2,074	2,381	2,085	3,500	4,700	25,842	34,042	(7,958)	16,158	38%	
5515 Janitorial, Gardening Services	50	-	10	-	-	-	-	-	-	-	-	20	20	10	50	-	40	81%	
5520 Security	1,500	-	120	-	-	-	120	-	120	-	-	570	570	360	1,500	-	1,140	76%	
5525 Utilities - Waste	4,400	366	371	366	371	366	282	165	371	366	366	505	505	3,390	4,400	-	1,010	23%	
5530 Utilities - Water	5,400	277	295	351	349	328	324	324	642	319	311	1,102	1,102	3,195	5,400	-	2,205	41%	
5605 Equip Rental/Lease	13,700	1,235	1,147	1,147	1,147	940	1,349	1,159	1,461	1,576	1,375	1,250	1,250	12,535	15,035	1,335	1,165	9%	
5610 Rent	552,909	91,580	45,925	46,025	46,025	45,977	46,230	46,230	46,025	46,025	46,025	46,025	46,025	506,064	552,909	-	46,845	8%	
5615 Repairs and Maintenance - Buildings	14,963	2,766	6,000	-	2,573	361	1,874	1,388	4,280	5	410	-	-	19,658	19,658	4,695	(4,695)	-31%	
5616 Repairs and Maintenance - Computers	2,101	-	-	311	-	-	-	-	-	-	-	895	895	311	2,101	-	1,790	85%	
5618 Repairs and Maintenance - Vehicles expense	5,189	-	-	-	-	-	-	-	-	-	-	2,594	2,594	-	5,189	-	5,189	100%	
5800 Prof/Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5803 Auditing Fees	11,273	1,680	-	(1,680)	-	-	-	-	821	-	-	-	-	821	11,273	-	10,453	93%	
5807 Legal Settlements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5809 Banking/CC/Other Fees	3,500	158	483	163	81	590	310	254	175	458	415	206	206	3,087	3,500	-	413	12%	
5810 Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5811 AEC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5812 Business Services	41,772	-	4,167	3,000	3,583	3,417	3,417	3,417	4,083	4,115	4,083	4,083	4,083	33,282	41,772	-	8,490	20%	
5824 District Oversight Fees	23,255	-	-	-	-	-	-	-	-	-	-	-	-	-	23,255	-	23,255	100%	
5815 Advertising/Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5830 Field Trips	-	-	-	-	-	-	-	-	5,339	27,230	21,256	-	-	53,825	53,825	53,825	(53,825)	0%	
5836 Fingerprinting/Livescan	250	-	-	-	-	-	-	-	50	-	-	100	100	50	250	-	200	80%	
5839 Fundraising Expense	1,087	250	624	-	213	-	-	-	302	2,076	2,379	-	-	5,844	5,844	4,757	(4,757)	-438%	
5843 Interest Expense/Misc fee	6,000	469	484	484	469	397	384	1,075	358	522	678	678	678	4,644	6,000	-	1,356	23%	
5845 Legal Fees	15,375	50	-	1,132	488	-	509	12,700	52	642	2,552	-	-	18,126	18,126	2,751	(2,751)	-18%	
5848 Licenses and Other Fees	2,025	-	-	-	-	-	292	-	2,375	-	-	-	-	2,667	2,667	642	(642)	-32%	
5851 Marketing and Student Recruiting	30,500	-	2,100	-	2,100	2,606	1,722	2,058	2,058	2,100	7,878	7,878	7,878	14,744	30,500	-	15,756	52%	
5854 Consultants - Other	31,538	6,260	3,933	4,255	5,143	3,235	4,733	3,979	5,620	9,689	5,762	2,500	2,500	52,609	57,609	26,071	(21,071)	-67%	
5855 Ed Consultants	5,848	2,400	-	-	-	2,940	508	-	-	171	-	-	-	6,019	6,019	171	(171)	-3%	
5856 Enrichment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5857 Payroll Services	12,750	724	829	970	974	996	1,027	1,987	1,027	1,016	1,023	1,089	1,089	10,573	12,750	-	2,178	17%	
5860 Printing and Reproduction	200	-	-	-	-	-	-	-	-	-	-	100	100	-	200	-	200	100%	
5861 PY Expenses (Unaccrued)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5862 Professional Development	38,230	6,767	1,948	-	115	175	4,500	-	-	-	875	11,925	11,925	14,380	38,230	-	23,850	62%	
5873 Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5874 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5875 SPED Consultants	101,928	3,860	965	2,073	641	2,061	41,694	10,998	5,876	6,502	18,135	4,561	4,561	92,805	101,928	-	9,123	9%	
5876 Sports	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5877 Staff Recruiting/Hiring	492	-	-	-	-	492	-	-	-	334	-	-	-	826	826	334	(334)	-68%	
5878 Student Assessment	6,800	3,600	-	-	-	-	440	-	-	-	-	1,380	1,380	4,040	6,800	-	2,760	41%	
5881 Student Information System	13,500	2,365	8,596	-	-	-	-	-	-	-	244	1,147	1,147	11,205	13,500	-	2,295	17%	
5883 Substitutes (Contracted)	24,200	-	122	2,440	2,562	3,660	2,196	4,714	8,418	6,344	11,346	6,500	6,500	41,802	54,802	30,602	(17,602)	-73%	
5887 Technology Services	55,604	5,268	4,250	4,250	9,244	4,250	4,203	6,000	4,236	4,236	8,486	591	591	54,423	55,604	-	1,181	2%	
5893 Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5899 Misc Operating Expenses	51,887	-	-	-	21,657	-	-	-	-	21,657	-	4,287	4,287	43,314	51,887	-	8,573	17%	
5910 Communications- Internet/Website Fees	15,607	26	2,104	1,114	3,690	1,177	2,118	878	944	836	838	838	838	13,726	15,607	-	1,881	12%	
5915 Communications- Postage and Delivery	1,907	125	-	116	-	-	253	125	10	54	612	612	612	683	1,907	-	1,224	64%	
5920 Communications- Telephone & Fax	7,944	802	802	835	801	71	694	781	806	209	1,708	217	217	7,510	7,944	-	434	5%	
5999 Expense Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
Total 5000 Services and Other Operating Expenditures	\$ 1,215,334	\$ 149,752	\$ 94,181	\$ 79,257	\$ 110,149	\$ 82,398	\$ 126,720	\$ 103,985	\$ 106,982	\$ 150,032	\$ 132,662	\$ 106,417	\$ 72,045	\$ 1,136,118	\$ 1,339,183	\$ 123,849	\$ 79,216	7%	
6000 Capital Outlay																			
6900 Depreciation Expense	34,791	3,167	3,167	2,913	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,852	2,852	29,086	34,791	-	5,705	16%	
6901 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
Total 6000 Capital Outlay	\$ 34,791	\$ 3,167	\$ 3,167	\$ 2,913	\$ 2,834	\$ 2,834	\$ 2,834	\$ 2,834	\$ 2,834	\$ 2,834	\$ 2,834	\$ 2,852	\$ 2,852	\$ 29,086	\$ 34,791	\$ -	\$ 5,705	16%	
7438 Debt Service - Bond Payments/ & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
Total Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0%
TOTAL EXPENSE	\$ 4,504,968	\$ 223,880	\$ 318,336	\$ 325,379	\$ 457,996	\$ 348,411	\$ 494,284	\$ 386,144	\$ 372,263	\$ 415,643	\$ 389,307	\$ 352,275	\$ 333,402	\$ 3,731,642	\$ 4,515,795	\$ 10,827	\$ 773,326	17%	
NET INCOME (LOSS)	\$ (90,960)	\$ (203,745)	\$ (236,859)	\$ (133,585)	\$ (30,136)	\$ (8,656)	\$ (320,625)	\$ 180,232	\$ (13,547)	\$ (299,455)	\$								

AVESON - ASL
CASHFLOW PROJECTIONS
FISCAL YEAR 2021-22



	SECOND INTERIM BUDGET FY21-22	PRIOR YEAR P-2						P-1				P-2		YTD Actuals	2021-22 Projections	Working Budget VS Projections	(\$ Budget Remaining)	(% Budget Remaining)	
		ACTUALS Jul-21	ACTUALS Aug-21	ACTUALS Sep-21	ACTUALS Oct-21	ACTUALS Nov-21	ACTUALS Dec-21	ACTUALS Jan-22	ACTUALS Feb-22	ACTUALS Mar-22	ACTUALS Apr-22	Forecast May-22	Forecast Jun-22						Accrual
INCOME																			
8011-8096 Local Control Funding Formula Sources																			
8011 Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	1,069,410	-	71,524	71,524	128,742	128,742	128,742	128,742	128,742	56,530	56,530	56,530	56,530	56,532	899,818	1,069,410	-	169,592	16%
State Aid Deferrals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8012 Education Protection Act Funds	67,340	-	-	-	20,666	-	-	20,665	-	9,141	-	-	16,868	50,472	67,340	-	-	16,868	25%
8019 State Aid-Prior Years	(25,079)	-	-	-	-	-	-	-	-	(5,016)	39,271	-	(34,255)	34,255	-	25,079	-	(59,334)	237%
8096 In Lieu Property Tax	1,905,692	-	-	142,181	284,363	189,575	-	379,150	166,294	429,233	107,308	107,308	100,279	1,590,797	1,905,692	-	314,895	17%	
Total 8011-8096 Local Control Funding Formula Sources	\$ 3,017,363	\$ -	\$ 71,524	\$ 213,705	\$ 433,771	\$ 318,317	\$ 128,742	\$ 528,557	\$ 295,036	\$ 60,655	\$ 525,035	\$ 163,838	\$ 129,583	\$ 173,679	\$ 2,575,342	\$ 3,042,442	\$ 25,079	\$ 442,021	15%
8100-8299 Federal Income																			
8181 Federal Special Education (IDEA) Part B, Sec 611	46,038	-	-	-	-	-	-	-	-	-	-	-	-	46,038	-	-	-	46,038	100%
8182 Special Ed: IDEA Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8220 Child Nutrition Programs - Federal	272,465	-	-	78,604	23,168	18,554	20,952	27,649	27,647	21,449	27,247	27,196	27,196	218,023	272,465	-	54,442	20%	
8291 Title I, A Basic Grants Low-Income	25,116	-	-	5,644	-	-	5,543	-	-	-	-	-	-	11,187	25,116	-	13,929	55%	
8295 ESSER II CRRSA & ESSER III ARPA (One time)	220,414	-	-	-	-	-	-	-	-	-	-	-	-	257,542	220,414	37,128	220,414	100%	
8292 Title II, A Teacher Quality	8,147	-	-	1,411	-	-	-	-	1,446	-	-	1,629	3,661	2,857	8,147	-	5,290	65%	
8294 Title IV	10,000	-	-	2,500	-	-	2,500	-	-	-	-	2,500	2,500	5,000	10,000	-	5,000	50%	
8290.1 One Time Loss Learning Mitigation Funds - SWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8299 All Other Federal Revenue	50,239	-	-	2	-	2,954	-	-	-	8,712	(1,148)	-	-	10,519	50,239	-	39,720	79%	
Total 8100-8299 Federal Income	\$ 632,419	\$ -	\$ -	\$ 88,161	\$ 23,168	\$ 21,508	\$ 28,995	\$ 27,649	\$ 37,804	\$ 20,301	\$ 27,247	\$ 4,129	\$ 390,585	\$ 247,586	\$ 669,547	\$ 37,128	\$ 384,833	61%	
8300-8599 State Income																			
8311 Special Education - Entitlement (State)	213,776	-	-	21,542	19,388	-	19,388	19,388	-	53,982	26,991	26,991	26,106	133,688	213,776	-	80,088	37%	
State Aid Deferrals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8312 Mental Health-SPED	31,922	-	-	-	-	-	-	-	-	-	-	-	31,922	-	31,922	-	31,922	100%	
8519 Prior Year Adjustment	3,863	-	-	3,863	-	-	-	1,760	-	-	-	-	-	5,623	5,623	1,760	(1,760)	-46%	
8520 State Child Nutrition	19,318	-	-	5,672	1,673	1,352	1,232	1,923	1,929	1,483	1,932	2,122	15,264	19,318	-	4,054	21%		
8545 SB 740	5,021	-	-	-	-	-	-	-	-	2,621	-	2,400	2,621	5,021	-	2,400	48%		
8550 Mandated Block Grant	7,113	-	-	-	-	-	7,113	-	-	-	-	-	7,113	7,113	-	-	-	0%	
8560 State Lottery	67,365	-	-	-	-	-	-	31,219	-	26,859	-	-	-	58,078	67,365	-	9,287	14%	
8591 One Time Loss Learning Mitigation Funds - LCFF	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8592 Mental Health-SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8593 CA SB95 (in Person Instruction and Expanded Learning Opp Grant)	359,085	-	-	-	-	-	-	-	-	-	-	-	-	-	359,085	-	359,085	100%	
8590 All Other State Revenue	144,650	-	-	-	-	-	-	-	-	-	-	-	144,650	144,650	-	144,650	100%		
Total 8300-8599 State Income	\$ 852,113	\$ -	\$ -	\$ 31,077	\$ 21,061	\$ 8,465	\$ 51,839	\$ 23,071	\$ 1,929	\$ 84,945	\$ 28,923	\$ 26,991	\$ 575,572	\$ 222,387	\$ 853,872	\$ 1,760	\$ 629,726	74%	
8600-8799 Local Income																			
8634 Food Service Sales	129,561	-	3,087	18,255	15,827	237	28,910	20,491	449	15,046	12,956	-	19,303	102,302	134,561	5,000	27,259	21%	
8693 Field Trips	-	-	-	-	-	-	-	-	900	3,450	-	-	4,350	4,350	4,350	-	(4,350)	0%	
8694 Enterprise Revenue	190,000	4,002	35,066	16,577	15,645	15,902	15,948	11,702	16,300	20,925	17,775	15,000	15,000	169,841	199,841	9,841	20,159	11%	
8801 Donations - Parents	66,063	2,097	4,853	7,201	5,327	12,294	14,589	14,701	3,297	2,032	-	-	69,240	69,240	3,177	(3,177)	-5%		
8802 Donations - Private	25,000	-	1,140	-	-	-	-	1,102	250	2,500	2,500	17,508	2,492	25,000	-	22,508	90%		
8803 Fundraising	20,000	-	154	541	405	-	-	-	227	120	2,000	2,000	14,553	1,447	20,000	-	18,553	93%	
8804 Computer Repair Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8699 All Other Local Revenue	30,508	6,899	523	410	663	3,557	5,175	1,886	552	1,169	3,051	6,623	20,834	30,508	-	9,674	32%		
8792 SPED State/County	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
Total 8600-8799 Local Income	\$ 461,132	\$ 12,998	\$ 40,443	\$ 28,159	\$ 40,177	\$ 45,090	\$ 34,331	\$ 61,591	\$ 41,974	\$ 25,902	\$ 39,842	\$ 35,507	\$ 57,987	\$ 370,507	\$ 483,501	\$ 22,369	\$ 90,625	20%	
TOTAL INCOME	\$ 4,963,027	\$ 12,998	\$ 111,967	\$ 241,864	\$ 593,185	\$ 407,637	\$ 193,046	\$ 670,982	\$ 387,729	\$ 126,290	\$ 670,123	\$ 255,514	\$ 180,203	\$ 1,197,823	\$ 3,415,822	\$ 5,049,362	\$ 86,335	\$ 1,547,205	31%
EXPENSE																			
1000 Certified Salaries																			
1100 Teachers' Salaries	1,282,449	13,915	86,758	110,801	112,486	108,060	132,379	109,020	110,147	109,497	132,039	109,497	109,497	65,698	1,025,103	1,309,794	27,345	257,346	20%
1200 Substitute Expense	43,782	6,971	2,342	2,303	3,704	1,764	979	3,295	4,389	3,694	2,822	3,586	3,968	3,968	32,262	43,782	-	11,521	26%
1300 Certificated Super/Admin	387,167	25,849	45,310	37,764	36,061	33,873	33,873	34,602	25,998	28,623	29,563	23,771	31,880	331,516	387,167	-	55,651	14%	
1900 Other Certificated	381,539	159	16,788	29,409	35,145	24,910	32,046	23,749	24,811	25,169	27,573	25,169	25,169	239,758	315,265	(66,275)	141,781	37%	
Total 1000 Certified Salaries	\$ 2,094,938	\$ 46,893	\$ 151,198	\$ 180,277	\$ 187,396	\$ 168,608	\$ 199,278	\$ 170,666	\$ 165,345	\$ 166,982	\$ 191,997	\$ 162,022	\$ 170,513	\$ 1,628,639	\$ 2,056,008	(38,292)	\$ 466,298	22%	
2000 Classified Salaries																			
2100 Instructional Aide Salaries	393,392	15,298	14,359	37,455	36,306	43,486	38,430	28,630	44,569	41,703	30,290	43,825	43,825	330,527	418,177	24,785	62,865	16%	
2200 Classified Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
2300 Classified Supervisor and Administrator Salaries	190,128	7,021	14,040	14,926	14,414	16,998	16,782	16,931	16,889	16,758	17,719	16,059	21,592	152,478	190,128	-	37,650	20%	
2400 Clerical/Technical/Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
2700 Classified Staff/ Maintenance	104,013	4,813	11,060	10,772	10,079	9,054	8,742	8,372	11,902	9,877	9,827	9,877	9,877	94,498	114,252	10,239	9,515	9%	
2900 Other Classified Salaries	190,935	1,490	17,002	17,226	17,201	16,959	17,639	17,939	18,097	18,761	18,097	18,097	18,097	168,060	196,754	5,818	30,376	16%	
Total 2000 Classified Salaries	\$ 878,469	\$ 28,622	\$ 56,461	\$ 80,379	\$ 78,000	\$ 86,498	\$ 82,199	\$ 71,571	\$ 91,299	\$ 86,436	\$ 76,597	\$ 87,858	\$ 93,390	\$ 730,563	\$ 919,311	\$ 40,842	\$ 140,406	16%	
3000 Employee Benefits																			
3301 OASDI - Social Security	184,351	4,650	12,580	15,678	15,977	15,346	16,981	14,548	15,428	15,242	16,183	15,493	16,362	142,613	184,351	-	41,738	23%	
3302 MED - Medicare	43,114	1,087	2,942	3,667	3,737	3,589	3,971	3,402	3,608	3,565	3,785	3,623	3,827	33,353	43,114	-	9,761	23%	
3401 H&W - Health & Welfare	206,812	21,707	21,395	10,688	17,901	11,643	16,794	16,931	16,932	19,085	17,167	19,085	17,483	170,244	206,812	-	36,568	18%	
3501 SUI - State Unemployment Insurance	20,867	-	-	-	2,939	-	3,852	-	3,852	-	-	-	14,076	6,791	20,867	-	14,076	67%	
3601 Worker Compensation	34,789	5,319	2,150	2,150	6,016	2,150	2,537	2,537	2,193	2,193	3,772	3,772	27,244	34,789	-	7,545	22%		
3901 403B</																			

AVESON - ASL
CASHFLOW PROJECTIONS
FISCAL YEAR 2021-22



	SECOND INTERIM BUDGET FY21-22	PRIOR YEAR P-2						P-1				P-2		Accrual
		ACTUALS Jul-21	ACTUALS Aug-21	ACTUALS Sep-21	ACTUALS Oct-21	ACTUALS Nov-21	ACTUALS Dec-21	ACTUALS Jan-22	ACTUALS Feb-22	ACTUALS Mar-22	ACTUALS Apr-22	Forecast May-22	Forecast Jun-22	
4410 Classroom Furniture, Equipment & Supplies	34,446	6,512	20,621	4,180	1,303	199	627	1,003	3,284	474				
4420 Computers (individual items < \$5k)	345							345	934					
4430 Other Furniture, Equipment & Supplies	6,060	985	603	2,136	1,677	487	138	33						
4700 Food/Food Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710 Student Food Service	296,188	4,391	7,216	14,623	26,733	16,860	18,888	7,522	20,169	19,954	17,404	71,213	71,213	
4720 Other Food	2,859		742	55	1,997		64							
Total 4000 Supplies	\$ 498,473	\$ 27,536	\$ 50,569	\$ 38,649	\$ 43,960	\$ 22,452	\$ 28,847	\$ 17,425	\$ 31,071	\$ 35,715	\$ 31,010	\$ 86,202	\$ 86,202	\$ 4,775
5000 Services and Other Operating Expenditures														
5200 Conference Fees	1,115				575		540		3,207	448				
5300 Dues and Memberships	3,450	50	917	215	1,266	50	95	3,865	126	110				
5400 Insurance	64,452	16,186	5,396	5,396	5,396	5,395	6,366	6,366	5,503	11,006				
5510 Utilities - Gas and Electric	81,614	4,601	7,060	9,412	6,822	5,489	5,750	3,216	5,758	5,764	4,697	6,500	8,000	
5515 Janitorial, Gardening Services	19,250	18,712	8								397	67	67	
5520 Security	500	18										241	241	
5525 Utilities - Waste	13,565	952	998	1,209	1,279	1,262	971	764	1,274	1,262	1,262	1,166	1,166	
5530 Utilities - Water	20,039		3,797		3,641		2,569		2,113		2,601	2,659	2,659	
5605 Equip Rental/Lease	14,100	1,150	1,147	4,231	1,147	2,853	1,593	1,207	1,521	1,644	1,375	1,250	1,250	
5610 Rent	118,194	8,133	9,287	8,633	8,046	8,485	8,071	8,096	9,149	8,351	9,349	9,349	9,349	
5615 Repairs and Maintenance - Buildings	15,000	5,687	3,880	2,175	569	30	457	326	2,503	285	2,309			
5616 Repairs and Maintenance - Computers	3,075										44	1,516	1,516	
5618 Repairs and Maintenance - Vehicles expense	1,500											750	750	
5800 Prof/Consulting	-													
5803 Auditing Fees	11,903	1,680			(1,680)				1,115				10,789	
5807 Legal Settlements	-													
5809 Banking/CC/Other Fees	3,500	310	483	163	297	591	316	254	174	297	226	195	195	
5810 Educational Consultants	-													
5811 AEC	-													
5812 Business Services	58,228		4,167	5,333	4,750	4,917	4,917	4,250	4,283	4,250		8,222	8,222	
5824 District Oversight Fees	30,174													30,174
5815 Advertising/Recruiting	-													
5830 Field Trips	-													
5836 Fingerprinting/Live scan	250						50		59			71	71	
5839 Fundraising Expense	1,229	250				979		128	1,258					
5843 Interest Expense/Misc. fee	6,000	469	484	484	469	572	553	1,093	373	522	490	490	490	
5845 Legal Fees	70,000		3,894	2,068	16,014	12,759	9,734	22,010	7,484	12,540				
5848 Licenses and Other Fees	1,351	50					303		1,250					
5851 Marketing and Student Recruiting	28,000		2,100		2,100	3,750	2,478	2,142	2,174	2,100	2,789	2,789	2,789	
5854 Consultants - Other	41,759	6,260	3,933	4,255	5,202	3,265	6,715	4,141	5,850	9,891	6,366	2,500	2,500	
5855 Ed Consultants	16,052	5,475	4,835		699	600	1,043	400	600	800	2,100	600	600	
5856 Enrichment	31,000	800	204	3,651	2,077	5,578	1,644	304	6,607	2,490	2,087	3,000	3,000	2,558
5857 Payroll Services	12,750	724	829	970	974	996	1,027	1,986	1,027	1,016	1,023	1,089	1,089	
5860 Printing and Reproduction	-													
5861 PY Expenses (Unaccrued)	-													
5862 Professional Development	37,150		906	120	1,500	507			1,140	2,684	15,147	15,147	15,147	
5873 Financial Services	-													
5874 SPED Encroachment	-													
5875 SPED Consultants	183,940		350	644	11,507	27,370	59,058	23,512	17,076	(14,204)	63,407	17,000	17,000	
5876 Sports	-													
5877 Staff Recruiting/Hiring	708					708								
5878 Student Assessment	13,500		13,358			77								
5881 Student Information System	12,500	2,365	8,596									769	769	
5883 Substitutes (Contracted)	18,600			3,050	1,586	1,586	854	2,762	1,786	1,254	2,664	1,529	1,529	
5887 Technology Services	93,380	5,268	4,250	4,250	9,244	4,250	6,048	6,000	4,264	4,264	8,514	18,514	18,514	
5893 Student Transportation	-													
5899 Misc. Operating Expenses	2,653											1,327	1,327	
5910 Communications- Internet/Website Fees	22,046	426	2,909	1,214	5,314	1,738	2,887	1,550	1,615	1,517	1,515	1,515	1,515	
5915 Communications- Postage and Delivery	1,809	125	146				236	125	8		585	585	585	
5920 Communications- Telephone & Fax	15,576	1,304	1,304	1,970	1,302	1,418	1,193	1,086	1,090	40	2,454	1,333		1,084
5999 Expense Suspense	-													
Total 5000 Services and Other Operating Expenditures	\$ 1,069,912	\$ 80,994	\$ 85,088	\$ 59,589	\$ 88,879	\$ 96,440	\$ 125,421	\$ 69,250	\$ 103,859	\$ 53,548	\$ 135,044	\$ 100,171	\$ 108,127	\$ 33,815
6000 Capital Outlay														
6900 Depreciation Expense	20,414	1,871	1,981	1,726	1,648	1,648	1,648	1,648	1,648	1,712	1,540	1,540	1,540	
6901 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 6000 Capital Outlay	\$ 20,414	\$ 1,871	\$ 1,981	\$ 1,726	\$ 1,648	\$ 1,648	\$ 1,648	\$ 1,648	\$ 1,648	\$ 1,712	\$ 1,540	\$ 1,540	\$ 1,540	\$ -
7438 Debt Service - Bond Payments/ & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSE	\$ 5,052,139	\$ 218,679	\$ 384,364	\$ 392,802	\$ 443,513	\$ 411,312	\$ 477,676	\$ 367,979	\$ 435,236	\$ 384,478	\$ 473,323	\$ 479,766	\$ 497,809	\$ 163,104
NET INCOME (LOSS)	\$ (89,112)	\$ (205,681)	\$ (272,398)	\$ (150,938)	\$ 149,673	\$ (3,675)	\$ (284,630)	\$ 303,003	\$ (47,507)	\$ (258,188)	\$ 196,799	\$ (224,252)	\$ (317,605)	\$ 1,034,719

YTD Actuals	2021-22 Projections	Working Budget VS Projections	(\$ Budget Remaining	(%) Budget Remaining
38,203	38,203	3,757	(3,757)	-11%
1,278	1,278	933	(933)	-271%
6,060	6,060	(0)	0	0%
-	-	-	-	0%
153,762	296,188	-	142,427	48%
2,859	2,859	0	(0)	0%
\$ 327,234	\$ 504,413	\$ 5,940	\$ 171,240	34%
-	-	-	-	-
4,770	4,770	3,655	(3,655)	-328%
6,744	6,744	3,294	(3,294)	-95%
67,008	67,008	2,556	(2,556)	-4%
58,568	73,068	(8,546)	23,046	28%
19,117	19,250	-	133	1%
18	500	-	482	96%
11,233	13,565	-	2,332	17%
14,721	20,039	-	5,318	27%
17,867	20,367	6,267	(3,767)	-27%
85,602	104,299	(13,895)	32,592	28%
18,221	18,221	3,221	(3,221)	-21%
44	3,075	-	3,031	99%
-	1,500	-	1,500	100%
-	-	-	-	0%
11,903	11,903	-	10,789	91%
-	-	-	-	0%
3,110	3,500	-	390	11%
-	-	-	-	0%
-	-	-	-	0%
58,228	58,228	-	16,445	28%
30,174	30,174	-	30,174	100%
-	-	-	-	0%
109	250	-	141	56%
2,615	2,615	1,386	(1,386)	-113%
5,019	6,000	-	981	16%
86,502	86,502	16,502	(16,502)	-24%
1,603	1,603	252	(252)	-19%
16,844	22,422	(5,578)	11,156	40%
55,877	60,877	19,117	(14,117)	-34%
16,552	17,752	1,700	(500)	-3%
25,442	31,000	-	5,558	18%
10,572	12,750	-	2,178	17%
-	-	-	-	0%
-	-	-	-	0%
6,857	37,150	-	30,293	82%
-	-	-	-	0%
188,718	222,718	38,778	(4,778)	-3%
-	-	-	-	0%
708	708	-	-	0%
13,435	13,435			



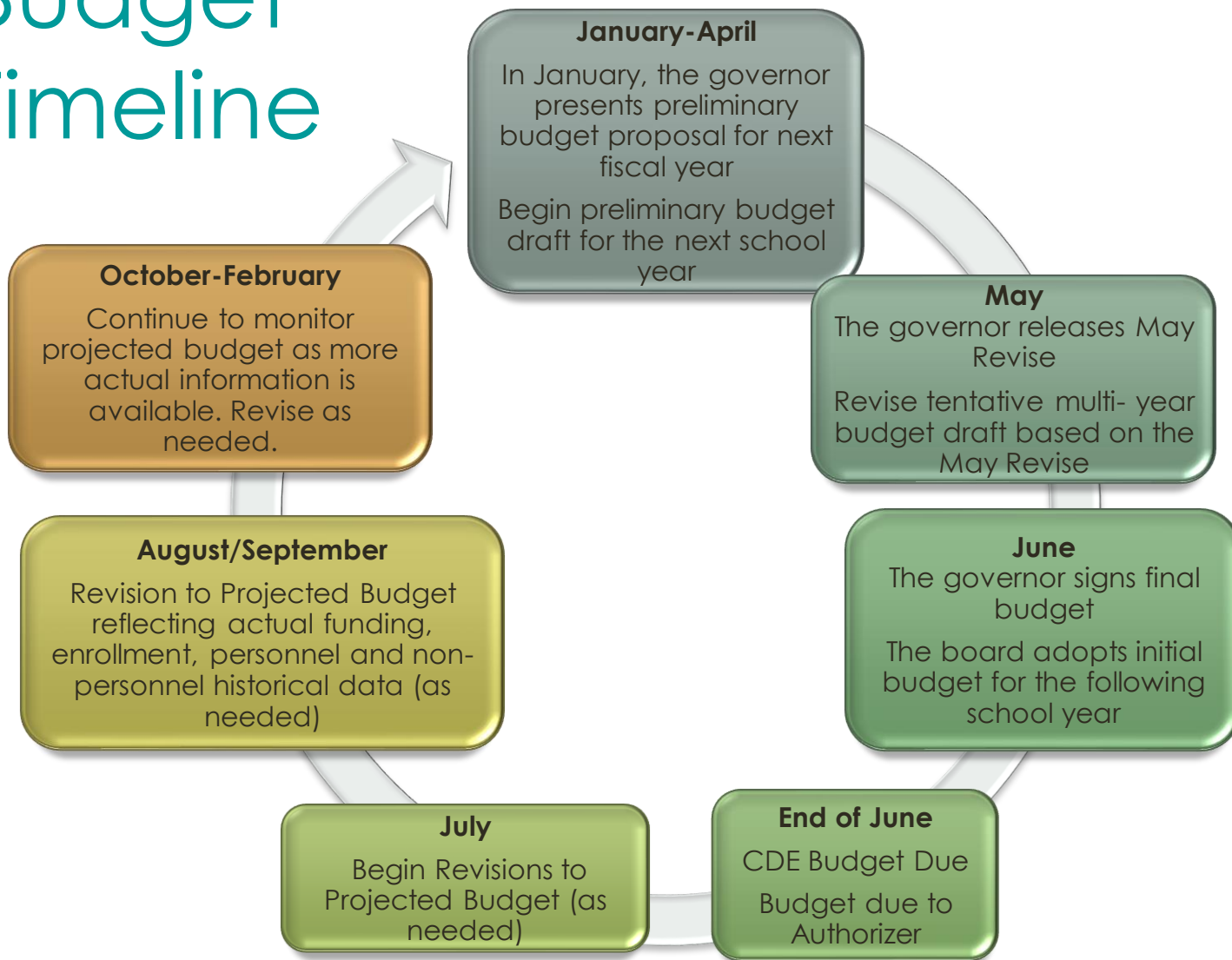
Aveson Financial Update

Thursday,
June 23, 2022

Presentation Agenda

- Budget Timeline
- June 15th CA Budget FY2022-23 Updates
- FY2022-23 Proposed Budgets with Multi Year Projections (MYP)
- FY2021-22 Year to Date Highlights
- Cash Update
- Compliance Update

Budget Timeline



June 15th CA Budget FY2022-23 Updates

FY2022-23 CA Budget

- SB154 “Placeholder” budget passed to satisfy the June 15 constitutional deadline
 - Passed with no “Hold harmless” clause for charters for FY21-22
 - Anticipated to be included in revisions
- Final budget to be released
 - Last summer, trailer bill passed by 7/1/2021
- Aveson Budget revisions likely needed in August to align with the state approved budget

FY2022-23 Proposed Budgets with Multi Year Projections (MYP)

2022-23 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.
- LCFF revenue assumptions per the Governor's May Revise were used with exception of proposals for additional programs and includes:
 - 6.56% statutory COLA
 - Additional LCFF Base Grant increase
 - One Time Discretionary Block Grant
 - COLA increases to categorical program
 - Universal TK
 - Universal Meals

2022-23 Budget Assumptions

- No Federal Funds for COVID Relief in the FY22-23 Budget
 - ESSER II & ESSER III – fully spent in FY21-22
- Funds are replaced by a combination of state funds including:
 - COLA Increase
 - LCFF Base Grant Increase
 - One Time Discretionary Block Grant
- Net Income break even (0) due to one-time discretionary block grant

	FY22-23	FY22-23	FY22-23
	AGLA BUDGET	ASL BUDGET	COMBINED
PROPOSED ONE TIME DISCRETIONARY FUNDS USED	\$ 221,793	\$ 177,107	\$ 398,900

Aveson FY2022-23 Proposed Budget- Summary Combined

	FY22-23	FY22-23	FY22-23
	AGLA BUDGET	ASL BUDGET	COMBINED
Enrollment	280	397	677
FY ADA	260	350	610
Total 8011-8096 Local Control Funding Formula Sources	\$ 2,792,685	\$ 3,746,216	\$ 6,538,902
Total 8100-8299 Federal Income	\$ 198,312	\$ 231,244	\$ 429,556
Total 8300-8599 State Income	\$ 882,283	\$ 590,579	\$ 1,472,862
Total 8600-8799 Local Income	\$ 259,376	\$ 391,573	\$ 650,949
TOTAL INCOME	\$ 4,132,657	\$ 4,959,612	\$ 9,092,269
Total 1000 Certificated Salaries	\$ 1,603,026	\$ 2,100,048	\$ 3,703,074
Total 2000 Classified Salaries	\$ 616,268	\$ 906,385	\$ 1,522,653
Total 3000 Employee Benefits	\$ 472,832	\$ 660,495	\$ 1,133,327
Total 4000 Supplies	\$ 218,407	\$ 324,499	\$ 542,906
Total 5000 Services and Other Operating Expenditures	\$ 1,187,333	\$ 947,771	\$ 2,135,104
Total 6000 Capital Outlay	\$ 34,791	\$ 20,414	\$ 55,205
TOTAL EXPENSE	\$ 4,132,657	\$ 4,959,612	\$ 9,092,269
NET INCREASE (DECREASE) IN FUND BALANCE	\$ (0)	\$ (0)	\$ (0)
BEGINNING FUND BALANCE	\$ 900,897	\$ 500,967	\$ 1,401,864
ENDING FUND BALANCE	\$ 900,897	\$ 500,967	\$ 1,401,864
RESERVE (AS % OF EXPENSES)	22%	10%	15%

Aveson FY2022-23 Proposed Budget MYP Combined

	FY22-23	FY23-24	FY24-25
	BUDGET	BUDGET	BUDGET
Enrollment	677	693	693
FY ADA	610	625	625
TOTAL INCOME	\$ 9,092,269	\$ 8,722,817	\$ 8,723,628
Total 1000 Certificated Salaries	\$ 3,703,074	\$ 3,703,074	\$ 3,703,074
Total 2000 Classified Salaries	\$ 1,522,653	\$ 1,522,653	\$ 1,522,653
Total 3000 Employee Benefits	\$ 1,133,327	\$ 1,141,772	\$ 1,151,898
Total 4000 Supplies	\$ 542,906	\$ 534,176	\$ 540,482
Total 5000 Services and Other Operating Expenditures	\$ 2,135,104	\$ 2,120,086	\$ 2,115,274
Total 6000 Capital Outlay	\$ 55,205	\$ 55,205	\$ 55,205
TOTAL EXPENSE	\$ 9,092,269	\$ 9,076,966	\$ 9,088,586
NET INCREASE (DECREASE) IN FUND BALANCE	\$ (0)	\$ (354,149)	\$ (364,958)
BEGINNING FUND BALANCE	\$ 1,401,864	\$ 1,401,864	\$ 1,047,715
ENDING FUND BALANCE	\$ 1,401,864	\$ 1,047,715	\$ 682,757
RESERVE (AS % OF EXPENSES)	15%	12%	8%

AGLA Budget Assumptions

- Proposed budget based off enrollment of 280 students at a 93% attendance rate.
 - MYP keeps enrollment at 280 students
- One time 4% stipend for credential staff funded from one-time discretionary grant
- Minimum wage increases 1/1/2023
- H&W cost increase
- Matching 403(b) Employer Contribution
- Additional programs for Expanded Learning funded from the ELO-P Grant

AGLA FY2021-22 Proposed Budget MYP Summary

	FY22-23	FY23-24	FY24-25
	BUDGET	BUDGET	BUDGET
Enrollment	280	280	280
FY ADA	260	260	260
	93%		
TOTAL INCOME	\$ 4,132,657	\$ 3,826,102	\$ 3,826,403
Total 1000 Certificated Salaries	\$ 1,603,026	\$ 1,603,026	\$ 1,603,026
Total 2000 Classified Salaries	\$ 616,268	\$ 616,268	\$ 616,268
Total 3000 Employee Benefits	\$ 472,832	\$ 476,282	\$ 480,419
Total 4000 Supplies	\$ 218,407	\$ 219,375	\$ 222,870
Total 5000 Services and Other Operating Expenditures	\$ 1,187,333	\$ 1,195,135	\$ 1,178,609
Total 6000 Capital Outlay	\$ 34,791	\$ 34,791	\$ 34,791
TOTAL EXPENSE	\$ 4,132,657	\$ 4,144,876	\$ 4,135,983
NET INCREASE (DECREASE) IN FUND BALANCE	\$ (0)	\$ (318,775)	\$ (309,580)
BEGINNING FUND BALANCE	\$ 900,897	\$ 900,897	\$ 582,122
ENDING FUND BALANCE	\$ 900,897	\$ 582,122	\$ 272,542
RESERVE (AS % OF EXPENSES)	22%	14%	7%

Out years for internal planning purposes only

ASL Budget Assumptions

- Proposed budget based off enrollment of 397 students at a 93% attendance rate.
 - MYP increases student enrollment to 413
- One time 4% stipend for credential staff funded from one-time discretionary grant
- Minimum wage increases 1/1/2023
- H&W cost increase
- Matching 403(b) Employer Contribution
- Additional programs for Expanded Learning funded from the ELO-P Grant

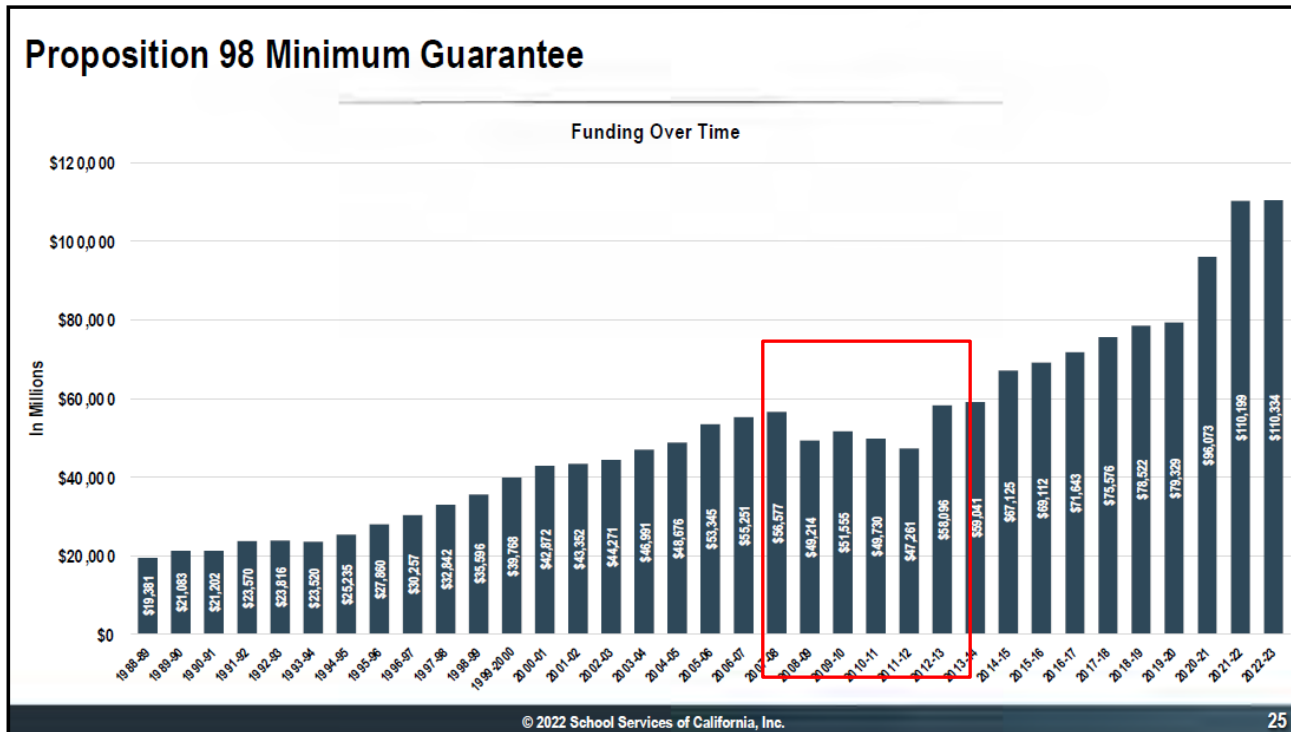
ASL FY2021-22 Proposed Budget Summary

	FY22-23	FY23-24	FY24-25
	BUDGET	BUDGET	BUDGET
Enrollment	397	413	413
FY ADA	350	365	365
TOTAL INCOME	\$ 4,959,612	\$ 4,896,715	\$ 4,897,225
Total 1000 Certificated Salaries	\$ 2,100,048	\$ 2,100,048	\$ 2,100,048
Total 2000 Classified Salaries	\$ 906,385	\$ 906,385	\$ 906,385
Total 3000 Employee Benefits	\$ 660,495	\$ 665,490	\$ 671,480
Total 4000 Supplies	\$ 324,499	\$ 314,802	\$ 317,612
Total 5000 Services and Other Operating Expenditures	\$ 947,771	\$ 924,951	\$ 936,665
Total 6000 Capital Outlay	\$ 20,414	\$ 20,414	\$ 20,414
TOTAL EXPENSE	\$ 4,959,612	\$ 4,932,090	\$ 4,952,603
NET INCREASE (DECREASE) IN FUND BALANCE	\$ (0)	\$ (35,374)	\$ (55,378)
BEGINNING FUND BALANCE	\$ 500,967	\$ 500,967	\$ 465,593
ENDING FUND BALANCE	\$ 500,967	\$ 465,593	\$ 410,215
RESERVE (AS % OF EXPENSES)	10%	9%	8%

Out years for internal planning purposes only

Other Budget Considerations

- Historically high levels of Prop 98 funding (LCFF), but next year (2023-24) doesn't build from previous (2022-23) as seen in 2008 Recession.



Other Budget Considerations

- Many factors pose significant risk to the economy, the State Budget, and the long-term forecast



- In addition, large amounts of restricted one-time funds sources limits spending
- One-time funds should not be used to fund items that are ongoing costs

Additional Considerations

- Maintain enough cash on hand for monthly expenditures
- Plan ahead and consider the long term by projecting multi-year budgets
- Create backup plans, goals and deadlines
- Maintain a flexible budget as more information becomes available
- Next checkpoint for next year's FY22-23 budget is the Budget trailer bill

FY2021-22 Year-to-Date Highlights

FY21-22 Combined Master Summary

	FY21-22	FY21-22	FY21-22
	AGLA SECOND INTERIM BUDGET FORECAST	ASL SECOND INTERIM BUDGET FORECAST	COMBINED
Enrollment	264	368	632
FY ADA	241	337	577

TOTAL INCOME	\$ 4,523,147	\$ 5,049,362	\$ 9,572,509
Total 1000 Certificated Salaries	\$ 1,685,531	\$ 2,056,008	\$ 3,741,540
Total 2000 Classified Salaries	\$ 588,579	\$ 919,311	\$ 1,507,890
Total 3000 Employee Benefits	\$ 410,124	\$ 489,933	\$ 900,057
Total 4000 Supplies	\$ 457,588	\$ 504,413	\$ 962,001
Total 5000 Services and Other Operating Expenditures	\$ 1,339,183	\$ 1,140,225	\$ 2,479,408
Total 6000 Capital Outlay	\$ 34,791	\$ 20,151	\$ 54,941
TOTAL EXPENSE	\$ 4,515,795	\$ 5,130,041	\$ 9,645,837
NET INCREASE (DECREASE) IN FUND BALANCE	\$ 7,352	\$ (80,679)	\$ (73,327)
LCFF DECREASE DUE TO ENROLLMENT DROP FROM FY20-21	\$ (519,259)	\$ (469,145)	\$ (988,404)
ONE-TIME RESTRICTED FUNDS IN BUDGET	\$ 1,081,205	\$ 811,516	\$ 1,892,721
BEGINNING FUND BALANCE	\$ 893,545	\$ 581,647	\$ 1,475,191
ENDING FUND BALANCE	\$ 900,897	\$ 500,967	\$ 1,401,864
RESERVE (AS % OF EXPENSES)	20%	10%	15%

FY21-22 Comparision to Approved Budget

	FY21-22 SECOND INTERIM BUDGET APPROVED	FY21-22 SECOND INTERIM BUDGET FORECAST	Variance from Approved Budget	% Variance
Enrollment	632	632	0	
FY ADA	577	577	0	0%
TOTAL INCOME	\$ 9,377,035	\$ 9,572,509	\$ 195,474	2%
Total 1000 Certificated Salaries	\$ 3,875,239	\$ 3,741,540	\$ (133,699)	-3%
Total 2000 Classified Salaries	\$ 1,449,490	\$ 1,507,890	\$ 58,400	8%
Total 3000 Employee Benefits	\$ 928,173	\$ 900,057	\$ (28,115)	-3%
Total 4000 Supplies	\$ 963,754	\$ 962,001	\$ (1,754)	0%
Total 5000 Services and Other Operating Expenditures	\$ 2,285,246	\$ 2,479,408	\$ 194,162	10%
Total 6000 Capital Outlay	\$ 55,205	\$ 54,941	\$ (263)	0%
TOTAL EXPENSE	\$ 9,557,107	\$ 9,645,837	\$ 88,730	1%
NET INCREASE (DECREASE) IN FUND BALANCE	\$ (180,072)	\$ (73,327)	\$ 106,744	
BEGINNING FUND BALANCE	\$ 1,475,191	\$ 1,475,191		
ENDING FUND BALANCE	\$ 1,295,120	\$ 1,401,864		
RESERVE (AS % OF EXPENSES)		14%		15%

FY21-22 Budget Highlights – Combined YTD April 2022

	WORKING BUDGET FY21-22	YTD Actuals	2021-22 Projections	Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining
INCOME						
Total 8011-8096 Local Control Funding Formula Sources	\$ 5,342,835	\$ 4,865,861	\$ 5,394,468	\$ 51,633	\$ 476,974	9%
Total 8100-8299 Federal Income	1,602,151	452,008	\$ 1,639,279	\$ 37,128	\$ 1,150,143	72%
Total 8300-8599 State Income	\$ 1,763,970	\$ 568,433	\$ 1,767,928	\$ 3,958	\$ 1,195,537	68%
Total 8600-8799 Local Income	\$ 668,079	\$ 571,022	\$ 770,834	\$ 102,755	\$ 97,057	15%
TOTAL INCOME	\$ 9,377,035	\$ 6,457,325	\$ 9,572,509	\$ 195,474	\$ 2,919,710	31%
EXPENSE						
	-10128					
Total 1000 Certificated Salaries	\$ 3,875,239	\$ 2,983,408	\$ 3,741,540	\$ (133,699)	\$ 891,831	23%
Total 2000 Classified Salaries	\$ 1,449,490	\$ 1,206,237	\$ 1,507,890	\$ 58,400	\$ 243,253	17%
Total 3000 Employee Benefits	\$ 928,173	\$ 698,160	\$ 900,057	\$ (28,115)	\$ 230,013	25%
Total 4000 Supplies	\$ 963,755	\$ 752,814	\$ 962,001	\$ (1,754)	\$ 210,941	22%
Total 5000 Services and Other Operating Expenditures	\$ 2,285,246	\$ 2,034,230	\$ 2,479,408	\$ 194,162	\$ 304,444	204%
Total 6000 Capital Outlay	\$ 55,205	\$ 46,156	\$ 54,941	\$ (263)	\$ 9,048	16%
TOTAL EXPENSE	9,557,107	7,721,005	\$ 9,645,837	\$ 88,730	\$ 1,889,530	20%
NET INCOME (LOSS)	(180,072)	(1,263,680)	(73,327)	106,744	1,030,180	

FY21-22 Budget Highlights – AGLA

YTD April 2022

	SECOND INTERIM BUDGET FY21-22	YTD Actuals	2021-22 Projections	WORKING Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining	CWM Comments
INCOME							
Total 8011-8096 Local Control Funding Formula Sources	\$ 2,325,472	\$ 2,290,519	\$ 2,352,026	\$ 26,554	\$ 34,953	2%	Favorable PY adjustments
Total 8100-8299 Federal Income	969,732	204,422	969,732	-	\$ 765,309	79%	
Total 8300-8599 State Income	\$ 911,858	\$ 346,047	\$ 914,056	\$ 2,198	\$ 535,464	59%	Favorable PY adjustments
Total 8600-8799 Local Income	\$ 206,947	\$ 200,516	\$ 287,333	\$ 80,386	\$ 6,431	3%	Increased revenue for field trip, donations, afterschool and food services
TOTAL INCOME	\$ 4,414,008	\$ 3,041,504	\$ 4,523,147	\$ 109,139	\$ 1,342,158	30%	
EXPENSE							
Total 1000 Certificated Salaries	\$ 1,780,301	\$ 1,354,769	\$ 1,685,531	\$ (94,770)	\$ 425,532	24%	Staffing updated to actuals
Total 2000 Classified Salaries	\$ 571,021	\$ 468,174	\$ 588,579	\$ 17,558	\$ 102,847	18%	Staffing updated to actuals
Total 3000 Employee Benefits	\$ 438,239	\$ 317,915	\$ 410,124	\$ (28,115)	\$ 120,324	27%	Staffing updated to actuals
Total 4000 Supplies	\$ 465,282	\$ 425,581	\$ 457,588	\$ (7,694)	\$ 39,701	9%	Adjusted down to YTD trends
Total 5000 Services and Other Operating Expenditures	\$ 1,215,334	\$ 1,136,118	\$ 1,339,183	\$ 123,849	\$ 79,216	7%	Field trip expenses (revenue offset), HD consultants and Substitutes overbudget
Total 6000 Capital Outlay	\$ 34,791	\$ 29,086	\$ 34,791	\$ -	\$ 5,705	16%	
TOTAL EXPENSE	\$ 4,504,968	\$ 3,731,642	\$ 4,515,795	\$ 10,827	\$ 773,326	17%	
NET INCOME (LOSS)	\$ (90,960)	\$ (690,139)	\$ 7,352	\$ 98,312	\$ 568,832		

FY21-22 Budget Highlights – ASL

YTD April 2022

	SECOND INTERIM BUDGET FY21-22	YTD Actuals	2021-22 Projections	Working Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining	CWM Comments
INCOME							
Total 8011-8096 Local Control Funding Formula Sources	\$ 3,017,363	\$ 2,575,342	\$ 3,042,442	\$ 25,079	\$ 442,021	15%	Favorable PY adjustments
Total 8100-8299 Federal Income	632,419	247,586	669,547	\$ 37,128	\$ 384,833	61%	Added ESSER III, removed from 22-23
Total 8300-8599 State Income	\$ 852,113	\$ 222,387	\$ 853,872	\$ 1,760	\$ 629,726	74%	Favorable PY adjustments
Total 8600-8799 Local Income	\$ 461,132	\$ 370,507	\$ 483,501	\$ 22,369	\$ 90,625	20%	Increased revenue for field trip, donations, afterschool and food services
TOTAL INCOME	\$ 4,963,027	\$ 3,415,822	\$ 5,049,362	\$ 86,335	\$ 1,547,205	31%	
EXPENSE							
	\$ (10,128)						
Total 1000 Certificated Salaries	\$ 2,094,938	\$ 1,628,639	\$ 2,056,008	\$ (38,929)	\$ 466,298	22%	Staffing updated to actuals
Total 2000 Classified Salaries	\$ 878,469	\$ 738,063	\$ 919,311	\$ 40,842	\$ 140,406	16%	Staffing updated to actuals
Total 3000 Employee Benefits	\$ 489,933	\$ 380,245	\$ 489,933	\$ -	\$ 109,689	22%	
Total 4000 Supplies	\$ 498,473	\$ 327,234	\$ 504,413	\$ 5,940	\$ 171,240	34%	Adjusted to YTD trends
Total 5000 Services and Other Operating Expenditures	\$ 1,069,912	\$ 898,112	\$ 1,140,225	\$ 70,314	\$ 171,800	16%	Legal fees, HR and SPED consultants overbudget
Total 6000 Capital Outlay	\$ 20,414	\$ 17,070	\$ 20,151	\$ (263)	\$ 3,344	16%	
TOTAL EXPENSE	\$ 5,052,139	\$ 3,989,363	\$ 5,130,041	\$ 77,903	\$ 1,062,776	21%	
NET INCOME (LOSS)	\$ (89,112)	\$ (573,541)	\$ (80,679)	\$ 8,433	\$ 484,429		

FY2021-22 Cash Update

Cash Update – Cash is King

	Gold Standard	Cash Balance as of 4/30/2022	Projected Cash Balance as of 6/30/2022*
3 months of payroll	\$1,577,771	\$ 2,661,584	\$ 1,503,763
Days Cash on Hand	60	102	58

**Includes one time LOC payments Jan-June 2022*

Other Cash Analysis

Cash Balance	\$ 2,661,584	\$ 1,503,763
PPP Funds	1,287,000	1,287,000
LOC Balance	150,000	125,000
Adjusted for PPP	1,374,584	216,763
Adjusted for LOC	2,511,584	1,378,763
Adjusted for PPP & LOC	1,224,584	91,763

**Includes one time LOC payments Jan-June 2022*

Compliance Update

Compliance Update

June

- Action: 2022-23 Preliminary Budget
- Action: 2022-23 LCAP, includes: Budget Overview for Parents, LCAP Supplement, LCAP template Action Tables
- Action: Education Protection Act FY21-22 Estimated Actuals, FY22-23 Budget and Board Resolution

August

- Action: Consolidated Application
- Action (if applicable): FY22-23 Budget Revision
- Action: FY21-22 Unaudited Actuals

Local Control and Accountability Plan (LCAP)

- The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.
- The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

Education Protection Act

- The Education Protection Account (EPA) was created in November 2012 by Proposition 30, The Schools and Local Public Safety Protection Act of 2012, and it was implemented in 2013. The EPA is governed by Section 36 of Article XIII of the California Constitution, which was amended by Proposition 55 in November 2016.
- Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.
- Aveson spends 100% of EPA funding on advisor salaries

Aveson Global Leadership Academy: Bell Schedule 2022-Forever

REGULAR SCHEDULE

MONDAY & TUESDAY

MIDDLE SCHOOL	
Period 1	8:30am - 10:15am
Brunch	10:15am - 10:30am
Period 2	10:30am - 12:10pm
Lunch	12:10pm - 12:45pm
Advisory	12:45pm - 1:20pm
Period 3	1:25pm - 3:05pm

HIGH SCHOOL	
Period 1	8:30am - 10:15am
Brunch	10:15am - 10:30am
Period 2	10:30am - 12:10pm
Advisory	12:15am - 12:50pm
Lunch	12:50pm - 1:25pm
Period 3	1:25pm - 3:32pm

WEDNESDAY

MIDDLE SCHOOL	
Period 1	8:30am - 9:20am
Period 2	9:25am - 10:10am
Period 3	10:15am - 11:00am
Lunch	11:05am - 11:40am
Advisory	11:40am - 12:15pm
Period 4	12:15pm - 1:00pm
Period 5	1:05pm - 1:50pm
Period 6	1:55pm - 2:35pm

HIGH SCHOOL	
Period 1	8:30am - 9:20am
Period 2	9:25am - 10:10am
Period 3	10:15am - 11:00am
Advisory	11:05am - 11:40am
Lunch	11:40am - 12:15pm
Period 4	12:15pm - 1:00pm
Period 5	1:05pm - 1:50pm
Period 6	1:55pm - 2:42pm

THURSDAY & FRIDAY

MIDDLE SCHOOL	
Period 4	8:30am - 10:15am
Brunch	10:15am - 10:30am
Period 5	10:30am - 12:10pm
Lunch	12:10pm - 12:45pm
Advisory	12:45pm - 1:20pm
Period 6	1:25pm - 3:05pm

HIGH SCHOOL	
Period 4	8:30am - 10:15am
Brunch	10:15am - 10:30am
Period 5	10:30am - 12:10pm
Advisory	12:15am - 12:50pm
Lunch	12:50pm - 1:25pm
Period 6	1:25pm - 3:32pm

SPECIAL EVENTS MINIMUM DAY SCHEDULE

MONDAY & TUESDAY

MIDDLE SCHOOL	
Period 1	8:30am - 9:35am
Brunch	9:35am - 9:50am
Period 2	9:50am - 10:50am
Period 3	10:55am - 11:55am
Lunch	12:00pm - 12:30pm
Advisory	12:30pm - 1:00pm

HIGH SCHOOL	
Period 1	8:30am - 9:35am
Brunch	9:35am - 9:50am
Period 2	9:50am - 10:50am
Period 3	10:55am - 11:55am
Advisory	12:00pm - 12:30pm
Lunch	12:30pm - 1:00pm

WEDNESDAY

MIDDLE SCHOOL	
Period 1	8:30am - 9:20am
Period 2	9:25am - 10:10am
Period 3	10:15am - 11:00am
Lunch	11:05am - 11:40am
Advisory	11:40am - 12:15pm
Period 4	12:15pm - 1:00pm
Period 5	1:05pm - 1:50pm
Period 6	1:55pm - 2:35pm

HIGH SCHOOL	
Period 1	8:30am - 9:20am
Period 2	9:25am - 10:10am
Period 3	10:15am - 11:00am
Advisory	11:05am - 11:40am
Lunch	11:40am - 12:15pm
Period 4	12:15pm - 1:00pm
Period 5	1:05pm - 1:50pm
Period 6	1:55pm - 2:35pm

THURSDAY & FRIDAY

MIDDLE SCHOOL	
Period 4	8:30am - 9:35am
Brunch	9:35am - 9:50am
Period 5	9:50am - 10:50am
Period 6	10:55am - 11:55am
Lunch	12:00pm - 12:30pm
Advisory	12:30pm - 1:00pm

HIGH SCHOOL	
Period 4	8:30am - 9:35am
Brunch	9:35am - 9:50am
Period 5	9:50am - 10:50am
Period 6	10:55am - 11:55am
Advisory	12:00pm - 12:30pm
Lunch	12:30pm - 1:00pm

Aveson Charter Schools Instructional Minutes Calculator 2019-20

TK/KINDERGARTEN							
Day Types	A	B	C	D	TOTALS	REQUIRED	DIFFERENCE
Day Description	Regular TWThF	Mon	Shortened Days				
Total Number of Days	133	31	12		176	175	1
Start Time	8:20 AM	8:20 AM	8:20 AM				
End Time	2:40 PM	12:40 PM	12:40 PM				
Excess Passing Time Minutes					0		
Recess Duration	20	20	20	0	60		
Lunch Duration [Including Passing Time]	45	45	45		135		
Total Number of Hours	6:20	4:20	4:20	0:00	15:00		
Total Daily Number of Minutes	400	280	280	0	960		
Actual Daily Instructional Minutes	355	235	235	0	825		
Annual Number of Minutes	47215	7285	2820	0	57320	36000	21320
GRADES 1 - 2							
Day Types	A	B	C	D	TOTALS	REQUIRED	DIFFERENCE
Day Description	Regular MTThF	Mon	Shortened Days				
Total Number of Days	133	31	12		176	175	1
Start Time	8:20 AM	8:20 AM	8:20 AM				
End Time	2:55 PM	12:55 PM	12:55 PM				
Excess Passing Time Minutes					0		
Recess Duration	20	20	20	0	60		
Lunch Duration [Including Passing Time]	40	20	20		80		
Total Number of Hours	6:35	4:35	4:35	0:00	15:45		
Total Daily Number of Minutes	395	275	275	0	945		
Actual Daily Instructional Minutes	335	235	235	0	805		
Annual Number of Minutes	44555	7285	2820	0	54660	50400	4260
GRADE 3							
Day Types	A	B	C	D	TOTALS	REQUIRED	DIFFERENCE
Day Description	Regular TWThF	Mon	Shortened Days				
Total Number of Days	133	31	12		176	175	1
Start Time	8:20 AM	8:20 AM	8:20 AM				
End Time	3:10 PM	1:10 PM	1:10 PM				
Excess Passing Time Minutes					0		
Recess Duration	20	20	20	0	60		
Lunch Duration [Including Passing Time]	45	30	30		105		
Total Number of Hours	6:50	4:50	4:50	0:00	16:30		
Total Daily Number of Minutes	410	290	290	0	990		
Actual Daily Instructional Minutes	345	240	240	0	825		
Annual Number of Minutes	45885	7440	2880	0	56205	50400	5805
GRADES 4 - 5							
Day Types	A	B	C	D	TOTALS	REQUIRED	DIFFERENCE
Day Description	Regular TWThF	Mon	Shortened Days				
Total Number of Days	133	31	12		176	175	1
Start Time	8:20 AM	8:20 AM	8:20 AM				
End Time	3:10 PM	1:10 PM	1:10 PM				
Excess Passing Time Minutes					0		
Recess Duration	20	20	20	0	60		
Lunch Duration [Including Passing Time]	45	30	30		105		
Total Number of Hours	6:50	4:50	4:50	0:00	16:30		
Total Daily Number of Minutes	410	290	290	0	990		
Actual Daily Instructional Minutes	345	240	240	0	825		
Annual Number of Minutes	45885	7440	2880	0	56205	54000	2205
GRADE 6							
Day Types	A	B	C	D	TOTALS	REQUIRED	DIFFERENCE
Day Description	Regular TWThF	Mon	Shortened Days				
Total Number of Days	137	31	8		176	175	1
Start Time	8:30 AM	8:30 AM	8:30 AM				
End Time	2:50 PM	1:50 PM	1:50 PM				
Excess Passing Time Minutes					0		
Recess Duration	10	0	0	0	0		
Lunch Duration [Including Passing Time]	30	30	30		90		
Total Number of Hours	6:20	5:20	5:20	0:00	17:00		
Total Daily Number of Minutes	380	320	320	0	1020		
Actual Daily Instructional Minutes	340	290	290	0	920		
Annual Number of Minutes	46580	8990	2320	0	57890	54000	3890
GRADES 7 & 8							
Day Types	A	B	C	D	TOTALS	REQUIRED	DIFFERENCE
Day Description	Regular TWThF	Mon	Shortened Days				
Total Number of Days	137	31	8		176	175	1
Start Time	8:30 AM	8:30 AM	8:30 AM				
End Time	2:50 PM	1:50 PM	1:50 PM				
Excess Passing Time Minutes					0		
Recess Duration	10	0	0	0	0		
Lunch Duration [Including Passing Time]	30	30	30		90		
Total Number of Hours	6:20	5:20	5:20	0:00	17:00		
Total Daily Number of Minutes	380	320	320	0	1020		
Actual Daily Instructional Minutes	340	290	290	0	920		
Annual Number of Minutes	46580	8990	2320	0	57890	54000	3890

GRADES 9 - 12							
Day Types	A	B	C	D	TOTALS	REQUIRED	DIFFERENCE
Day Description	Regular TWThF	Mon	Shortened Days				
Total Number of Days	137	31	8		176	175	1
Start Time	8:30 AM	8:30	8:30 AM				
End Time	3:45 PM	2:00 PM	2:00 PM				
Excess Passing Time Minutes					0		
Recess Duration	0	0	0	0	0		
Lunch Duration [Including Passing Time]	30	30	30		90		
Total Number of Hours	7:15	5:30	5:30	0:00	18:15		
Total Daily Number of Minutes	435	330	330	0	1095		
Actual Daily Instructional Minutes	405	300	300	0	1005		
Annual Number of Minutes	55485	9300	2400	0	67185	64800	2385

Employee Retention Credit Facilitation Agreement

This Employee Retention Credit Facilitation Agreement (“Agreement”) is entered into as of June 24, 2020 (“Effective Date”) by and between HigherUp Payroll, LLC (“HigherUp”), located at 5301 Beethoven Street, Suite 101, Los Angeles, CA 90066 and **Aveson** (“CLIENT”), located at **1919 Pinecrest Drive Altadena, CA 91001**

RECITALS

A. HigherUp is a Human Capital Management Company with expertise in the processing of payroll and payroll related services. HigherUp has experience in payroll related tax credits and has performed its own review of the Employee Retention Credit (“ERC”),

B. Client believes that it is eligible for ERC and desires to have HigherUp assist Client in obtaining ERC. In consideration of the above recitals, and the mutual promises set forth herein, and for other good and valuable consideration, receipt of which is hereby acknowledged, HigherUp and Client agree as follows:

1. **Tax Credit Feasibility.** HigherUp will assist Client in evaluating Client’s ability to take advantage of the ERC. This includes determining initial availability based on appropriate Federal guidelines as well as determining eligible payroll and other factors used to calculate the ERC.

1.1 Client may be eligible for ERC if it either meets the substantial suspension of operations requirement or the substantial decrease in gross receipts requirement. Client will be responsible for providing HigherUp with an accurate representation of its ability to qualify. For suspension of operations, Client will certify to HigherUp that during any particular Calendar Quarter its operations were fully or partially suspended due to orders from an appropriate governmental authority. For substantial decrease in gross receipts, Client will certify its gross receipts from 2019 Q1 through 2021 Q4. Alternatively, Client may certify appropriate decreases in gross receipts as requested by HigherUp.

1.2 Client shall certify to HigherUp all legal entities that are to be aggregated and treated as a single employer for purposes of the ERC. Entities that are treated as a single entity under Internal Revenue Code §52(a) or (b) or §414(m) or (o).

1.3 Client shall certify to HigherUp the number of its Full Time Employees. For purposes of the ERC, an employee who averages 30 hours per week or 130 hours per month is “Full Time”.

2. **Tax Credit Process.** HigherUp will assist Client in managing the ERC process through to payment.

2.1 HigherUp will calculate the base amount to be used for ERC determination. Client will need to provide HigherUp with: a) Employer paid Health Care expenses, b) WOTC credits received, c) PPP funds received, d) Covid Paid Leave credits taken.

2.2 ERC will be realized by Client as a tax refund on their Form 941 for the appropriate calendar quarter(s).

3. **Compensation.**

3.1 Client shall pay HigherUp a consulting fee equal to **Twenty Percent (20%)** of the ERC credited to Client. HigherUp’s consulting fee is payable upon payment of the credit from the IRS.

4. **Term and Termination**

4.1 Unless earlier terminated, this Agreement shall commence on the Effective Date and shall continue in effect for the duration of the ERC, as it may be extended. Client’s obligation to pay the consulting fee shall survive the termination of this Agreement. This Agreement may not be otherwise terminated.

5. **Miscellaneous**

5.1 **No Legal Advice.** HigherUp is not licensed to provide legal or tax advice and will not provide legal or tax advice in the course of this Agreement. HigherUp is providing consulting services only for the administrative task of calculating and applying for tax credits. Client is advised to seek the advice of its own attorney and/or tax advisor. HigherUp agrees to indemnify Client for any errors or omissions in its services that result in a reversal of credits, interest, penalties, or late fees. HigherUp also agrees to provide evidence of errors and omissions insurance (E&O policy) in an amount greater than the estimated ERC to be received by Client and to provide evidence to Client that Client is named under that policy. E&O policy must be maintained by HigherUp at all times during the term of this

Agreement. The Parties agree that the failure to obtain or maintain the E&O policy may be grounds for voiding this Agreement.

5.2 Assignment. Neither Party may assign or transfer, by operation of law or otherwise, any of its rights under this Agreement to any third party without the other's prior written consent. Any attempted assignment or transfer in violation of the foregoing will be null and void. Notwithstanding the foregoing, each Party shall have the right to assign this Agreement to its Affiliates and/or any successor to its business or assets to which this Agreement relates, whether by merger, sale of assets, sale of equity, reorganization or otherwise.

5.3 Governing Law. This Agreement will be exclusively governed by and interpreted in accordance with the laws of the State of California, without reference to its choice of laws rules. California shall have exclusive jurisdiction for all disputes arising out of or related to this Agreement. The parties agree that any action arising out of this Agreement shall be brought exclusively in the Los Angeles Superior Court. All parties consent and submit to personal jurisdiction in California and venue in Los Angeles.

5.4 Attorney's Fees. If any action or proceeding relating to this Agreement or the enforcement of any provision of this Agreement is brought against any party hereto, the prevailing party shall be entitled to recover reasonable attorneys' fees, costs and disbursements (in addition to any other relief to which the prevailing party may be entitled). If Client fails to pay the Consulting Fee in full within Ten (10) days from the date that Client receives the credit from the IRS, interest shall accrue on the consulting fee at the rate of 1.5% per month.

5.5 Waivers. All waivers must be in writing. Any waiver or failure to enforce any provision of this Agreement on one occasion will not be deemed a waiver of any other provision or of such provision on any other occasion.

5.6 Severability. If any provision of this Agreement is held to be unenforceable, such provision will be changed and interpreted to accomplish the objectives of such provision to the greatest extent possible under applicable law and the remaining provisions will continue in full force and effect.

5.7 Relationship of Parties. The relationship of the Parties established under this Agreement is that of independent contractors and neither Party is a partner, employee, agent or joint venture partner of or with the other, and neither Party has the right or authority to assume or create any obligation on behalf of the other Party.

5.8 Construction. The headings of Sections of this Agreement are for convenience only and are not to be used in interpretation. As used in this Agreement the word "including" means "including but not limited to." This Agreement shall be construed without regard to any presumption or rule requiring construction or interpretation against the Party drafting or causing any instrument to be drafted.

5.9 Entire Agreement. This Agreement, together with any attachments and exhibits hereto, constitutes the entire agreement between the Parties regarding the subject matter hereof and supersedes all prior or contemporaneous agreements, understandings, and communication, whether written or oral regarding this subject matter. This Agreement shall not be modified except by a subsequently dated written amendment signed on behalf of both Parties by their duly authorized representatives.

Accepted and Agreed as of the Effective Date.

Andy Telanoff, President
HigherUp Payroll, LLC

Ian McFeat, Executive Director
Aveson



EMPLOYER AUTHORIZATION FORM (AUTHORIZATION FOR AUTOMATIC DEPOSITS ACH CREDITS)

Client Name Aveson *Client Number _____

I/We hereby authorize HigherUp Payroll, LLC and/or WPS, Inc. to initiate credit entries and to initiate debit entries and adjustments for any credit entries in error to my/our **Checking** or **Savings** account (select one) indicated below, and to the depository named below, hereinafter referred to as "Depository" to credit and/or debit the same to such account.

Bank Name _____

City _____ State _____ Zip Code _____

Routing Number _____ Account Number _____

This authority is to remain in full force and effect until I provide written notification of termination. Any notice of termination will be provided in such time and in such manner as to give HigherUp/WPS and Depository a reasonable opportunity to act on my notice.

Signature

Executive Director
_ Title

Ian McFeat
Print Name

Date

Attach COPY of VOIDED CHECK here



Company ACH Authorization Form

Company Information

Client ID (if applicable): _____
Legal Business Name: _____ Aveson
 Trade Name: _____
Type of Business: _____
Tax ID/EIN #: _____
 Registered State: _____ State ID #: _____
Business Address Line 1: _____ 1919 Pinecrest Drive
Business Address Line 2: _____
Business Address City: _____ Altadena
Business Address State: CA **Zip Code:** 91001
 Mailing Address same as Business Address?: Yes No
 Mailing Address Line 1: _____
 Mailing Address Line 2: _____
 Mailing Address City: _____
 Mailing Address State: _____ Zip Code: _____
Listed Phone #: _____
 Website: _____
Owner/Principal Name 1: _____ Ian McFeat
 Owner/Principal Title + % 1: _____
 Owner/Principal Name 2: _____
 Owner/Principal Title + % 2: _____
 Owner/Principal Name 3: _____
 Owner/Principal Title + % 3: _____
 Password: _____

Funding & Timing Options

Authorized Signature

By signing this Company Authorization Form, authorization is hereby granted to: **WPS INC** and National Payment Corporation (NatPay) to process automatic credit and debit entries, or to correct inadvertent duplicate and/or erroneous credit/debit information, to and from the Authorized Account specified above on this form; and it is acknowledged that the Authorized Account is a commercial account and not a consumer account (as defined in the Automated Clearing House (ACH) Rules. The Company has contracted with **WPS INC** (Professional Payroll Processor or PPP) to provide payroll and/or payroll related services and has received and reviewed a copy of that contract. The Company acknowledges that the PPP has contracted to utilize the services provided by NatPay for the purpose of transferring funds electronically through the Automated Clearing House (ACH), in accordance to the rules of the National Automated Clearing House Association (NACHA) and all other applicable state and federal rules and regulations, for various purposes that include but are not limited to: direct deposit distribution of the Company's employee payroll funds, flexible benefits plans, taxes, child support, or any other reason that the Company may desire to transfer funds electronically through the ACH system. The Company further acknowledges (or understands) that (i) all transfers of funds through NatPay will be made in accordance with the Service Agreement between the PPP and NatPay; (ii) all ACH entries will be solely based on the data received by NatPay from the PPP and strictly in accordance with its instructions; (iii) NatPay has no responsibility or ability to determine that the PPP, receiving bank or other payee computes or distributes funds accurately or as expected and (iv) that the Company's agreement with the PPP provides that it will indemnify NatPay against all claims or damages resulting directly or indirectly from insufficient funds, fraud or misapplication of funds of the Company, except to the extent any misapplication of funds is directly caused by the negligence of NatPay. This Authorization will continue in effect until terminated by the Company or not less than three (3) days prior written notice to NatPay at csr@natpay.com or until the earlier termination of the Service Agreement with the PPP. This signed Company Authorization Form may be considered as an application for credit, and therefore authorizes the PPP and NatPay to investigate the credit of the Company specified on this form and its principals. Credit checks involve checking with vendors, references, various data services, and a Company's banks to verify status, history, and other applicable credit information.

 Authorized Signor Name (Please print.)

 Authorized Signor Title

 Authorized Signor Signature

 Date

102419A

Form **2848**
(Rev. January 2021)
Department of the Treasury
Internal Revenue Service

Power of Attorney and Declaration of Representative

a Go to www.irs.gov/Form2848 for instructions and the latest information.

OMB No. 1545-0150

For IRS Use Only

Received by: _____
Name _____
Telephone _____
Function _____
Date / /

Part I Power of Attorney

Caution: A separate Form 2848 must be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

1 Taxpayer information. Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address Aveson 1919 Pinecrest Drive Altadena CA 91001		Taxpayer identification number(s)	
		Daytime telephone number	Plan number (if applicable)

hereby appoints the following representative(s) as attorney(s)-in-fact:

2 Representative(s) must sign and date this form on page 2, Part II.

Name and address CHARLES VAN DYK 5301 BEETHOVEN ST., STE 101 LOS ANGELES, CA 90066 Check if to be sent copies of notices and communications <input checked="" type="checkbox"/>	CAF No. 0311-27324R PTIN _____ Telephone No. 310-313-6855 Fax No. 310-397-9507 Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address ADAM TELANOFF 5301 BEETHOVEN ST., STE 101 LOS ANGELES, CA 90066 Check if to be sent copies of notices and communications <input type="checkbox"/>	CAF No. 0313-75979R PTIN _____ Telephone No. 310-313-6855 Fax No. 310-397-9507 Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address (Note: IRS sends notices and communications to only two representatives.)	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____ Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address (Note: IRS sends notices and communications to only two representatives.)	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____ Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>

to represent the taxpayer before the Internal Revenue Service and perform the following acts:

3 Acts authorized (you are required to complete line 3). Except for the acts described in line 5b, I authorize my representative(s) to receive and inspect my confidential tax information and to perform acts I can perform with respect to the tax matters described below. For example, my representative(s) shall have the authority to sign any agreements, consents, or similar documents (see instructions for line 5a for authorizing a representative to sign a return).

Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, Sec. 4980H Shared Responsibility Payment, etc.) (see instructions)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see instructions)
EMPLOYMENT, PAYROLL	941	2020 Q1 - 2021 Q4

4 Specific use not recorded on the Centralized Authorization File (CAF). If the power of attorney is for a specific use not recorded on CAF, check this box. See Line 4. Specific Use Not Recorded on CAF in the instructions a

5a Additional acts authorized. In addition to the acts listed on line 3 above, I authorize my representative(s) to perform the following acts (see instructions for line 5a for more information): Access my IRS records via an Intermediate Service Provider; Authorize disclosure to third parties; Substitute or add representative(s); Sign a return; _____

Other acts authorized: _____

b Specific acts not authorized. My representative(s) is (are) not authorized to endorse or otherwise negotiate any check (including directing or accepting payment by any means, electronic or otherwise, into an account owned or controlled by the representative(s) or any firm or other entity with whom the representative(s) is (are) associated) issued by the government in respect of a federal tax liability.

List any other specific deletions to the acts otherwise authorized in this power of attorney (see instructions for line 5b): _____

6 Retention/revocation of prior power(s) of attorney. The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this form. If you **do not** want to revoke a prior power of attorney, check here a

YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.

7 Taxpayer declaration and signature. If a tax matter concerns a year in which a joint return was filed, each spouse must file a separate power of attorney even if they are appointing the same representative(s). If signed by a corporate officer, partner, guardian, tax matters partner, partnership representative (or designated individual, if applicable), executor, receiver, administrator, trustee, or individual other than the taxpayer, I certify I have the legal authority to execute this form on behalf of the taxpayer.

a IF NOT COMPLETED, SIGNED, AND DATED, THE IRS WILL RETURN THIS POWER OF ATTORNEY TO THE TAXPAYER.

 Signature : Date Title (if applicable)

 Print name Print name of taxpayer from line 1 if other than individual

Part II Declaration of Representative

Under penalties of perjury, by my signature below I declare that:

- I am not currently suspended or disbarred from practice, or ineligible for practice, before the Internal Revenue Service;
- I am subject to regulations in Circular 230 (31 CFR, Subtitle A, Part 10), as amended, governing practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:
 - a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
 - b Certified Public Accountant—a holder of an active license to practice as a certified public accountant in the jurisdiction shown below.
 - c Enrolled Agent—enrolled as an agent by the IRS per the requirements of Circular 230.
 - d Officer—a bona fide officer of the taxpayer organization.
 - e Full-Time Employee—a full-time employee of the taxpayer.
 - f Family Member—a member of the taxpayer’s immediate family (spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
 - g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the IRS is limited by section 10.3(d) of Circular 230).
 - h Unenrolled Return Preparer—Authority to practice before the IRS is limited. An unenrolled return preparer may represent, provided the preparer (1) prepared and signed the return or claim for refund (or prepared if there is no signature space on the form); (2) was eligible to sign the return or claim for refund; (3) has a valid PTIN; and (4) possesses the required Annual Filing Season Program Record of Completion(s). **See Special Rules and Requirements for Unenrolled Return Preparers in the instructions for additional information.**
 - k Qualifying Student or Law Graduate—receives permission to represent taxpayers before the IRS by virtue of his/her status as a law, business, or accounting student, or law graduate working in a LITC or STCP. See instructions for Part II for additional information and requirements.
 - r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

a IF THIS DECLARATION OF REPRESENTATIVE IS NOT COMPLETED, SIGNED, AND DATED, THE IRS WILL RETURN THE POWER OF ATTORNEY. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN PART I, LINE 2.

Note: For designations d–f, enter your title, position, or relationship to the taxpayer in the “Licensing jurisdiction” column.

Designation— Insert above letter (a–r).	Licensing jurisdiction (State) or other licensing authority (if applicable)	Bar, license, certification, registration, or enrollment number (if applicable)	Signature	Date
c		00103007-EA		
a	CA	159761		

Employee Retention Credit Facilitation Agreement

This Employee Retention Credit Facilitation Agreement (“Agreement”) is entered into as of June 24, 2022 (“Effective Date”) by and between HigherUp Payroll, LLC (“HigherUp”), located at 5301 Beethoven Street, Suite 101, Los Angeles, CA 90066 and Aveson (“CLIENT”), located at 1919 Pinecrest Drive Altadena, CA 91001

RECITALS

A. HigherUp is a Human Capital Management Company with expertise in the processing of payroll and payroll related services. HigherUp has experience in payroll related tax credits and has performed its own review of the Employee Retention Credit (“ERC”),

B. Client believes that it is eligible for ERC and desires to have HigherUp assist Client in obtaining ERC.

In consideration of the above recitals, and the mutual promises set forth herein, and for other good and valuable consideration, receipt of which is hereby acknowledged, HigherUp and Client agree as follows:

1. **Tax Credit Feasibility.** HigherUp will assist Client in evaluating Client’s ability to take advantage of the ERC. This includes determining initial availability based on appropriate Federal guidelines as well as determining eligible payroll and other factors used to calculate the ERC.

1.1 Client may be eligible for ERC if it either meets the substantial suspension of operations requirement or the substantial decrease in gross receipts requirement. Client will be responsible for providing HigherUp with an accurate representation of its ability to qualify. For suspension of operations, Client will certify to HigherUp that during any particular Calendar Quarter its operations were fully or partially suspended due to orders from an appropriate governmental authority. For substantial decrease in gross receipts, Client will certify its gross receipts from 2019 Q1 through 2021 Q4. Alternatively, Client may certify appropriate decreases in gross receipts as requested by HigherUp.

1.2 Client shall certify to HigherUp all legal entities that are to be aggregated and treated as a single employer for purposes of the ERC. Entities that are treated as a single entity under Internal Revenue Code §52(a) or (b) or §414(m) or (o).

1.3 Client shall certify to HigherUp the number of its Full Time Employees. For purposes of the ERC, an employee who averages 30 hours per week or 130 hours per month is “Full Time”.

2. **Tax Credit Process.** HigherUp will assist Client in managing the ERC process through to payment.

2.1 HigherUp will calculate the base amount to be used for ERC determination. Client will need to provide HigherUp with: a) Employer paid Health Care expenses, b) WOTC credits received, c) PPP funds received, d) Covid Paid Leave credits taken.

2.2 ERC will be realized by Client as a tax refund on their Form 941 for the appropriate calendar quarter(s).

3. **Compensation.**

3.1 As a non-payroll customer client shall pay HigherUp a consulting fee equal to Twenty Percent (20%) of the ERC credited to the client. If the client chooses to become a customer for payroll the consulting fee will be reduced to Eighteen Percent (18%), so long as the client is still a payroll customer at the time in which the credit is received and the payment is due. HigherUp’s consulting fee is payable upon payment of the credit from the IRS.

4. **Term and Termination**

4.1 Unless earlier terminated, this Agreement shall commence on the Effective Date and shall continue in effect for the duration of the ERC, as it may be extended. Client’s obligation to pay the consulting fee shall survive the termination of this Agreement. This Agreement may not be otherwise terminated.

5. **Miscellaneous**

5.1 **No Legal Advice.** HigherUp is not licensed to provide legal or tax advice and will not provide legal or tax advice in the course of this Agreement. HigherUp is providing consulting services only for the administrative task of calculating and applying for tax credits. Client is advised to seek the advice of its own attorney and/or tax advisor. HigherUp agrees to indemnify Client for any errors or omissions in its services that result in a reversal of credits, interest, penalties, or late fees. HigherUp also agrees to provide evidence of errors and omissions insurance (E&O policy) in an amount greater than the estimated ERC to be received by Client and to provide evidence to Client that Client is named under that policy. E&O policy must be maintained by HigherUp at all times during the term of this

Agreement. The Parties agree that the failure to obtain or maintain the E&O policy may be grounds for voiding this Agreement.

5.2 Assignment. Neither Party may assign or transfer, by operation of law or otherwise, any of its rights under this Agreement to any third party without the other's prior written consent. Any attempted assignment or transfer in violation of the foregoing will be null and void. Notwithstanding the foregoing, each Party shall have the right to assign this Agreement to its Affiliates and/or any successor to its business or assets to which this Agreement relates, whether by merger, sale of assets, sale of equity, reorganization or otherwise.

5.3 Governing Law. This Agreement will be exclusively governed by and interpreted in accordance with the laws of the State of California, without reference to its choice of laws rules. California shall have exclusive jurisdiction for all disputes arising out of or related to this Agreement. The parties agree that any action arising out of this Agreement shall be brought exclusively in the Los Angeles Superior Court. All parties consent and submit to personal jurisdiction in California and venue in Los Angeles.

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5.7 Relationship of Parties. The relationship of the Parties established under this Agreement is that of independent contractors and neither Party is a partner, employee, agent or joint venture partner of or with the other, and neither Party has the right or authority to assume or create any obligation on behalf of the other Party.

5.8 Construction. The headings of Sections of this Agreement are for convenience only and are not to be used in interpretation. As used in this Agreement the word "including" means "including but not limited to." This Agreement shall be construed without regard to any presumption or rule requiring construction or interpretation against the Party drafting or causing any instrument to be drafted.

5.9 Entire Agreement. This Agreement, together with any attachments and exhibits hereto, constitutes the entire agreement between the Parties regarding the subject matter hereof and supersedes all prior or contemporaneous agreements, understandings, and communication, whether written or oral regarding this subject matter. This Agreement shall not be modified except by a subsequently dated written amendment signed on behalf of both Parties by their duly authorized representatives.

Accepted and Agreed as of the Effective Date.

Andy Telanoff, President
HigherUp Payroll, LLC

Ian McFeat, Executive Director
Aveson



Proposal for Services

Proposal For

Aveson
Ian McFeat, Executive Director

Date: 6/20/2022

No. of Employees: 130

Monthly Services		\$ Per Employee	# of Active Employees	Monthly Amount
Payroll & Tax Payment Service		\$ 14.50	130	\$ 1,885.00
Pay Options: Direct Deposit, Employee Access Card, Check Signing				
Time & Attendance Software (includes basic scheduling and PTO Mgmt)				
Physical Time Clock (Ethernet) + Warranty/Maintenance				
Onboarding & Offboarding Module				
Attract & Hire - Applicant Tracking System (ATS)				

Each Deposit Period

We automatically deposit all tax liabilities on your behalf, including:

- FICA, federal, FUTA.
- State, SUI, disability, and local payroll taxes (if applicable).
- For your records, a record of all deposits made.

On a Quarterly Basis

We automatically prepare, file, and supply:

- Federal and state payroll tax returns.
- Local tax returns where applicable.
- Copies of all filings for your records.

MONTHLY ESTIMATE \$ 1,885.00

Annual Pricing	Base	\$ Per Employee	# of Employees	Amount
Year-end Processing (Electronic)	\$ 55.00	5.85	130	\$ 815.50

Once a Year

We automatically prepare, file, and supply:

- Employer federal and state W-2s with W-3 recap.
- Form 940 Federal Unemployment Tax Return.
- Employee W-2s/1099s in sealed envelopes.
- Copies of all filings for your records.

Startup/Implementation Costs \$ 350.00

Aveson Charter Schools
BUDGET DETAIL - AGLA
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2022-23



		FY22-23		
		BUDGET	Unrestricted Budget	Restricted Budget
	Enrollment	280		
	ADA	260.40		
	Attendance Rate	93%		
	% Change in ADA from PY	0.08		
	COLA% for expenditures	1.28%		
INCOME				
8011-8096 Local Control Funding Formula Sources				
8011	Local Control Funding Formula	1,307,099	1,307,099	
8011.1	Special Apportionment		-	
8012	Education Protection Act EPA	52,080	52,080	
8019	Charter Schools General Purpose - Prior Year		-	
8096	In Lieu of Property Taxes	1,433,506	1,433,506	
Total 8011-8096 Local Control Funding Formula Sources		\$ 2,792,685	\$ 2,792,685	\$ -
% Change from prior year		20%	20%	
8100-8299 Federal Income				
8181	Special Education - Entitlement	69,568	-	69,568
8182	Special Ed: IDEA Mental Health	-	-	-
8220	Child Nutrition Programs	68,277	-	68,277
8291	Title I - Basic Grant	44,200	-	44,200
8295	ESSER II CRRSA & ESSER III ARPA	-	-	-
8292	Title II - Teacher Quality	6,267	-	6,267
8294	Title IV - SDFSC	10,000	-	10,000
8290.1	One Time Loss Learning Mitigation Funds - SWD		-	
8290.2	One Time Loss Learning Mitigation Funds - Supp/Conc		-	
8297	Prior Year Federal Revenue		-	
8299	All Other Federal Revenue		-	
Total 8100-8299 Federal Income		\$ 198,312	\$ -	\$ 198,312
% Change from prior year		-80%	-80%	

Aveson Charter Schools
BUDGET DETAIL - AGLA
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2022-23



	FY22-23		
	BUDGET	Unrestricted Budget	Restricted Budget
Enrollment	280		
ADA	260.40		
Attendance Rate	93%		
% Change in ADA from PY	0.08		
COLA% for expenditures	1.28%		
8300-8599 State Income			
8311 Special Education - Entitlement (State)	161,688	-	161,688
8312 Mental Health-SPED	30,347	-	30,347
8519 Other State - Prior Years	-	-	-
8520 State Child Nutrition	8,313	-	8,313
8545 SB 740	283,981	-	283,981
8550 Mandated Block Grant	8,390	8,390	-
8560 State Lottery	59,371	42,445	16,926
8591 One Time Loss Learning Mitigation Funds - LCFF	-	-	-
8593 CA SB95 (In Person Instruction and Expanded Learning Opp Grant)	-	-	-
8590 All Other State Revenue	330,193	-	330,193
Total 8300-8599 State Income	\$ 882,283	\$ 50,835	\$ 831,448
% Change from prior year	-3%	-3%	
8600-8799 Local Income			
8634 Food Service Sales	129,979	-	129,979
8693 Field Trips	33,000	33,000	-
8694 Enterprise Revenue	897	897	-
8801 Donations - Parents	50,000	50,000	-
8802 Donations - Private	25,000	25,000	-
8803 Fundraising	20,000	20,000	-
8804 Computer Repair Fundraising	500	500	-
8699 All Other Local Revenue	-	-	-
8792 SPED State/County	-	-	-
Total 8600-8799 Local Income	\$ 259,376	\$ 129,397	\$ 129,979

Aveson Charter Schools
BUDGET DETAIL - AGLA
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2022-23



		FY22-23		
		BUDGET	Unrestricted Budget	Restricted Budget
	Enrollment	280		
	ADA	260.40		
	Attendance Rate	93%		
	% Change in ADA from PY	0.08		
	COLA% for expenditures	1.28%		
	% Change from prior year	5%	5%	
	TOTAL INCOME	\$ 4,132,657	\$ 2,972,917	\$ 1,159,739
	% Change from prior year	-7%	-7%	
EXPENSE				
1100	Teachers' Salaries	996,918	735,796	261,121
1200	Substitute Expense	54,060	54,060	-
1300	Certificated Super/Admin	267,555	217,157	50,399
1900	Other Certificated	284,493	-	284,493
	Total 1000 Certificated Salaries	\$ 1,603,026	\$ 1,007,013	\$ 596,013
	% Change from prior year	0%	0%	
2000 Classified Salaries				
2100	Instructional Aide Salaries	320,071	47,215	272,856
2200	Classified Support Salaries		-	-
2300	Classified Supervisor and Administrator Salaries	164,721	164,721	-
2400	Clerical/Technical/Office Staff Salaries	-	-	-
2700	Classified Staff/ Maintenance	56,616	56,616	-
2900	Other Classified Salaries	74,860	-	74,860
	Total 2000 Classified Salaries	\$ 616,268	\$ 268,552	\$ 347,715
	% Change from prior year	0%	0%	0%
3000 Employee Benefits				
3301	OASDI - Social Security	137,596	79,085	58,511
3302	MED - Medicare	32,180	18,496	13,684
3401	H&W - Health & Welfare	177,222	77,038	100,184
3501	FUTA/SUTA/ETT	11,096	6,378	4,719
3601	Worker Compensation	25,966	14,924	11,042
3700	403B	88,772	51,023	37,749
3800	Vacation Expense		-	-
	Total 3000 Employee Benefits	\$ 472,832	\$ 246,943	\$ 225,888
	% Change from prior year	20%	20%	
4000 Books and Supplies				
4100	Approved Textbooks and Core Curriculum Materials	-	-	-

Aveson Charter Schools
BUDGET DETAIL - AGLA
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2022-23



		FY22-23		
		BUDGET	Unrestricted Budget	Restricted Budget
	Enrollment	280		
	ADA	260.40		
	Attendance Rate	93%		
	% Change in ADA from PY	0.08		
	COLA% for expenditures	1.28%		
4200	Books and Other Reference Materials	-	-	-
4300	Materials and Supplies	-	-	-
4315	Custodial Supplies	10,506	10,506	-
4320	Education Software	23,500	23,500	-
4325	Instructional Materials & Supplies	42,000	16,074	25,926
4326	SPED Instructional Materials	9,000	9,000	-
4330	Office Supplies	8,000	8,000	-
4342	Athletics	-	-	-
4381	Plant Maintenance	-	-	-
4400	Noncap Equipment	-	-	-
4410	Classroom Furniture, Equipment & Supplies	4,600	4,600	-
4420	Computers (individual items < \$5k)	2,500	2,500	-
4430	Office Furniture, Equipment & Supplies	5,000	5,000	-
4700	Food/Food Supplies	-	-	-
4710	Student Food Service	113,301	-	113,301
4720	Other Food	-	-	-
	Total 4000 Supplies	\$ 218,407	\$ 79,180	\$ 139,227
	% Change from prior year	-49%	-49%	
5000 Services and Other Operating Expenditures				
5200	Conference Fees	5,000	5,000	-
5300	Dues and Memberships	8,000	8,000	-
5400	Insurance	65,000	65,000	-
5510	Utilities-Gas and Electric	32,800	32,800	-
5515	Janitorial, Gardening Services	50	50	-
5520	Security	500	500	-
5525	Utilities- Waste	4,510	4,510	-
5530	Utilities - Water	5,535	5,535	-
5605	Equip Rental/Lease	15,000	15,000	-
5610	Rent	566,108	282,126	283,981
5615	Repairs and Maintenance - Building	26,000	26,000	-
5616	Repairs and Maintenance - Computers	1,000	1,000	-
5618	Repairs and Maintenance - Vehicles expense	1,538	1,538	-

Aveson Charter Schools
BUDGET DETAIL - AGLA
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2022-23



		FY22-23		
		BUDGET	Unrestricted Budget	Restricted Budget
	Enrollment	280		
	ADA	260.40		
	Attendance Rate	93%		
	% Change in ADA from PY	0.08		
	COLA% for expenditures	1.28%		
5800	Professional/ Consulting Services	-	-	-
5803	Auditing Fees	6,273	6,273	-
5809	Banking/CC/Other Fees	3,700	3,700	-
5811	AEC Expense	-	-	-
5812	Business Services	41,359	41,359	-
5824	District Oversight Fees	27,927	27,927	-
5830	Field Trips	33,000	33,000	-
5833	Fines and Penalties	-	-	-
5836	Fingerprinting/ Livescan	256	256	-
5839	Fundraising Expenses	5,000	5,000	-
5843	Interest Expense	5,500	5,500	-
5845	Legal Fees	10,000	10,000	-
5848	Licenses and Other fees	3,700	3,700	-
5851	Marketing and Student Recruiting	31,000	31,000	-
5854	Consultants - Other	63,000	63,000	-
5855	Ed Consultants	8,100	8,100	-
5856	Enrichment	-	-	-
5857	Payroll Services	13,000	13,000	-
5860	Printing and Reproduction	200	200	-
5861	PY Expenses (Unaccrued)	-	-	-
5862	Professional Development	40,000	10,333	29,667
5874	SPED Encroachment	-	-	-
5875	SPED Consultants	101,927	-	101,927
5876	Sports	1,000	1,000	-
5877	Staff Recruiting/Hiring	700	700	-
5878	Student Assessment	6,000	6,000	-
5881	Student Information System	12,000	12,000	-

Aveson Charter Schools
BUDGET DETAIL - AGLA
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2022-23



	FY22-23		
	BUDGET	Unrestricted Budget	Restricted Budget
Enrollment	280		
ADA	260.40		
Attendance Rate	93%		
% Change in ADA from PY	0.08		
COLA% for expenditures	1.28%		
5882 SPED SIS	-	-	-
5883 Subs	-	-	-
5887 Technology Services	9,919	9,919	-
5893 Transportation- Student	-	-	-
5899 Misc Operating Expenses	8,787	8,787	-
5910 Communications- Internet/ Website Fees	15,000	15,000	-
5915 Communications-Postage and Delivery	1,000	1,000	-
5920 Communications- Telephone & Fax	7,944	7,944	-
5999 Uncategorized Expenses	-	-	-
Total 5000 Services and Other Operating Expenditures	\$ 1,187,333	\$ 771,757	\$ 415,576
% Change from prior year	-2%	-2%	
6000 Capital Outlay			
6900 Depreciation Expense	34,791	34,791	
6901 Amortization Expense		-	
Total 6000 Capital Outlay	\$ 34,791	\$ 34,791	\$ -
TOTAL EXPENSE	\$ 4,132,657	\$ 2,408,237	\$ 1,724,420
% Change from prior year	-4%	-4%	
NET INCOME	(0)	\$ 564,680	\$ (564,680)

NET INCREASE (DECREASE) IN FUND BALANCE **\$ (0)**

BEGINNING FUND BALANCE **\$ 900,897**

ENDING FUND BALANCE **\$ 900,897**

RESERVE (AS % OF EXPENSES) **22%**

Aveson Charter Schools
BUDGET DETAIL - ASL
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2022-23



		FY22-23		
		BUDGET	Unrestricted Budget	Restricted Budget
	Enrollment	397		
	ADA	350		
	Attendance Rate	95%		
	% Change in ADA from PY	0.04		
	COLA% for expenditures	1.28%		
INCOME				
8011-8096 Local Control Funding Formula Sources				
8011	Local Control Funding Formula	1,553,626	1,553,626	
8011.1	Special Apportionment		-	
8012	Education Protection Act EPA	73,972	73,972	
8019	Charter Schools General Purpose - Prior Year		-	
8096	In Lieu of Property Taxes	2,118,618	2,118,618	
Total 8011-8096 Local Control Funding Formula Sources		3,746,216	\$ 3,746,216	\$ -
% Change from prior year		24%	24%	
8100-8299 Federal Income				
8181	Special Education - Entitlement	46,038	-	46,038
8182	Special Ed: IDEA Mental Health	-	-	-
8220	Child Nutrition Programs	141,674	-	141,674
8291	Title I - Basic Grant	25,116	-	25,116
8295	ESSER II CRRSA & ESSER III ARPA (One time)		-	-
8292	Title II - Teacher Quality	8,416	-	8,416
8294	Title IV - SDFSC	10,000	-	10,000
8290.1	One Time Loss Learning Mitigation Funds - SWD		-	
8290.2	One Time Loss Learning Mitigation Funds - Supp/Conc		-	
8297	Prior Year Federal Revenue		-	
8299	All Other Federal Revenue		-	-
Total 8100-8299 Federal Income		\$ 231,244	\$ -	\$ 231,244
% Change from prior year		-63%	-63%	
8300-8599 State Income				
8311	Special Education - Entitlement (State)	213,776	-	213,776

Aveson Charter Schools
BUDGET DETAIL - ASL
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2022-23



		FY22-23		
		BUDGET	Unrestricted Budget	Restricted Budget
	Enrollment	397		
	ADA	350		
	Attendance Rate	95%		
	% Change in ADA from PY	0.04		
	COLA% for expenditures	1.28%		
8312	Mental Health-SPED	31,922	-	31,922
8519	Other State - Prior Years	-	-	
8520	State Child Nutrition	19,318	-	19,318
8545	SB 740	5,021	-	5,021
8550	Mandated Block Grant	6,208	6,208	
8560	State Lottery	79,727	56,031	23,696
8591	One Time Loss Learning Mitigation Funds - LCFF	-	-	
8593	CA SB95 (In Person Instruction and Expanded Learning Opp Grant)	-	-	-
8590	All Other State Revenue	234,607	-	234,607
	Total 8300-8599 State Income	\$ 590,579	\$ 62,239	\$ 528,340
	% Change from prior year	-31%	-31%	
8600-8799	Local Income			
8634	Food Service Sales	146,573	-	146,573
8693	Field Trips	-	-	
8694	Enterprise Revenue	150,000	150,000	
8801	Donations - Parents	50,000	50,000	
8802	Donations - Private	25,000	25,000	
8803	Fundraising	20,000	20,000	
8804	Computer Repair Fundraising	-	-	
8699	All Other Local Revenue	-	-	
8792	SPED State/County	-	-	
	Total 8600-8799 Local Income	\$ 391,573	\$ 245,000	\$ 146,573
	% Change from prior year	-18%	-18%	
	TOTAL INCOME	\$ 4,959,612	\$ 4,053,456	\$ 906,157
	% Change from prior year	0%	0%	
EXPENSE				
1100	Teachers' Salaries	1,295,113	1,103,053	192,060

Aveson Charter Schools
BUDGET DETAIL - ASL
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2022-23



		FY22-23		
		BUDGET	Unrestricted Budget	Restricted Budget
	Enrollment	397		
	ADA	350		
	Attendance Rate	95%		
	% Change in ADA from PY	0.04		
	COLA% for expenditures	1.28%		
1200	Substitute Expense	-	-	-
1300	Certificated Super/Admin	395,445	293,955	101,489
1900	Other Certificated	409,491	78,141	331,350
	Total 1000 Certificated Salaries	\$ 2,100,048	\$ 1,475,149	\$ 624,899
	% Change from prior year	0%	0%	0%
2000	Classified Salaries			
2100	Instructional Aide Salaries	450,987	326,496	124,490
2200	Classified Support Salaries		-	-
2300	Classified Supervisor and Administrator Salaries	245,245	214,141	31,104
2400	Clerical/Technical/Office Staff Salaries	-	-	-
2700	Classified Staff/ Maintenance	104,013	104,013	-
2900	Other Classified Salaries	106,140	-	106,140
	Total 2000 Classified Salaries	\$ 906,385	\$ 644,651	\$ 261,734
	% Change from prior year	0%	0%	0%
3000	Employee Benefits			
3301	OASDI - Social Security	186,399	131,428	54,971
3302	MED - Medicare	43,593	30,737	12,856
3401	H&W - Health & Welfare	260,038	198,931	61,107
3501	FUTA/SUTA/ETT	15,032	10,599	4,433
3601	Worker Compensation	35,175	24,802	10,374
3901	403B	120,257	84,792	35,465
3800	Vacation Expense		-	-
	Total 3000 Employee Benefits	\$ 660,495	\$ 481,289	\$ 179,207
	% Change from prior year	0%	0%	0%
4000	Books and Supplies			
4100	Approved Textbooks and Core Curriculum Materials	-	-	-
4200	Books and Other Reference Materials	-	-	-
4300	Materials and Supplies	-	-	-
4315	Custodial Supplies	12,100	12,100	-
4320	Education Software	6,600	6,600	-
4325	Instructional Materials & Supplies	92,000	50,175	41,825

Aveson Charter Schools
BUDGET DETAIL - ASL
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2022-23



		FY22-23		
		BUDGET	Unrestricted Budget	Restricted Budget
	Enrollment	397		
	ADA	350		
	Attendance Rate	95%		
	% Change in ADA from PY	0.04		
	COLA% for expenditures	1.28%		
4326	SPED Instructional Materials	9,000	9,000	-
4330	Office Supplies	10,000	10,000	-
4342	Athletics	-	-	-
4381	Plant Maintenance	-	-	-
4400	Noncap Equipment	-	-	-
4410	Classroom Furniture, Equipment & Supplies	4,600	4,600	-
4420	Computers (individual items < \$5k)	2,500	2,500	-
4430	Office Furniture, Equipment & Supplies	1,000	1,000	-
4700	Food/Food Supplies	-	-	-
4710	Student Food Service	186,699	-	186,699
4720	Other Food	-	-	-
	Total 4000 Supplies	\$ 324,499	\$ 95,975	\$ 228,524
	% Change from prior year	-16%	-16%	
5000 Services and Other Operating Expenditures				
5200	Conference Fees	6,000	-	6,000
5300	Dues and Memberships	10,000	10,000	-
5400	Insurance	66,063	66,063	-
5510	Utilities-Gas and Electric	73,800	73,800	-
5515	Janitorial, Gardening Services	4,250	4,250	-
5520	Security	500	500	-
5525	Utilities- Waste	13,816	13,816	-
5530	Utilities - Water	18,000	18,000	-
5605	Equip Rental/Lease	17,000	17,000	-
5610	Rent	102,915	97,894	5,021
5615	Repairs and Maintenance - Building	10,000	10,000	-
5616	Repairs and Maintenance - Computers	3,152	3,152	-
5618	Repairs and Maintenance - Vehicles expense	1,500	1,500	-
5800	Professional/ Consulting Services	-	-	-
5803	Auditing Fees	6,903	6,903	-
5809	Banking/CC/Other Fees	3,900	3,900	-
5811	AEC Expense	-	-	-
5812	Business Services	60,107	60,107	-

Aveson Charter Schools
BUDGET DETAIL - ASL
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2022-23



	FY22-23		
	BUDGET	Unrestricted Budget	Restricted Budget
Enrollment	397		
ADA	350		
Attendance Rate	95%		
% Change in ADA from PY	0.04		
COLA% for expenditures	1.28%		
5824 District Oversight Fees	37,462	37,462	-
5830 Field Trips	-	-	-
5833 Fines and Penalties	-	-	-
5836 Fingerprinting/ Livescan	256	256	-
5839 Fundraising Expenses	3,500	3,500	-
5843 Interest Expense	6,000	6,000	-
5845 Legal Fees	81,750	81,750	-
5848 Licenses and Other fees	2,200	2,200	-
5851 Marketing and Student Recruiting	28,000	28,000	-
5854 Consultants - Other	70,000	70,000	-
5855 Ed Consultants	19,443	19,443	-
5856 Enrichment	31,775	31,775	-
5857 Payroll Services	12,750	12,750	-
5860 Printing and Reproduction	-	-	-
5861 PY Expenses (Unaccrued)	-	-	-
5862 Professional Development	7,500	-	7,500
5874 SPED Encroachment	-	-	-
5875 SPED Consultants	158,000	-	158,000
5876 Sports	-	-	-
5877 Staff Recruiting/Hiring	1,000	1,000	-
5878 Student Assessment	18,070	18,070	-
5881 Student Information System	11,000	11,000	-
5882 SPED SIS	-	-	-
5883 Subs	18,000	15,584	2,416
5887 Technology Services	13,296	13,296	-
5893 Transportation- Student	-	-	-
5899 Misc Operating Expenses	2,719	2,719	-
5910 Communications- Internet/ Website Fees	10,800	10,800	-
5915 Communications-Postage and Delivery	1,342	1,342	-
5920 Communications- Telephone & Fax	15,000	15,000	-

Aveson Charter Schools
 BUDGET DETAIL - ASL
 PREPARED BY CHARTERWISE MANAGEMENT
 FISCAL YEAR 2022-23



	FY22-23 BUDGET	Unrestricted Budget	Restricted Budget
Enrollment	397		
ADA	350		
Attendance Rate	95%		
% Change in ADA from PY	0.04		
COLA% for expenditures	1.28%		
5999 Uncategorized Expenses		-	-
Total 5000 Services and Other Operating Expenditures	\$ 947,771	\$ 768,834	\$ 178,937
% Change from prior year	-9%	-9%	
6000 Capital Outlay			
6900 Depreciation Expense	20,414	20,414	
6901 Amortization Expense		-	
Total 6000 Capital Outlay	\$ 20,414	\$ 20,414	\$ -
TOTAL EXPENSE	\$ 4,959,612	\$ 3,486,311	\$ 1,473,301
% Change from prior year	-3%	-3%	
NET INCOME	(0)	\$ 567,145	\$ (567,145)
NET INCREASE (DECREASE) IN FUND BALANCE	\$ (0)		
BEGINNING FUND BALANCE	\$ 500,967		
ENDING FUND BALANCE	\$ 500,967		
RESERVE (AS % OF EXPENSES)		10%	

**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: 2022/23

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	942,073.00	1,307,099.00		1,307,099.00
Education Protection Account	8012	48,122.00	52,080.00		52,080.00
State Aid - Prior Years	8019	0.00			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	1,361,831.00	1,433,506.32		1,433,506.32
Other Revenue Limit Transfers	8091, 8097				0.00
Total, Revenue Limit Sources		2,352,026.00	2,792,685.32	0.00	2,792,685.32
2. Federal Revenues					
No Child Left Behind	8290	60,051.89		60,467.14	60,467.14
Special Education - Federal	8181, 8182	69,568.00		69,568.00	69,568.00
Child Nutrition - Federal	8220	126,531.00		68,277.00	68,277.00
Other Federal Revenues	8110, 8260-8299	713,581.00		0.00	0.00
Total, Federal Revenues		969,731.89	0.00	198,312.14	198,312.14
3. Other State Revenues					
Charter Schools Categorical Block Grant	8480				0.00
Special Education - State	StateRevSE	192,035.00		192,035.00	192,035.00
All Other State Revenues	StateRevAO	722,020.66	50,834.75	639,412.90	690,247.65
Total, Other State Revenues		914,055.66	50,834.75	831,447.90	882,282.65
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	287,333.49	129,397.00	129,979.44	259,376.44
Total, Local Revenues		287,333.49	129,397.00	129,979.44	259,376.44
5. TOTAL REVENUES					
		4,523,147.04	2,972,917.07	1,159,739.47	4,132,656.54
B. EXPENDITURES					
1. Certificated Salaries					
Teachers' Salaries	1100	1,153,371.54	789,856.28	261,121.25	1,050,977.53
Certificated Pupil Support Salaries	1200				0.00
Certificated Supervisors' and Administrators' Salaries	1300	227,149.57	217,156.57	50,398.86	267,555.43
Other Certificated Salaries	1900	305,010.23		284,493.29	284,493.29
Total, Certificated Salaries		1,685,531.34	1,007,012.85	596,013.40	1,603,026.25
2. Non-certificated Salaries					
Instructional Aides' Salaries	2100	280,597.94	47,215.08	272,855.71	320,070.79
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	166,191.93	164,721.29	0.00	164,721.29
Clerical and Office Salaries	2400	0.00	0.00	0.00	0.00

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Aveson Global Leadership Academy

(continued)

Other Non-certificated Salaries	2900	141,789.37	56,616.12	74,859.68	131,475.80
Total, Non-certificated Salaries		588,579.24	268,552.49	347,715.39	616,267.87

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	179,876.18	97,580.75	72,195.25	169,776.00
Health and Welfare Benefits	3401-3402	180,980.36	77,037.92	100,183.75	177,221.67
Unemployment Insurance	3501-3502	21,756.61	6,377.83	4,718.64	11,096.47
Workers' Compensation Insurance	3601-3602	27,510.48	14,924.11	11,041.63	25,965.74
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		51,022.61	37,749.15	88,771.77
Total, Employee Benefits		410,123.63	246,943.22	225,888.43	472,831.65
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	90,808.37	67,080.25	25,926.00	93,006.25
Noncapitalized Equipment	4400	216,824.19	12,100.00	0.00	12,100.00
Food	4700	149,954.96	0.00	113,301.00	113,301.00
Total, Books and Supplies		457,587.52	79,180.25	139,227.00	218,407.25
5. Services and Other Operating Expenditures					
Subagreements for Services	5100				0.00
Travel and Conferences	5200	4,535.24	5,000.00	0.00	5,000.00
Dues and Memberships	5300	6,740.25	8,000.00	0	8,000.00
Insurance	5400	65,000.00	65,000.00	0.00	65,000.00
Operations and Housekeeping Services	5500	45,392.19	43,395.00	0.00	43,395.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	594,891.97	325,663.60	283,981.40	609,645.00
Professional/Consulting Services & Operating Expend.	5800	597,165.13	300,754.50	131,594.30	432,348.79
Communications	5900	25,458.00	23,944.00		23,944.00
Total, Services and Other Operating Expenditures		1,339,182.78	771,757.10	415,575.69	1,187,332.79
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	34,790.73	34,790.73		34,790.73
Total, Capital Outlay		34,790.73	34,790.73	0.00	34,790.73
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		4,515,795.25	2,408,236.64	1,724,419.91	4,132,656.55

**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)					
		7,351.79	564,680.43	(564,680.44)	(0.00)

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		(564,680.44)	564,680.44	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(564,680.44)	564,680.44	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		7,351.79	(0.00)	0.00	(0.00)
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	896,309.42	900,896.56		900,896.56
b. Adjustments to Beginning Balance	9793, 9795	(2,764.65)			0.00
c. Adjusted Beginning Balance		893,544.77	900,896.56	0.00	900,896.56
2. Ending Fund Balance, June 30 (E + F.1.c.)		900,896.56	900,896.56	0.00	900,896.56
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	900,896.56	900,896.56	0.00	900,896.56

**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: 2022-2023

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	1,069,410.00	1,553,626.00		1,553,626.00
Education Protection Account	8012	67,340.00	73,972.00		73,972.00
State Aid - Prior Years	8019	0.00			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	1,905,692.00	2,118,618.48		2,118,618.48
Other Revenue Limit Transfers	8091, 8097				0.00
Total, Revenue Limit Sources		3,042,442.00	3,746,216.48	0.00	3,746,216.48
2. Federal Revenues					
No Child Left Behind	8290	43,263.21		43,531.87	43,531.87
Special Education - Federal	8181, 8182	46,038.00		46,038.00	46,038.00
Child Nutrition - Federal	8220	272,465.00		141,674.00	141,674.00
Other Federal Revenues	8110, 8260-8299	307,781.00		0.00	0.00
Total, Federal Revenues		669,547.21	0.00	231,243.87	231,243.87
3. Other State Revenues					
Charter Schools Categorical Block Grant	8480				0.00
Special Education - State	StateRevSE	245,698.00		245,698.00	245,698.00
All Other State Revenues	StateRevAO	608,174.37	62,239.04	282,642.21	344,881.25
Total, Other State Revenues		853,872.37	62,239.04	528,340.21	590,579.25
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	483,500.67	245,000.00	146,572.56	391,572.56
Total, Local Revenues		483,500.67	245,000.00	146,572.56	391,572.56
5. TOTAL REVENUES					
		5,049,362.25	4,053,455.52	906,156.64	4,959,612.16
B. EXPENDITURES					
1. Certificated Salaries					
Teachers' Salaries	1100	1,353,576.49	1,103,052.83	192,060.00	1,295,112.83
Certificated Pupil Support Salaries	1200		0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	387,167.22	293,955.10	101,489.47	395,444.57
Other Certificated Salaries	1900	315,264.55	78,140.92	331,349.83	409,490.75
Total, Certificated Salaries		2,056,008.26	1,475,148.84	624,899.30	2,100,048.15
2. Non-certificated Salaries					
Instructional Aides' Salaries	2100	418,176.88	326,496.45	124,490.07	450,986.52
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	190,128.16	214,140.71	31,103.99	245,244.70
Clerical and Office Salaries	2400	0.00	0.00	0.00	0.00

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Aveson School of Leaders

(continued)

Other Non-certificated Salaries	2900	311,005.89	104,013.48	106,140.32	210,153.80
Total, Non-certificated Salaries		919,310.93	644,650.64	261,734.39	906,385.03

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	227,465.59	162,164.66	67,827.48	229,992.14
Health and Welfare Benefits	3401-3402	206,812.00	198,931.39	61,106.94	260,038.33
Unemployment Insurance	3501-3502	20,867.03	10,599.00	4,433.17	15,032.17
Workers' Compensation Insurance	3601-3602	34,788.86	24,801.65	10,373.61	35,175.27
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		84,791.98	35,465.35	120,257.33
Total, Employee Benefits		489,933.48	481,288.68	179,206.55	660,495.23
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	159,824.38	87,875.19	41,824.81	129,700.00
Noncapitalized Equipment	4400	45,541.24	8,100.00	0.00	8,100.00
Food	4700	299,047.41	0.00	186,699.00	186,699.00
Total, Books and Supplies		504,413.03	95,975.19	228,523.81	324,499.00
5. Services and Other Operating Expenditures					
Subagreements for Services	5100				0.00
Travel and Conferences	5200	4,769.94	0.00	6,000.00	6,000.00
Dues and Memberships	5300	6,743.75	10,000.00	0.00	10,000.00
Insurance	5400	67,007.90	66,063.30	0.00	66,063.30
Operations and Housekeeping Services	5500	126,422.03	110,366.00	0.00	110,366.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	147,462.00	129,546.19	5,020.81	134,567.00
Professional/Consulting Services & Operating Expend.	5800	746,719.25	425,716.42	167,916.32	593,632.74
Communications	5900	41,100.35	27,141.73	0.00	27,141.73
Total, Services and Other Operating Expenditures		1,140,225.22	768,833.63	178,937.13	947,770.76
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	20,150.57	20,414.00		20,414.00
Total, Capital Outlay		20,150.57	20,414.00	0.00	20,414.00
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		5,130,041.49	3,486,310.99	1,473,301.18	4,959,612.17

**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)					
		(80,679.23)	567,144.53	(567,144.54)	(0.00)

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		(567,144.54)	567,144.54	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(567,144.54)	567,144.54	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
		(80,679.23)	(0.00)	0.00	(0.00)
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	575,434.17	500,967.39		500,967.39
b. Adjustments to Beginning Balance	9793, 9795	6,212.45			0.00
c. Adjusted Beginning Balance		581,646.62	500,967.39	0.00	500,967.39
2. Ending Fund Balance, June 30 (E + F.1.c.)		500,967.39	500,967.38	0.00	500,967.38
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	500,967.39	500,967.38	0.00	500,967.38

2021-22 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Aveson Global Leadership Academy
Expenditures for Fiscal Year Ending June 30, 2022-Estimated
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	48,122.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		48,122.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	48,122.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		48,122.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

2022-23 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Aveson Global Leadership Academy
Expenditures for Fiscal Year Ending June 30, 2023-Budgeted
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	52,080.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		52,080.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	52,080.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		52,080.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

AVESON CHARTER SCHOOLS

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Aveson Charter Schools;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Aveson Charter Schools has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 23, 2022

Board Member

Board Member

Board Member

Board Member

Board Member

2021-22 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Aveson School of Leaders
Expenditures for Fiscal Year Ending June 30, 2022-Estimated
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	67,340.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		67,340.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	67,340.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		67,340.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

2022-23 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Aveson School of Leaders
Expenditures for Fiscal Year Ending June 30, 2023-Budgeted
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	73,972.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		73,972.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	73,972.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		73,972.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

AVESON CHARTER SCHOOLS

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Aveson Charter Schools;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Aveson Charter Schools has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 23, 2022

Board Member

Board Member

Board Member

Board Member

Board Member

LCFF Budget Overview for Parents

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

CDS Code: 19648810113464

School Year: 2022-23

LEA contact information:

Ian McFeat

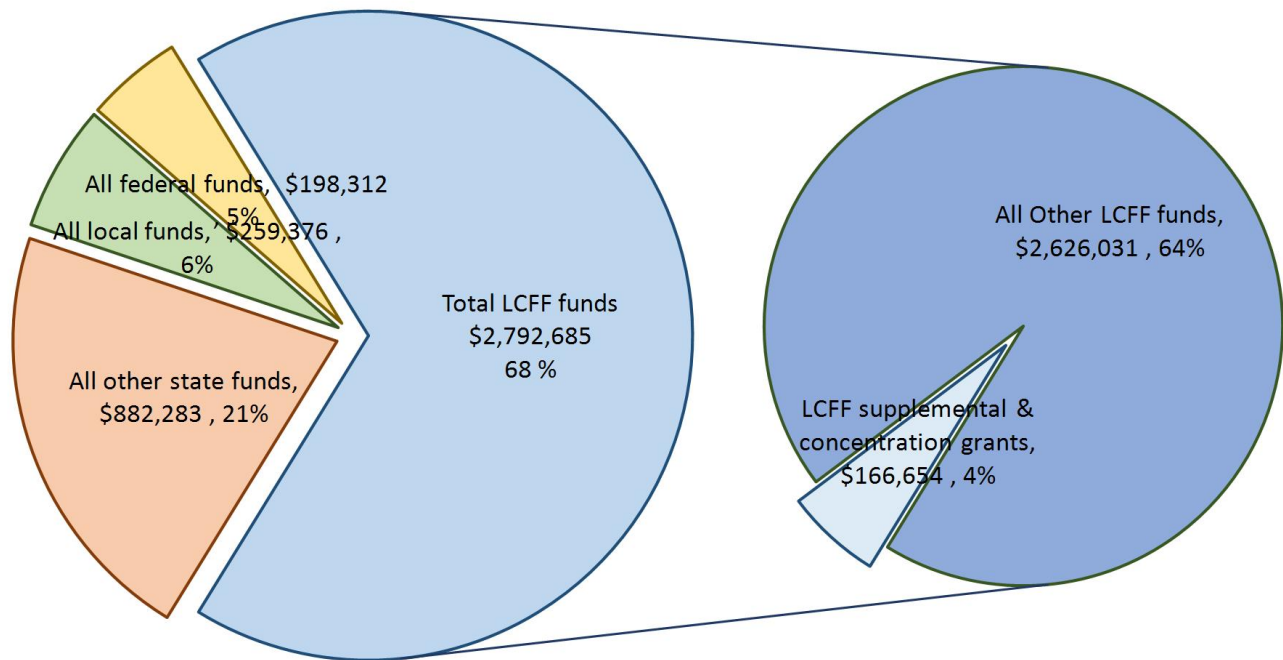
Executive Director/Superintendent

626-797-1440

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 2022-23 School Year

Projected Revenue by Fund Source



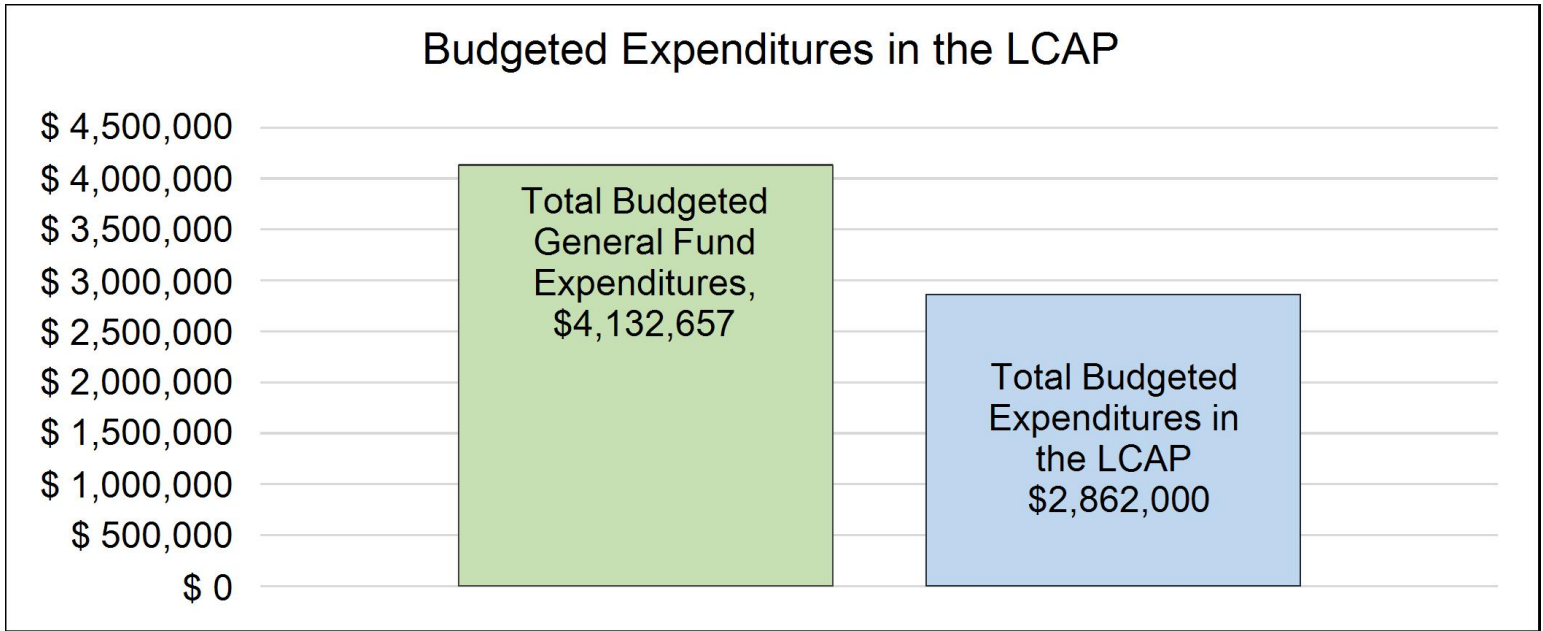
This chart shows the total general purpose revenue Aveson Global Leadership Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aveson Global Leadership Academy is \$4,132,657, of which \$2,792,685 is Local Control Funding Formula (LCFF), \$882,283 is other state

funds, \$259,376 is local funds, and \$198,312 is federal funds. Of the \$2,792,685 in LCFF Funds, \$166,654 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aveson Global Leadership Academy plans to spend \$4,132,657 for the 2022-23 school year. Of that amount, \$2,862,000 is tied to actions/services in the LCAP and \$1,270,656 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

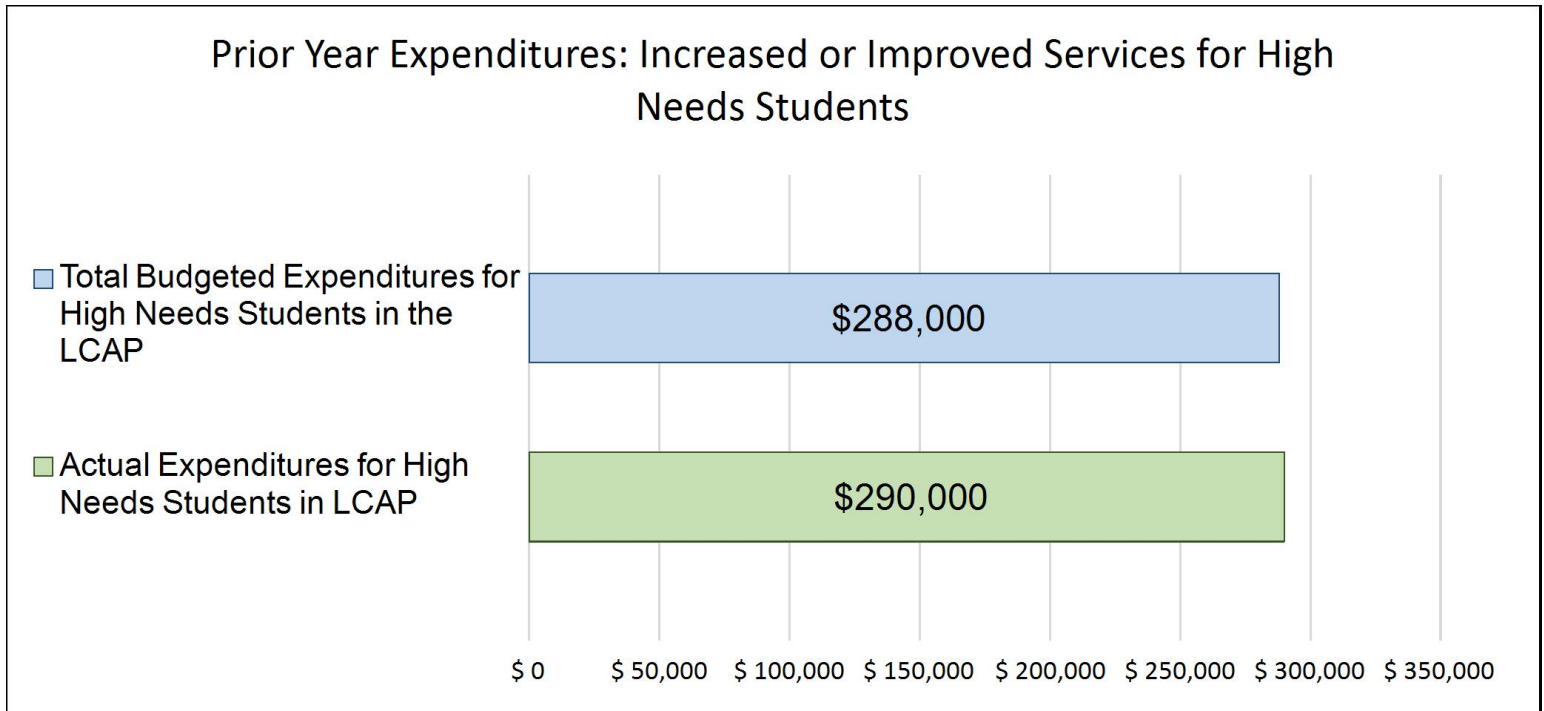
operational costs (facilities, utilities, maintenance) and operational staffing (nutrition, custodial and clerical)

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Aveson Global Leadership Academy is projecting it will receive \$166,654 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 \$316,500 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 2021-22



This chart compares what Aveson Global Leadership Academy budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Aveson Global Leadership Academy's LCAP budgeted \$288,000 for planned actions to increase or improve services for high needs students. Aveson Global Leadership Academy actually spent \$290,000 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$2,000 had the following impact on Aveson Global Leadership Academy's ability to increase or improve services for high needs students:

not material

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aveson Global Leadership Academy	Dr. Debra Powell. Site Director	debrapowell@aveson.org 626-797-1438

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (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 ParentSquare. Families received the survey via ParentSquare available in English and Spanish. As of June 3, 2021 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.

Additionally, information was presented at Board meetings so that the board and larger community could give feedback and direction regarding our LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

N/A

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

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 ParentSquare. Families received the survey via ParentSquare available in English and Spanish. As of June 3, 2022, 38 students, 5 staff members and 46 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.

Additionally, information was presented at Board meetings so that the board and larger community could give feedback and direction regarding our LCAP.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Strategies for Continuous and Safe In-Person Learning Additional Staffing:

Keep students socially distanced, complying with mask mandates, and additional staffing to ensure that all students comply with California mandates and local mandates.

COVID related cleaning activities that include staffing and contact tracing: these included office and custodial staff needed for disinfecting surfaces, and ensuring compliance with COVID protocols required by the state.

Addressing the Impact of Lost Instructional Time:

Integrated student supports to address other barriers to learning including additional staffing and addressing students' social-emotional health and academic needs.

Extending instructional learning time through before, afterschool and summer programs.

Staffing has been extremely difficult given the shortage of qualified candidates to fill vacant positions especially afterschool programs. Also, keeping qualified candidates in our staffing pipeline has been a challenge as we've had staff leave our organization for new horizons. Despite all of this, we feel confident in our innovative programming which we implemented in the first year which has given us data on what has worked and what needs to be improved upon. We anticipate changing course offerings to meet the needs of our families and broader community.

We have been able to maintain in person instruction and keep staff and students safe during this time.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

These funds have allowed Aveson Global Leadership Academy to continue our robust offerings in our student programs.

Goal 1- AGLA will provide safe and healthy learning environments for all students and staff when on campus and attending campus sponsored events. Additional funds have allowed our program to be nimble and responsive to student needs during the pandemic. The social emotional needs of our students and the academically rigorous requirements of our state require that we keep classes in check and course offering responsive to student needs.

Goal 2 - 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. Our professional development has been a big strength at Aveson schools for the past few years and we have added to our strength this year. We've added professional development in mathematics, social emotional support, gender inclusivity, finance and operations, and curriculum development. These professional development pillars will strengthen our foundation for years to come.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control 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	ianmcfestataveson.org 626-797-1440

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Aveson Global Leadership Academy serves just over 270 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 is 93%, while ELA is at 56%, and math is 32%. All local indicators continued to be met across the past two school years.

Stakeholder survey data:

Sixty-one (61) percent students responded that can explain how they learn best. Sixty-nine (69) percent of the students are able to explain their strategies for learning. Sixty-one (61) percent of the students collaborate with their advisors. We believe advisor/student time constraints hinders the process of these much needed conversations. We are plan to move from a 45 minute class period to a 90 min. class period to allow more one-to-one goal setting and data chats.

Over 69% 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.

Sixty-one (61) percent of families say AGLA encourages students to strive for personal excellence while nearly 70% of families, 64% of students and 75% of staff agree that advisors collaborate with students on how students show their learning and reach mastery. Approximately 59.5% 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 classified student demographic areas. Dashboard data suggested that overall, AGLA is 4 percentage points above the state average at 56/52 in Language Arts. We are heading in the right direction in Language Arts, but there is still work to be done in this area. We find that our student groups perform at different levels of proficiency. African Americans score at 26%, Hispanic at 44% and White at 73%. AGLA is 7 percentage points below the state average at 32/39 in math. Specifically, when analyzing math scores for our various student populations, African American students performed at a 4% proficiency rate, Hispanic at a 21% proficiency rate, and White at a 45% proficiency rate. There needs to be improvement our students with disabilities. They are scoring at a 14% proficiency rate.

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 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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 ParentSquare. Families received the survey via ParentSquare available in English and Spanish. As of June 3, 2022, 38 students, 5 staff members and 46 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 summary of the feedback provided by specific educational partners.

Teachers desired more PD sessions. As a result, four additional PD sessions have been added to the 2022 -23 calendar. Students wanted more involvement in decisions. As a result, students are now a part of the HR team interviews for new Advisors. Also, students wanted more electives and wanted to help guide elective offerings. More electives are being offered based on student suggestions. Additionally, the Site Director now meets with members of Aveson's parent organization, the ACO, every Monday after the ACO's general meeting to discuss needs and project partnerships. Other influences are addressed in the section below.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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. Sixty-one (61) 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 70% 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-four (54) percent 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. Sixty (60) percent of families and students, and less 50% of staff mention they feel students are learning and growing at a necessary pace to move to the next level.

A majority of the stakeholders (55%) agreed that enrichment like visual and performing arts, music, culinary arts, outdoor/gardening and STEAM/STEM.

Culture and Climate

Thirty-eight (38) percent of students feel safe at school, 7% are unsure. Thirty-eight (38) percent feel bullying is a problem, while thirty (30) percent are unsure. Fifty-three (53) percent of the students feel respected, while 38% don't see their culture and background reflected in the classroom. As we further drill down into LCAP surveys we see some additional areas to improve including student respect of each other's differences, understanding and participating in restorative justice practices and advocating for others. Fifty-three (53) percent feel we can do better with restorative justice practices. Seventy-seven (77) percent of the students report that they are able to be advocates for themselves and others. We have found bullying is at the core of much of our culture and climate issues. Our steps to address this are outlined in Goal #1.

Goals and Actions

Goal

Goal #	Description
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	Implemented 2022	Two assemblies conducted			Annual student assemblies to educate students on bullying prevention led by student ambassadors.
Utilize "Stop It" anonymous bullying reporting app	Implemented 2022	Reduction in reports of bullying			More student "Stop It" utilization

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advisors and students train on how to use "Stop It" app	Advisory period used	More conversations around community building (Anti-Bullying)			A more harmonious school culture

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	\$10,000.00	No
1.2	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	\$5,500.00	No
1.3	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	\$67,500.00	No
1.4	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	\$67,500.00	No
1.5	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	\$67,500.00	No

Action #	Title	Description	Total Funds	Contributing
		guidelines of policy implementation outlined as defined by Seth's Law AB 9		
1.6	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	\$134,500.00	No

Goal Analysis [2021-22]

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.

In the beginning 2021-22 conversations were held during the advisory period addressing anti-bullying. During the latter part of the year, AGLA fully implemented the "Stop It" anonymous bullying app. Posters were placed throughout the campus and wristlets worn by staff and students. The Director went to every advisory period to discuss the need to stop bullying. Advisors followed up with more conversations during advisory and allowed the students to download the app to their cell phones. Communication also went out to parents to help with the anti-bullying efforts. The counselor and school disciplinarian were assigned as administrators of the app to address the incidents reported. Mandatory meetings were held with parents. Restorative sessions were also held.

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

Variances not material between budgeted and estimated actuals. Minor variances in actual staffing costs vs budget.

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

There were fewer bullying incidents reported. Also, there was a more harmonious campus culture.

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.

Cover anti-bullying during a school assembly and during advisory the first week of school. We will also make sure all new students download the Stop It app. We will send out anti-bullying information to all families.

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

Goals and Actions

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	PML PD Scheduled for August 2022 PML Coordinator hired to assist Advisors			All AGLA content classrooms will model the PML approach.
Design of course of study for each content course	Inconsistent across content areas	PD Scheduled for 2022 -23			Each content course will have a clearly defined course of study detailing the standards required for instruction, learning outcomes necessary for student mastery

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data analysis reflecting individual learning and student mastery	Current practices are shown at only 42% of ongoing methodized data implementation	PD Scheduled for 2022-23 PML Coordinator hired to assist Advisors			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	PD Scheduled for 2022-23 PML Coordinator hired to assist Advisors			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	PD Scheduled for 2022-23 PML Coordinator hired to assist Advisors			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	PD Scheduled for 2022-23			Students and advisors will work collaboratively across

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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
2.1	Course of study	Development/revision of course of study	\$673,000.00	No
2.2	Personalized mastery learning student plan	Development/revision of personalized mastery learning student plan	\$364,000.00	Yes
2.3	Project based rubrics	Development/revision of project based rubrics	\$107,500.00	No
2.4	Progress Monitoring	Development/revision of assessments to monitor student progress towards goal mastery	\$404,000.00	No
2.5	Learning outcomes	Development/revision of student learning outcomes	\$269,000.00	
2.6	Expanded Learning Opportunities	Expanded Learning Opportunities for AGLA 6th Grade Students (Extended Day and Summer Learning)	\$50,000.00	No

Goal Analysis [2021-22]

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.

In year 2021-22 there were several new staff that never received training on the PML model. This important PD is scheduled for August 2022. Also, a PD has been set to allow cross curricular sharing and support. Time has also been set aside to conduct ongoing training as needed. Additionally, Advisors will be allowed to process observe each other throughout the year.

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

Variances between budgeted and estimated actuals due additional student technology devices that were fund from the Emergency Connectivity Fund.

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

The Aveson Board of Directors approved the School Calendar that included the additional PD days. A PML Coordinator has been hired. This hiring in particular will allow the school to focus more on PML to ensure that training is both current, relevant, and delivered in a timely fashion throughout the year.

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.

More PD days have been added to the calendar. A PML Coordinator has been hired.

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

Goals and Actions

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
Personalized Professional Development	Advisors are not currently participating in individual professional growth plans	Advisors completed a growth plan and received an evaluation with feedback.			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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Analysis	42% Implementation rate according to data driven instruction and assessment implementation rubric	<p>Many teachers have implemented having rubrics attached to assignments.</p> <p>A PD is scheduled to teach data analysis for student PML plan conversations and goal setting.</p>			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	AGLA has partnered with NWEA for 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	A PD has been planned for cross curricular training and support.			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
3.1	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.	\$107,500.00	No
3.2	Data analysis	Ongoing collaboration amongst advisors and with administrators to review data, reflect on outcomes, and execute plans for necessary adjustments and instructional improvements.	\$107,500.00	No
3.3	Summative and formative assessments	Staff training in production of summative and formative assessments (CAASPP, iReady, NWEA Map, and advisor generated assessments)	\$117,500.00	No
3.4	Cross-curricular learning outcomes	Staff training in development of cross-curricular learning outcomes and mastery based projects	\$134,500.00	No

Goal Analysis [2021-22]

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.

Teachers were not trained on data analysis. Tests were given, but no time set aside for student outcome analysis. During the 2021-22 year, there was ongoing informal observation feedback given to advisors and pre and post evaluation conversations. PD has been scheduled for data analysis, the evaluation goal setting instrument, and NWEA test data analysis for the creation and ongoing updating of the PML plans for students. We have adopted a 90 min. block schedule to allow time for deep dive data conversations with students.

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

Variations between budgeted and estimated actuals due to actual staffing costs based on lower enrollment and staffing positions that were unable to be filled due to staffing shortages.

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

The ongoing informal observations and feedback resulted in more effective instructional delivery and advisor confidence. Positive feedback from advisors agreeing with the need for the 90 min. blocks for data chats with students.

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.

More PD. Longer class periods. PML Coordinator hired for more frequent feedback and coaching for advisors.

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

Goals and Actions

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. We must strive toward the green level for the 2022-23 academic year. Thus, the need for the steps in goal 4.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2020 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)	Fall 2021 29% low, 19% low ave, 23% ave, 10% high ave, 19% high			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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Map	Fall 2019 26.2 7th graders low (0-20) and 29.2 low average (21-40)	Fall 2021 12% low, 30% low ave, 21% ave, 21% high ave, 15% high			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)	Fall 2021 38% low, 15% low ave, 16% ave, 18% high ave, 13% high			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 low average (21-40)	Fall 2021 32% low, 28% low ave, 20% ave, 16% high ave, 4% high			These students will be graduates. 2023-24 9th grade students increasing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					achievement with zero students scoring in the low to low average range. 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)	Fall 2021 53% low, 18% low ave, 18% ave, 12% high ave, 0% high			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.
Teacher Development Group (TDG)	Provide math PD for advisors	Increased in math scores on assessments.			See a substantial increase in student achievement and effective teacher instructional delivery.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Math Intervention	Students grades 6-8 performing below grade expectancy in math will be provided with math intervention via iReady	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Math Curriculum	Purchasing of math curriculum for grades 6-8 and Integrated 1-3 courses.	\$18,500.00	No
4.3	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	\$67,500.00	No
4.4	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	\$67,500.00	No

Goal Analysis [2021-22]

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.

Because our math scores were not at our desired percentage during the 2020-21 academic year, we contracted with the Teaching Development Group (TDG) to provide ongoing math PD. TDG provided 6 PD Trainings during the 2021-22 academic year.

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

Variances between budgeted and estimated actuals due to math curriculum lower than budgeted and marketing consultant hired.

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

Because of the strategies learned and implemented from the TDG PDs, we saw student gains on math assessments.

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.

We have contracted with TDG to provide four 8-hour PDs with advisors. Also, TDG will provide push into the classroom instructional observation and support.

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

Goals and Actions

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 262 students enrolling for the 2021-22 school year.	We have increased our enrollment by over 10%.			AGLA’s student population count will be at least 399
Marketing/Promotional Materials	Communications Consultant has been sending updates on school improvements.	Social media outlets are utilized.			AGLA will have an ongoing and established annual marketing calendar and promotional materials to support retention and recruitment efforts.
Informational Meetings	Currently conducted via ParentSquare.	Ongoing			Informational sessions will be held at least twice a year at AGLA for interested families.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Promotional Activities/Community Outreach	AGLA has been working closely with the Altadena Council Representative for school perimeter signage on streets. Students participating in Council meetings. Opening building for community events	Ongoing			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, and ParentSquare.	Ongoing			AGLA will have a stable and vibrant social media presence across multiple platforms.
Community Liaison	A Community Liaison has been hired for recruitment and increasing community partnerships.	Hired for 2022-23 school year.			An increase of 30% student enrollment. More outreach opportunities for students.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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.)	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Informational Meetings	Information sessions at AGLA for new/interested families at least twice annually	\$2,000.00	No
5.3	Community Outreach	Creation and execution of various events on the AGLA campus (movie night, paint night, campus tours, tabling at community events)	\$3,500.00	No
5.4	Online Presence.	Social media manager; staff stipend	\$6,000.00	No

Goal Analysis [2021-22]

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.

We did not have a person focused on student enrollment and community engagement during the 2021-22 academic year. We will have a Community Liaison for the 2022-23 academic year. Our Communications Consultant has created more communication outlets and increased new family student tours.

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

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

We have received a 10% increase in our student enrollment because of a stronger communications outlet and school tours.

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.

We have hired a Community Liaison to help in the recruitment efforts.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$166,654	0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
\$ 2,955,372	0.00%	\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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. Another aspect of math intervention strategies is to increase professional development for our math instructors. We are doing so with the Teachers Development Group training.

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.

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

N/A - AGLA does not have more than 55% of foster youth, English learners, and low-income students

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	18:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	18:1	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,155,500.00	\$580,000.00		\$126,500.00	\$2,862,000.00	\$2,760,500.00	\$101,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	SEL curriculum	All	\$10,000.00				\$10,000.00
1	1.2	Development of prevention goals aligned with bullying policy	All	\$4,000.00	\$1,000.00		\$500.00	\$5,500.00
1	1.3	Student-led assemblies	All	\$53,500.00	\$10,500.00		\$3,500.00	\$67,500.00
1	1.4	Parent engagement and support	All	\$53,500.00	\$10,500.00		\$3,500.00	\$67,500.00
1	1.5	Staff training on policy and prevention	All	\$53,500.00	\$10,500.00		\$3,500.00	\$67,500.00
1	1.6	Restorative Practices	All	\$106,500.00	\$21,000.00		\$7,000.00	\$134,500.00
2	2.1	Course of study	All	\$424,000.00	\$214,500.00		\$34,500.00	\$673,000.00
2	2.2	Personalized mastery learning student plan	English Learners Foster Youth Low Income	\$288,500.00	\$49,000.00		\$26,500.00	\$364,000.00
2	2.3	Project based rubrics	All	\$85,500.00	\$16,500.00		\$5,500.00	\$107,500.00
2	2.4	Progress Monitoring	All	\$320,000.00	\$63,000.00		\$21,000.00	\$404,000.00
2	2.5	Learning outcomes		\$213,000.00	\$42,000.00		\$14,000.00	\$269,000.00
2	2.6	Expanded Learning Opportunities	Unduplicated Students with Disabilities		\$50,000.00			\$50,000.00
3	3.1	Personalized Professional Development	All	\$91,000.00	\$16,500.00			\$107,500.00
3	3.2	Data analysis	All	\$91,000.00	\$16,500.00			\$107,500.00
3	3.3	Summative and formative assessments	All	\$101,000.00	\$16,500.00			\$117,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	Cross-curricular learning outcomes	All	\$113,500.00	\$21,000.00			\$134,500.00
4	4.1	Math Intervention	All	\$5,000.00				\$5,000.00
4	4.2	Math Curriculum	All	\$18,500.00				\$18,500.00
4	4.3	Data Analysis	All	\$53,500.00	\$10,500.00		\$3,500.00	\$67,500.00
4	4.4	Weekly Observations	All	\$53,500.00	\$10,500.00		\$3,500.00	\$67,500.00
5	5.1	Marketing/Promotional Materials	All	\$5,000.00				\$5,000.00
5	5.2	Informational Meetings	All	\$2,000.00				\$2,000.00
5	5.3	Community Outreach	All	\$3,500.00				\$3,500.00
5	5.4	Online Presence.	All	\$6,000.00				\$6,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 2,955,372	\$166,654	\$ 2,955,372	0.00%		\$288,500.00	10.33%	10.33 %	Total:	\$288,500.00
								LEA-wide Total:	\$288,500.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Personalized mastery learning student plan	Yes	LEA-wide	English Learners Foster Youth Low Income		\$288,500.00	10.33%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,595,000.00	\$2,513,423.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	SEL curriculum	Yes	\$10,000	\$6,500
1	1.2	Development of prevention goals aligned with bullying policy	Yes	\$7,000	\$4,500
1	1.3	Student-led assemblies	Yes	\$60,000	\$59,500
1	1.4	Parent engagement and support	Yes	\$60,000	\$59,500
1	1.5	Staff training on policy and prevention	Yes	\$60,000	\$59,500
1	1.6	Restorative Practices	Yes	\$120,500	\$119,000
2	2.1	Course of study	Yes	\$601,500	\$494,000
2	2.2	Personalized mastery learning student plan	Yes	\$335,500	\$535,423
2	2.3	Project based rubrics	Yes	\$120,500	\$66,500
2	2.4	Progress Monitoring	Yes	\$361,000	\$356,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Learning outcomes	Yes	\$240,500	\$237,500
3	3.1	Personalized Professional Development	Yes	\$120,500	\$71,500
3	3.2	Data analysis	Yes	\$120,500	\$95,000
3	3.3	Summative and formative assessments	Yes	\$130,500	\$105,000
3	3.4	Cross-curricular learning outcomes	Yes	\$120,500	\$119,000
4	4.1	Math Intervention	Yes	\$5,000	
4	4.2	Math Curriculum	Yes	\$45,000	\$23,000
4	4.3	Data Analysis	Yes	\$60,000	\$59,500
5	5.1	Marketing/Promotional Materials	No	\$5,000	\$30,500
5	5.2	Informational Meetings	No	\$2,000	\$2,000
5	5.3	Action 3 Community Outreach	No	\$3,500	\$3,500
5	5.4	Online Presence.	No	\$6,000	\$6,000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$137,146	\$288,000.00	\$290,000.00	(\$2,000.00)	10.12%	12.66%	3.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	SEL curriculum	Yes				
1	1.2	Development of prevention goals aligned with bullying policy	Yes				
1	1.3	Student-led assemblies	Yes				
1	1.4	Parent engagement and support	Yes				
1	1.5	Staff training on policy and prevention	Yes				
1	1.6	Restorative Practices	Yes				
2	2.1	Course of study	Yes				
2	2.2	Personalized mastery learning student plan	Yes	\$288,000	\$290,000	10.12%	12.66%
2	2.3	Project based rubrics	Yes				
2	2.4	Progress Monitoring	Yes				
2	2.5	Learning outcomes	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Personalized Professional Development	Yes				
3	3.2	Data analysis	Yes				
3	3.3	Summative and formative assessments	Yes				
3	3.4	Cross-curricular learning outcomes	Yes				
4	4.1	Math Intervention	Yes				
4	4.2	Math Curriculum	Yes				
4	4.3	Data Analysis	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,844,730	\$137,146	0.00%	4.82%	\$290,000.00	12.66%	22.85%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents

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

CDS Code: 19648810113472

School Year: 2022-23

LEA contact information:

Ian McFeat

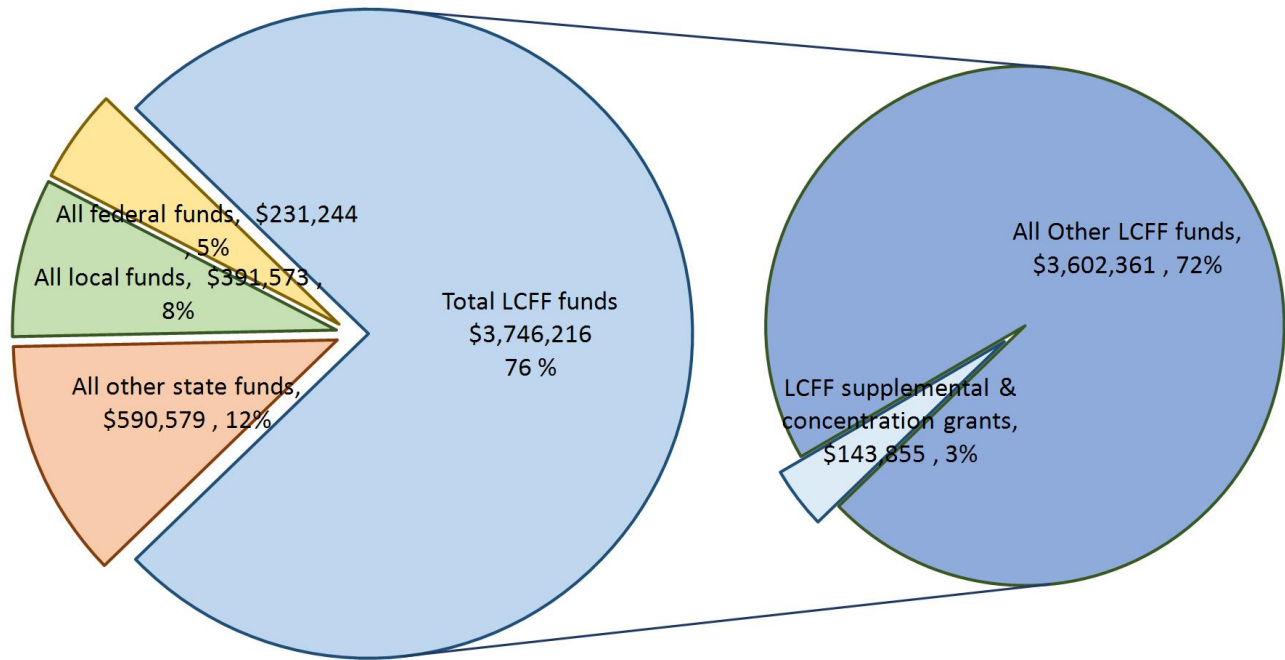
Executive Director/Superintendent

626-797-1440

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 2022-23 School Year

Projected Revenue by Fund Source



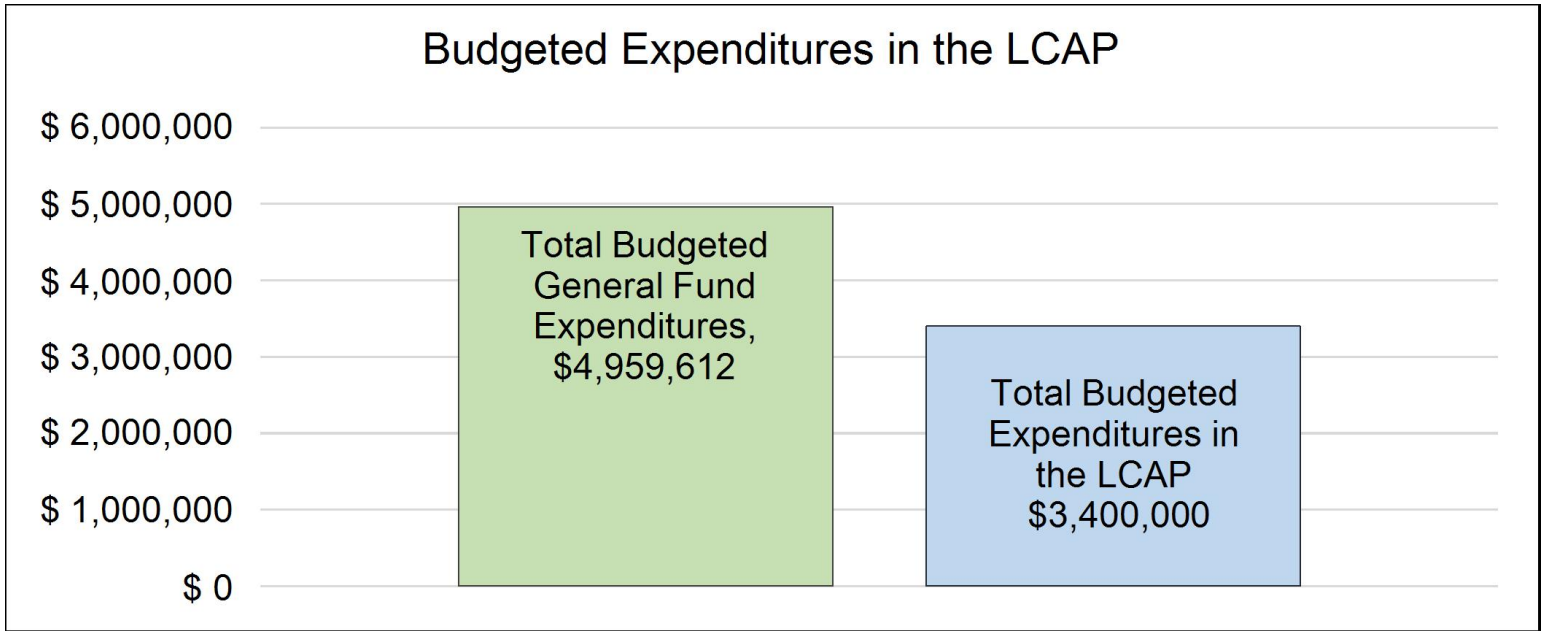
This chart shows the total general purpose revenue Aveson School of Leaders expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aveson School of Leaders is \$4,959,612, of which \$3,746,216 is Local Control Funding Formula (LCFF), \$590,579 is other state funds,

\$391,573 is local funds, and \$231,244 is federal funds. Of the \$3,746,216 in LCFF Funds, \$143,855 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aveson School of Leaders plans to spend \$4,959,612 for the 2022-23 school year. Of that amount, \$3,400,000 is tied to actions/services in the LCAP and \$1,559,612 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

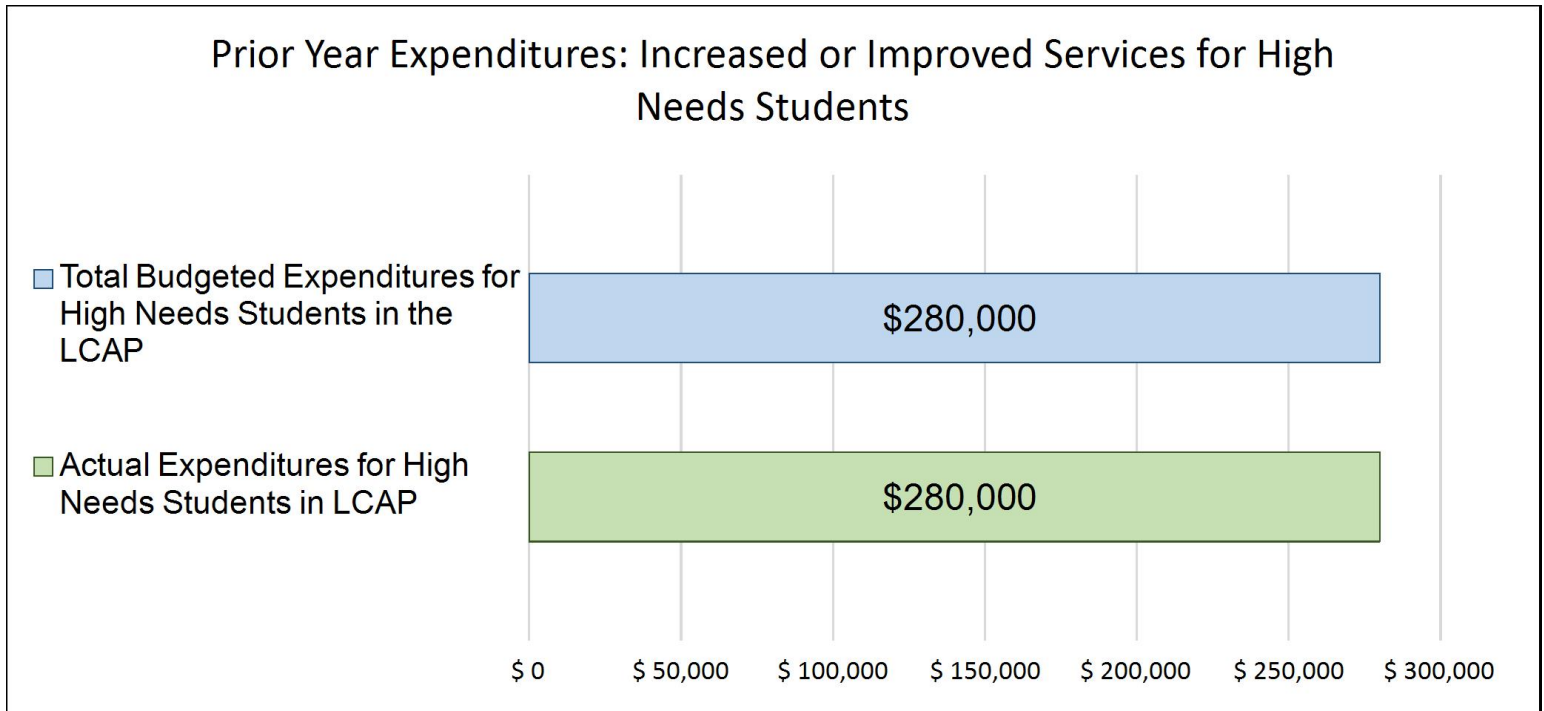
operational costs (facilities, utilities, maintenance) and operational staffing (nutrition, custodial and clerical)

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Aveson School of Leaders is projecting it will receive \$143,855 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 \$280,000 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 2021-22



This chart compares what Aveson School of Leaders budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Aveson School of Leaders's LCAP budgeted \$280,000 for planned actions to increase or improve services for high needs students. Aveson School of Leaders actually spent \$280,000 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$0.00 had the following impact on Aveson School of Leaders's ability to increase or improve services for high needs students:

No difference

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aveson School of Leaders	Ian McFeat Executive Director/Superintendent	ianmcfecat@aveson.org 626-779-1440

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (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. We received a good number of survey responses back from our community and feel it representative of our overall community population.

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.

Additionally, information was presented at Board meetings so that the board and larger community could give feedback and additional direction regarding our LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

N/A

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

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. We received a good number of survey responses back from our community and feel it representative of our overall community population.

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.

Additionally, information was presented at Board meetings so that the board and larger community could give feedback and additional direction regarding our LCAP

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Strategies for Continuous and Safe In-Person Learning Additional Staffing:

Keep students socially distanced, complying with mask mandates, and additional staffing to ensure that all students comply with California mandates and local mandates.

COVID related cleaning activities that include staffing and contact tracing: these included office staff and custodial needed for disinfecting surfaces, and ensuring compliance with COVID protocols required by the state.

Addressing the Impact of Lost Instructional Time:

Integrated student supports to address other barriers to learning including additional staffing and addressing students' social-emotional health and academic needs

Extending instructional learning time through before, afterschool and summer programs

Staffing has been extremely difficult given the shortage of qualified candidates to fill vacant positions especially afterschool programs. Also, keeping qualified candidates in our staffing pipeline has been a challenge as we've had staff leave or organization for new horizons. Despite all of this, we feel confident in our innovative programing which we implementing in the first year which has given us data on what has worked and what needs to be improved upon. We anticipate changing course offerings to meet the needs of our families and broader community.

We have been able to maintain in person instruction and keep staff and students safe during this time.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

These funds have allowed Aveson School of Leaders to continue our robust offerings in our student programs.

Additional funds have allowed our program to be nimble and responsive to student needs during the pandemic. The social emotional needs of our students and the academically rigorous requirements of our state require that we keep classes in check and course offering responsive to student needs. Our professional development has been a big strength at Aveson schools for the past few years and we have added to our strength this year. We've added professional development in mathematics, social emotional support, gender inclusivity, finance and operations, and curriculum development. In particular, our work around inclusivity and social justice with our advisors promises to set a strategic action plan that will be utilized for the next half decade. These professional development pillars will strengthen our foundation for years to come.

Goal 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.

Goal 2: 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.

Goal 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.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control 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	ianmcfeat@aveson.org 626-797-1440

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 2023.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners.

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 input from educational partners.

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

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	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	TBD			(+5) Compared to State Mean DFS

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	iReady Math Diagnostics	Continue to utilize iReady Math Diagnostics three times a year to provide data for Math Data Teams.	\$27,500.00	No
1.2	SBAC Interim Assessments	Administer SBAC Math interim assessments at least twice yearly for data to be analyzed in Math Data Teams.	\$27,500.00	No
1.3	Math Data Teams	Hold regular Math data analysis meetings (Math Data Teams) to identify needs and set goals and strategies for targeted instruction	\$138,000.00	No

Action #	Title	Description	Total Funds	Contributing
		(Personalized Mastery Learning) for all students, with emphasis on students from marginalized populations.		
1.4	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	\$55,000.00	No
1.5	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.	\$91,500.00	No
1.6	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.	\$27,500.00	No

Goal Analysis [2021-22]

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.

For 2021-2022, substantial progress was made on this goal of math improvement for ASL. In particular, we contracted with Teachers Development Group to engage in meaningful Professional Development regarding what are considered the Habits of Mind and Habits of Interaction regarding mathematics pedagogy. This focus helped our instructors to engage in meaningful dialogue, reflection, and implementation of best practices in their mathematics classrooms so that all students come away with engaging and meaningful understanding of key mathematics concepts. To learn about these concepts is of central import, and our instructors engaged in PD sessions throughout the school year with a trained TDG coach to help them with their projects.

For marginalized students, this Math PD with Teachers Development Group, provides students with access and accountability in their learning. Students all learn at different rates, and this professional learning for teachers helps them to differentiate for all of those differences and to carry out necessary interventions as they become necessary. So much of the work for professional learning comes down to

meaningful dialogue with students and between students. This PD is predicated upon building up these foundations so that marginalized students and in particular, struggling students, are given the support and access they need.

With all that being said, this year, our PD was hampered by the pandemic. Because we were not allowed to have PD in person, we had to opt for remote options. These were limited, and did not provide the sort of detailed analysis of teaching practice necessary for this work to have and take on meaning. As such, next year, the PD will be in person, barring any pandemic setbacks. We anticipate the PD having a greater and larger impact on teaching practice after next year due to the nature of the work and the ongoing in person PD sessions throughout the year. Additionally, we have added extra days to our calendar which will now allow for full day PD's to engage with faculty and then push in to support afterwords in their classrooms.

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

No material differences between budgeted and estimated actuals. Minor variances in actual staffing costs vs budget.

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

The impact of the Professional Development on teacher efficacy was larger than in the previous year. Previously, teachers designed curriculum and engaged with their own personal learning, but there was not a concerted effort on the part of the organization to provide consistent and organized professional learning. Engaging with Teachers Development Group changed the paradigm for our mathematics instruction. Students now became the center for our work and for the learning in the classroom. Student experience, both individually and collectively, became centered around their understanding a sense making. This is indeed a radical shift, one that is focused on best practice and student agency, autonomy, and understanding.

For these reasons, our work this year on TDG has made an impact. In regards to the SBAC interim assessments, we were able to give these assessments through the year and ensure this with fidelity. The issues for us are around when these results will come in so that we can ensure progress with our students in these subject areas. We will need to assess this as the data come in to determine our impact with students.

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.

At this time, there are no major changes to the goals, actions, and metrics regarding our LCAP for the upcoming year. We anticipate that many of our goals will remain the same as the pandemic shifted our focus from these goals a bit, and also delayed implementation and

efficacy of our process. While the LCAP goals and metrics serve the needs of our students, staff, and larger school community, we recognize that we must maintain consistency with these goals in the coming years in order to make year to year progress.

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

Goals and Actions

Goal

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 feel seen, heard and a sense of belonging within the Aveson Charter School community	2021 - less than 50%	55%			75%
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%			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)			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	2021 - 70% reported that it would be quite/extremely easy	77%			90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
particular social group.					
70% of Aveson Community members will report that ASL’s decisions are communicated with transparency	2021 - 38% of staff believe that hiring, advancement or appointment to leadership roles are transparent and equitable. Audit reported that Aveson Community members felt Aveson’s Director’s communication style lacked transparency.	38.5% of faculty believe that their perspectives are valued by the organization.			70% of Aveson Community members will report that ASL’s decisions are communicated with transparency.
Assess, adjust and monitor behavioral as well as instructional policies, procedures and practices to ensure BIPOC inclusion is the norm.		50% accomplished. This is an ongoing goal and will need to continue year to year.			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	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.	\$193,000.00	No
2.3	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 Responsive Teaching and Parenting Strategies as well as Diversity, Equity and Inclusion Informative Events.	\$27,500.00	No
2.4	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.	\$83,000.00	No
2.5	Bi-annually, assess and adjust behavioral as well as instructional policies, practices, and procedures to ensure BIPOC inclusion 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.	\$41,500.00	No

Action #	Title	Description	Total Funds	Contributing
	Procedures to ensure that inclusion of all marginalized groups is the norm.			
2.6	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.	\$193,000.00	No
2.7	Continue to diversify recruiting efforts to attract and retain more teaching staff and directors of color that represent or exceed current student demographic.		\$15,000.00	No

Goal Analysis [2021-22]

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.

Overall, most of the actions above were effective in making progress towards our stated goal here. Our ARE team at ASL has met frequently, looking deeply at our data around student discipline, giving feedback on policy work, and engaging in Professional Learning throughout the school year. The limitations we have experienced here have been a result of the pandemic, limiting our in person meeting times and also the duration and frequency of our professional learning across the organization.

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

No material differences between budgeted and estimated actuals. Minor variances in actual staffing costs vs budget.

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

Our first area here was 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. This was continued and met at 100% fidelity.

Our next area was to plan PD focused on Policy, Curriculum and Community Engagement. This PD included: 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. While this work has begun, it is still a work in progress.

Further, we planned to build community, evolve beliefs, increase knowledge and establish safety/belonging for BIPOC community, Aveson offered opportunities for community discourse and education focused on Culturally Responsive Teaching and Parenting Strategies as well as Diversity, Equity and Inclusion Informative Events. This has been a work ongoing, and will continue throughout the year. While we do not believe this work will be ever finished, we are committed to this work long term and ongoing.

Due to the fact that 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. We have engaged in this work, and again, this will be ongoing as we look towards future years to ensure more robust training and support for our instructional aides. Additionally, we planned and continue to 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. Once again, the work is ongoing and will continue in the next year.

Finally, we continue to diversify recruiting efforts to attract and retain more teaching staff and directors of color that represent or exceed current student demographic. Over the past year we have increased our diverse representation amongst our staff. During our hiring season in 2021-22, 56% of our new hires were people of color. This represented a sharp increase and a trend that we continue to anticipate as we live our values in our human resources work.

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.

As a result of our reflections this past year as a learning community, much more support was due and needed for professional development tailored to the needs of our constituents. This will take the form of specific teams (ARE) being more involved in ongoing PD with our advisors throughout the year and on specific days designated for early release. Additionally, we plan to continue our trends in hiring by recruiting a diverse work force and to do so with increasing efficacy in the coming years.

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

Goals and Actions

Goal

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			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			3 PDs per school year focused on inclusion.
Inclusion assistants	One IA per classroom ('19-'20), No IAs '20-'21.	50% 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%			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%			70% of families surveyed will report that students receive the resources and support they need to be successful.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Inclusion Assistants will be trained and have regular professional development in order to aide in providing PML to all students.	No PDs centered around inclusion or student support ('20-'21)	2 PDs per year plus regular meeting time with GenEd staff.			Inclusion Assistants will have no less than 4 professional developments per year, and meet monthly with their GenEd staff in order to provide resources and support for Inclusion PML.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	\$138,000.00	No
3.2	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.	\$276,000.00	No
3.3	Inclusion Assistants	ASL will provide inclusion assistants to achieve personalized mastery learning, increasing academic, social emotional and accessibility support.	\$485,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	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.	\$94,500.00	No
3.5	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.	\$138,000.00	No

Goal Analysis [2021-22]

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.

There were no substantive differences between the planned actions and actual implementation. One notable difference is the inclusion of literacy curriculum to support struggling readers across the organization.

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

No material differences between budgeted and estimated actuals. Minor variances in actual staffing costs vs budget.

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

We increased working knowledge to staff in our areas of most frequent neurodivergence, increasing accessibility and social emotional well being for all students. We increased skills and knowledge in providing PML to all students through our ongoing staff meetings and professional learning in small teams.

We also provided regular collaboration time between the GenEd instructors and the SPED instructors. This provided consistency for students and ensured proper access and instruction was implemented. Collaboration time included planning PML and SEL for students as well as continued support for the GenEd instructor. This progress is ongoing and will need to continue in subsequent years.

ASL provided inclusion assistants to achieve personalized mastery learning, increasing academic, social emotional and accessibility support. This has been a hallmark of our process for years, and will continue for the current and future iterations of our program.

We also made improvements to increase accessibility for all students. Examples included: furniture, wall/anchor chart space, individual student materials.

Finally, ASL provided regular professional development for Inclusion Assistants to ensure consistency, proper access and instruction were implemented. Additionally, we provided time for Inclusion Assistants to meet with the GenEd staff they work directly with in order to provide continued, up-to-date, support.

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.

There were no substantive changes to the goals, metrics and desired outcomes.

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

Goals and Actions

Goal

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	Inconsistent this year, yet with our new PML Director and support from our Assistant Site Director, we anticipate this to be done with fidelity.			All ASL content classrooms will model the PML approach.
Design of course of study for each content course	Inconsistent across content areas	Some courses have accomplished this while others will need to update this goal to be achieved the next year.			Each content course will have a clearly defined course of study detailing the standards required for instruction, learning outcomes necessary for student mastery.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data analysis reflecting individual learning and student mastery	Current practices are shown at only 42% of ongoing methodized data implementation	We have made progress towards the completion of this goal. We hired a new Director of PML We plan to utilize this position moving forward to ensure fidelity to our PML process for all.			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	Learning outcome work will need to continue to develop as this year it remained inconsistent. Next year, given alignment and particular supports already in place, we anticipate learning outcomes to become more prominent and developed.			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	Next year, we will have dedicated Professional Development to project based learning that will include full days out of the classroom for teachers to work on			As identified by developed rubrics, students will be able to show mastery of learning outcomes through reading, research, presentations and defense

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Project Based Learning. We anticipate this will have a larger impact than this current year.			
Evidence of student mastery from a cross curricular approach	Not currently implemented	In addition to the professional development for instructors, our PML Director will look to press for student mastery and support instructors to demonstrate this during push in models of professional support.			As identified by developed rubrics, students will be able to show mastery of learning outcomes through reading, research, presentations and defense

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Course of study	Development/revision of course of study	\$552,000.00	No
4.2	Personalized mastery learning student plan	Development/revision of personalized mastery learning student plan	\$276,000.00	No
4.3	Project based rubrics	Development/revision of project based rubrics	\$1,000.00	No
4.4	Progress Monitoring	Development/revision of assessments to monitor student progress towards goal mastery	\$207,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Learning outcomes	Development/revision of student learning outcomes	\$207,000.00	No
4.6	Expanded Learning Opportunities	TK-5th Grade Expanded Learning Opportunities to include summer learning and enrichment and extended learning days.	\$50,000.00	No

Goal Analysis [2021-22]

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.

We added the Expanded Learning Opportunities Program for TK-5th Grades to help augment student experience and enhance learning for all students. Additionally, ELO-P provides much needed supports both socially and emotionally for students as they navigate their way out of the pandemic and settle more readily into regular learning patterns.

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

No material differences between budgeted and estimated actuals. Minor variances in actual staffing costs vs budget.

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

This year, due to the pandemic, much of our planned goal was not fully implemented. Personalized Mastery Learning is a significant cornerstone of our work at Aveson, and because of this, we have added positions to support PML more directly with the new Director of Personalized Mastery Learning position. This will allow for a more steady progress towards this goal, and a position that defines this work for the coming years so that all staff, all students, and our community use the same lexicon and best practices.

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.

We added the Expanded Learning Opportunities Program as an action towards this goal because it simply hits on the types of supports needed for student social, academic, and emotional learning. By adding time to our academic day and providing after school enrichment activities, we are activating students as learners in real and meaningful ways. As we reflected on the beginnings of this program last year, we realized its continued importance in subsequent budgets. We plan to continue this work for years to come in the hopes of providing the sorts of educational opportunities all students deserve.

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

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

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

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.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$143,855	0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.84%	0.00%	\$0.00	3.84%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 \$143,855 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 3.84% 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.

Our increased services through additional Instructional Assistants, our increased support with our new literacy programming, and our increased support in mathematics pedagogy, all contribute towards a more robust offering for students who are socioeconomically disadvantaged. These supports put students who are disadvantaged at the center of our decision making and resource allotment. We anticipate that these resources will support these students in particular as we work to offer them increased access and attention.

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

N/A - ASL does not have more than 55% of foster youth, English learners, and low-income students

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	22:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	22:1	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,724,000.00	\$585,500.00		\$90,500.00	\$3,400,000.00	\$3,290,500.00	\$109,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	iReady Math Diagnostics	All	\$24,000.00	\$3,500.00			\$27,500.00
1	1.2	SBAC Interim Assessments	All	\$24,000.00	\$3,500.00			\$27,500.00
1	1.3	Math Data Teams	All	\$121,500.00	\$16,500.00			\$138,000.00
1	1.4	Math Professional Development	All	\$48,500.00	\$6,500.00			\$55,000.00
1	1.5	Personalized Mastery Learning Advisor	All	\$80,500.00	\$11,000.00			\$91,500.00
1	1.6	Math Instructional Parent Communication and Resources	All	\$24,000.00	\$3,500.00			\$27,500.00
2	2.1	Continuation of Anti Racist Education (ARE) Team, including 4 advisors and one leader.	All	\$48,500.00	\$6,500.00			\$55,000.00
2	2.2	Continue to offer monthly PD for all staff centered on DEI and Anti Racism topics.	All	\$161,000.00	\$23,000.00		\$9,000.00	\$193,000.00
2	2.3	Provide Parent Education / Community Involvement Opportunities	All	\$22,500.00	\$3,500.00		\$1,500.00	\$27,500.00
2	2.4	Provide targeted DEI, SpEd, and Anti-Racist	All	\$69,000.00	\$10,000.00		\$4,000.00	\$83,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		PD to Aides and support staff.						
2	2.5	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.	All	\$34,500.00	\$5,000.00		\$2,000.00	\$41,500.00
2	2.6	On a monthly basis, staff will monitor academic, social and emotional performance of students from marginalized social groups.	All	\$161,000.00	\$23,000.00		\$9,000.00	\$193,000.00
2	2.7	Continue to diversify recruiting efforts to attract and retain more teaching staff and directors of color that represent or exceed current student demographic.	All	\$15,000.00				\$15,000.00
3	3.1	Professional Development for staff with trained professionals	All	\$115,000.00	\$16,500.00		\$6,500.00	\$138,000.00
3	3.2	General Education and Inclusion Collaboration Time	All	\$230,500.00	\$32,500.00		\$13,000.00	\$276,000.00
3	3.3	Inclusion Assistants	English Learners Foster Youth Low Income	\$311,000.00	\$152,000.00		\$22,500.00	\$485,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	Materials and tools to improve classroom spaces for accessibility	All	\$83,500.00	\$11,000.00			\$94,500.00
3	3.5	Professional Development and monthly meetings with GenEd staff for Inclusion Assistants.	All	\$121,500.00	\$16,500.00			\$138,000.00
4	4.1	Course of study	All	\$432,000.00	\$110,000.00		\$10,000.00	\$552,000.00
4	4.2	Personalized mastery learning student plan	All	\$230,500.00	\$32,500.00		\$13,000.00	\$276,000.00
4	4.3	Project based rubrics	All	\$1,000.00				\$1,000.00
4	4.4	Progress Monitoring	All	\$182,500.00	\$24,500.00			\$207,000.00
4	4.5	Learning outcomes	All	\$182,500.00	\$24,500.00			\$207,000.00
4	4.6	Expanded Learning Opportunities	Unduplicated All Students with Disabilities		\$50,000.00			\$50,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,746,216	\$143,855	3.84%	0.00%	3.84%	\$311,000.00	8.30%	16.60 %	Total:	\$311,000.00
								LEA-wide Total:	\$311,000.00
								Limited Total:	\$311,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Inclusion Assistants	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$311,000.00	8.3

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,511,500.00	\$3,250,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	iReady Math Diagnostics	Yes	\$21,500	\$25,500
1	1.2	SBAC Interim Assessments	Yes	\$21,500	\$25,500
1	1.3	Math Data Teams	Yes	\$108,500	\$127,500
1	1.4	Math Professional Development	Yes	\$43,500	\$51,000
1	1.5	Personalized Mastery Learning Advisor	Yes	\$72,000	\$84,500
1	1.6	Math Instructional Parent Communication and Resources	Yes	\$21,500	\$25,500
2	2.1	Continuation of Anti Racist Education (ARE) Team, including 4 advisors and one leader.	Yes	\$43,500	\$51,000
2	2.2	Continue to offer monthly PD for all staff centered on DEI and Anti Racism topics.	Yes	\$152,000	\$178,000
2	2.3	Provide Parent Education / Community Involvement Opportunities	Yes	\$21,500	\$25,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Provide targeted DEI, SpEd, and Anti-Racist PD to Aides and support staff.	Yes	\$65,000	\$76,500
2	2.5	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.	Yes	\$32,500	\$38,000
2	2.6	On a monthly basis, staff will monitor academic, social and emotional performance of students from marginalized social groups.	Yes	\$152,000	\$178,000
2	2.7	Continue to diversify recruiting efforts to attract and retain more teaching staff and directors of color that represent or exceed current student demographic.	No	\$15,000	\$15,000
3	3.1	Professional Development for staff with trained professionals	Yes	\$108,500	\$127,500
3	3.2	General Education and Inclusion Collaboration Time	Yes	\$217,000	\$254,500
3	3.3	Inclusion Assistants	Yes	\$280,000	\$452,500
3	3.4	Materials and tools to improve classroom spaces for accessibility	Yes	\$50,000	\$167,500
3	3.5	Professional Development and monthly meetings with GenEd staff for Inclusion Assistants.	Yes	\$108,500	\$127,500
4	4.1	Course of study	Yes	\$434,000	\$509,000
4	4.2	Personalized mastery learning student plan	Yes	\$217,000	\$254,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Project based rubrics	Yes	\$1,500	\$1,500
4	4.4	Progress Monitoring	Yes	\$162,500	\$191,000
4	4.5	Learning outcomes	Yes	\$162,500	\$263,500

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$114,314	\$280,000.00	\$280,000.00	\$0.00	8.03%	12.22%	4.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	iReady Math Diagnostics	Yes				
1	1.2	SBAC Interim Assessments	Yes				
1	1.3	Math Data Teams	Yes				
1	1.4	Math Professional Development	Yes				
1	1.5	Personalized Mastery Learning Advisor	Yes				
1	1.6	Math Instructional Parent Communication and Resources	Yes				
2	2.1	Continuation of Anti Racist Education (ARE) Team, including 4 advisors and one leader.	Yes				
2	2.2	Continue to offer monthly PD for all staff centered on DEI and Anti Racism topics.	Yes				
2	2.3	Provide Parent Education / Community Involvement Opportunities	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Provide targeted DEI, SpEd, and Anti-Racist PD to Aides and support staff.	Yes				
2	2.5	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.	Yes				
2	2.6	On a monthly basis, staff will monitor academic, social and emotional performance of students from marginalized social groups.	Yes				
3	3.1	Professional Development for staff with trained professionals	Yes				
3	3.2	General Education and Inclusion Collaboration Time	Yes				
3	3.3	Inclusion Assistants	Yes	\$280,000	\$280,000	8.03%	12.22%
3	3.4	Materials and tools to improve classroom spaces for accessibility	Yes				
3	3.5	Professional Development and monthly meetings with GenEd staff for Inclusion Assistants.	Yes				
4	4.1	Course of study	Yes				
4	4.2	Personalized mastery learning student plan	Yes				
4	4.3	Project based rubrics	Yes				
4	4.4	Progress Monitoring	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.5	Learning outcomes	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,343,055	\$114,314	0	4.88%	\$280,000.00	12.22%	24.17%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



Price Quote

8860 E. Chaparral Rd
Suite 100
Scottsdale, AZ 85250
877-725-4257 x1037

Date 8/1/2022
Quote No. 236671
Acct. No. 05:av:CA:12239873
Total \$27,120.00
Pricing Expires 7/31/2023

Aveson Global Leadership Academy
575 W Altadena Dr
Altadena CA 91001

Payment Schedule	Contract Start	Contract End
	8/1/2022	7/31/2023

Site	Description	Comment	End Date	Qty
1.	Aveson Global Leadership Academy			
	Digital Libraries 6-12 Comprehensive All Site License (MS and HS content for math, ELA, science, social studies, electives, AP, world languages, Virtual Tutors; excludes eDynamic Learning and Purpose Prep)		07/31/2023	1
	Digital Libraries Enhanced CTE Add-on Site License		07/31/2023	1
	IS 6-12 Concept Coaching Site License Add-on		07/31/2023	1
	IS Teaching per Semester (18 week) Course (14 day drop/add grace period)		07/31/2023	1
	MyPath 6-12 Reading and Math Site License - Available Fall 2021		07/31/2023	1
	MyPath NWEA MAP Integration Annual Subscription		07/31/2023	1
	Professional Development Webinar Training		07/31/2023	2

Subtotal \$27,120.00
Total \$27,120.00

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

This quote is subject to Imagine Learning LLC Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <https://www.imaginelearning.com/standard-terms-and-conditions>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Imagine Learning's written consent.

AVESON GLOBAL LEADERSHIP ACADEMY

Signature: _____
Print Name: _____
Title: _____
Date: _____

Imagine Learning Representative

Emillee Floyd
CA Partnerships
PHONE 480.866.8415
EMAIL Emillee.Floyd@imaginelearning.com

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@imaginelearning.com or fax to 480-423-0213.

INDEPENDENT CONTRACTOR AGREEMENT
BETWEEN
AVESON CHARTER SCHOOLS & FUSION MEDIA GROUP

This Agreement is made between Aveson Charter Schools (“ACS”), a California charter school, with its principal place of business at 1919 Pinecrest Drive, Altadena, CA 91001 and Fusion Media Group, Inc. (“Independent Contractor”).

It is the desire of ACS to engage the services of Independent Contractor to serve ACS. Such services and the relationship between ACS and Independent Contractor shall be governed according to the following terms and conditions:

SECTION 1. SERVICES TO BE PERFORMED. Independent Contractor agrees to perform the services detailed in Attachment A on ACS’s behalf. Independent Contractor understands and agrees that the payment for services outlined in Section 2 herein shall cover the 20 hours per week/80 hours per month Independent Contractor provides services to ACS as outlined in Attachment A.

SECTION 2. PAYMENT. In consideration for the services to be performed by Independent Contractor, ACS agrees to pay Independent Contractor at the monthly rate of \$4,200 in anticipation of Independent Contractor providing services for the 2022-23 school year, consistent with the Scope of Services as specified in Attachment A. Discounted hourly rate of \$40 will apply to any hours over the 20 hours/week or 80 hours/month outlined in Section 1.

SECTION 3. EXPENSES. However, ACS shall reimburse Independent Contractor for all reasonable and approved out-of-pocket expenses necessarily incurred in connection with the performance of services under this Agreement. Independent Contractor shall submit an itemized statement of such expenses. ACS shall pay Contractor within fourteen (14) days from the date of each statement.

SECTION 4. MATERIALS. Independent Contractor will furnish all equipment and supplies used to provide the services required by this Agreement. This does not include printing and copying supplies which will be provided or reimbursed by ACS.

SECTION 5. INTELLECTUAL PROPERTY OWNERSHIP. Independent Contractor assigns to ACS all patent, copyright and trade secret rights in anything created or developed by Independent Contractor for ACS under this Agreement. This assignment is conditioned upon full payment of the compensation due Independent Contractor under this Agreement. Independent Contractor shall help prepare any documents ACS considers necessary to secure any copyright, patent, or other intellectual property rights at no charge to ACS. However, ACS shall reimburse Independent Contractor for all reasonable actual expenses necessary to carry out the terms of this Section.

SECTION 6. TERM OF AGREEMENT. This agreement will become effective on July 1, 2022 and terminate on the earlier of June 30, 2023, or the date either party terminates the Agreement as provided below.

SECTION 7. TERMINATING THE AGREEMENT. During the term of this Agreement, either party may terminate the Agreement without cause at any time by providing 30 days written notice to the other party.

This Agreement terminates automatically on the occurrence of any of the following events: (a) the bankruptcy or insolvency of either party; (b) sale of business of either party; or (c) the death or permanent disability of either party; (d) material breach of any term or condition of this Agreement; or (e) revocation or nonrenewal of the ACS charter.

SECTION 8. INDEPENDENT CONTRACTOR STATUS. Independent Contractor is an independent contractor, not an employee of ACS. Independent Contractor's employees or subcontractors are not ACS's employees. Independent Contractor and ACS agree to the following rights consistent with an independent contractor relationship:

- (a) Independent Contractor has the right to perform services for others during the term of this Agreement.
- (b) Independent Contractor has the sole right to control and direct the means, manner and method by which the services required by this Agreement will be performed to the extent the provision of Independent Contractor's services are consistent with the responsibilities set forth herein at Attachment A as dictated by the ACS Executive Director and/or Board.
- (c) Independent Contractor has the right to hire assistants as subcontractors, or to use employees to provide the services required by this Agreement.
- (d) Independent Contractor or Independent Contractor's employees or subcontractors shall perform the services required by this Agreement; ACS shall not hire, supervise or pay any assistants to help Independent Contractor.
- (e) Neither Independent Contractor nor Independent Contractor's employees or subcontractors shall receive any training from ACS in the skills necessary to perform the services required by this Agreement.
- (f) ACS shall not require Independent Contractor or Independent Contractor's employees or subcontractors to devote full time to performing the services required by this Agreement.

- (g) Neither Independent Contractor nor Independent Contractor's employees or subcontractors are eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of ACS.

SECTION 9. WORKERS' COMPENSATION. ACS shall not obtain workers' compensation insurance on behalf of Independent Contractor or Independent Contractor's employees. If Independent Contractor hires employees to perform any work under this Agreement, Independent Contractor will obtain workers' compensation insurance for those employees to the extent required by law.

SECTION 10. LOCAL, STATE AND FEDERAL TAXES. Independent Contractor shall pay all income taxes and FICA (Social Security and Medicare taxes) incurred while performing services under this Agreement. ACS will not:

- (a) Withhold FICA from Independent Contractor's payments or make FICA payments on Independent Contractor's behalf;
- (b) Make state or federal unemployment compensation contributions on Independent Contractor's behalf, or
- (c) Withhold state or federal income tax from Independent Contractor's payments.

If the Independent Contractor is required to pay any federal, state or local sales, use, property, or value added taxes based on the services provided under this Agreement, the taxes shall be separately billed to ACS. Independent Contractor shall not pay any interest or penalties incurred due to late payment or nonpayment of any taxes by ACS.

SECTION 11. CONFIDENTIALITY. Independent Contractor acknowledges that during the engagement it will have access to and become acquainted with various trade secrets, inventions, innovations, processes, information, records and specifications owned or licensed by ACS and/or used by ACS in connection with the operation of its business including, without limitation, ACS's business and product processes, methods, pupil/personnel record information, accounts and procedures.

SECTION 12. EXCLUSIVE AGREEMENT. This is the entire Agreement between Independent Contractor and ACS. All previous agreements between the parties, if any, whether written or oral, are merged herein and superseded hereby.

SECTION 13. MODIFYING THE AGREEMENT. This Agreement may be supplemented, amended, or modified only by the mutual agreement of both parties. No modification of this Agreement shall be binding unless in writing and expressing an intent to modify the Agreement and signed by both parties.

SECTION 14. DISPUTE RESOLUTION. If a dispute arises under this Agreement, the parties agree to first try to resolve the dispute with the help of a mutually agreed-upon mediator in Los Angeles County. Any costs and fees other than attorneys' fees associated with the mediation shall be shared equally by the parties. If it proves impossible to arrive at a mutually satisfactory solution through mediation, the parties agree to submit the dispute to a mutually agreed-upon arbitrator in Los Angeles County. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction to do so. Costs of arbitration, including attorneys' fees, will be allocated by the arbitrator.

SECTION 15. LIMITED LIABILITY. This provision allocates the risks under this Agreement between Independent Contractor and ACS. Independent Contractor's pricing reflects the allocation of risk and limitation of liability specified below. However, Independent Contractor shall remain liable for bodily injury or personal property damage resulting from grossly negligent or willful actions of Independent Contractor or Independent Contractor's employees or agents while on ACS's premises to the extent such actions or omissions were not caused by ACS. NEITHER PARTY TO THIS AGREEMENT SHALL BE LIABLE FOR THE OTHER'S LOST PROFITS, OR SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, WHETHER IN AN ACTION IN CONTRACT OR TORT, EVEN IF THE PARTY HAS BEEN ADVISED BY THE OTHER PARTY OF THE POSSIBILITY OF SUCH DAMAGES.

SECTION 16. NOTICES. All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

- (a) When delivered personally to the recipient's address as stated on this Agreement;
- (b) Three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement, or
- (c) When sent by fax to the last fax number of the recipient known to the person giving notice.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

If to Independent Contractor

Fusion Media Group, Inc.
1740 Meridian Avenue
South Pasadena, CA 91030

If to ACS:

Aveson Charter Schools
1919 Pinecrest Drive
Altadena, CA 91001

SECTION 17. NO PARTNERSHIP. This Agreement does not create a partnership relationship. Neither party has authority to enter into contracts on the other's behalf.

SECTION 18. INTERPRETATION AND OPPORTUNITY FOR COUNSEL. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein. The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel.

SECTION 19. AVAILABILITY OF ACS EXECUTIVE LEADERSHIP. Aveson Charter Schools executive leadership agrees to make themselves readily available to ensure that Independent Contractor has the ability to complete their services to the highest level of quality and integrity.

SECTION 20. APPLICABLE LAW. This Agreement will be governed by the laws of the State of California.

SIGNATURES

ON BEHALF OF ACS:

Ian McFeat, Executive Director
Aveson Charter Schools

Date: _____

INDEPENDENT CONTRACTOR:

Kelly Finley

Taxpayer ID Number: _____

Date: _____

Attachment A Scope of Services

Services to be provided by Independent Contract are as follows:

Critical Communication, Marketing and Branding Support

- Provide Executive Director and Site Directors with critical/emergency communications support via crisis communications consultations, execution of communication pieces such as press releases, letters, emails, website, or other mediums necessary to address the critical situation.
- Support Executive Director and Site Directors with LCAP and rechartering research, writing, and development that may include a revision of Aveson's mission, vision, and values statements.
- Work with Executive Director and Site Directors to develop communications goals and calendar for the 2021-2022 school year, identify communication channels to adequately reach internal and external communities, and identify key staff to implement regular communications throughout the year.
- Support Executive Director and Site Directors to become associated with the personalized mastery learning and student-centered education community with the goal of connecting Aveson to its niche educational community and creating collaborative relationships that will benefit Aveson educationally and financially.

Social Media: Content Management

- Ensure that Aveson Charter Schools has a robust social media presence on a minimum of two platforms including Instagram & Facebook.
- Develop strategies in collaboration with Executive Director, Site Directors, advisors, staff and ACO to improve social media engagement and generate quality content that clearly supports the Aveson brand, vision, mission and student recruitment.
- Engage community partners via social media to create positive connections to Aveson Charter Schools.

Annual Fund: Communication and Marketing

- Collaborate with the Executive Director and Annual Fund Action Team to produce communication and marketing strategies that support internal Annual Fund giving.
- Collaborate with the Executive Director to cultivate annual fund giving from the philanthropic community.
- Develop outreach strategies to Aveson alumni, vendors, and other community members to cultivate Annual Fund donations.
- Manage Annual Fund giving platform and serve as the staff contact for Annual Fund donors.

Parent Square Management & Promotion

Serve as the primary administrator/platform expert of ParentSquare to ensure the following:

- Staff is fully trained in the effective use of Parent Square and understand/buy into the purpose for using the platform as Aveson's communications hub.
- Assign staff roles on Parent Square in consultation with the Executive Director and Site Directors and clearly communicate roles to all staff.
- Collaborate with Aveson's data administrator to ensure data is up-to-date and accurate and that the platform is properly linked to Aveson's Student Information System (SIS), PowerSchool.
- Ensure that Aveson parents/families are aware of the Parent Square platform, understand how to use it, and that the app is adopted by a large percentage of families.

Website: Content Management

- Support Executive Director in the branding support for a new website.
- Keep the website current and relevant by providing branding, messaging and content support.



every child
is capable of
greatness

Great Minds Quote

Date	June 13, 2022	Quote Number	00197418
Expiration Date		Contact Name	Casey Rasmussen
Prepared By	Jessica Lee	Phone	(626) 794-1440
Email	jessica.lee@greatminds.org	Email	caseyrasmussen@aveson.org
Bill to Name	Aveson Charter Schools	Ship to Name	Aveson Charter Schools
Bill To	1919 Pinecrest Drive Altadena, CA 91001	Ship To	1919 PINECREST DR ALTADENA, CA 91001

Make Payment to:
Great Minds PBC Tax ID: 84-3785772

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Wire/ACH details are available by visiting this link: <https://digitalsupport.greatminds.org/s/ach-instructions>

Eureka - Print	ISBN	Quantity	List Price	Discount	Total Price
Grade K					
Eureka Math Grade K Learn Workbook #1 (Modules 1-2)	978-1-64054-076-7	58.00	\$7.25	10.00%	\$378.45
Eureka Math Grade K Learn Workbook #4 (Modules 5-6)	978-1-64054-079-8	16.00	\$7.25	10.00%	\$104.40
Eureka Math Grade K Learn Workbook #3 (Module 4)	978-1-64054-078-1	59.00	\$7.25	10.00%	\$384.98
Grade 1					
Eureka Math Grade 1 Fluency Practice Workbook Set (Modules 1-6)	978-1-68386-097-6	70.00	\$7.00	10.00%	\$441.00
Eureka Math Grade 1 Learn Workbook Set (Modules 1-6)	978-1-64054-054-5	70.00	\$29.00	10.00%	\$1,827.00

Grade 2					
Eureka Math Grade 2 Fluency Practice Workbook Set (Modules 1-8)	978-1-68386-098-3	50.00	\$7.00	10.00%	\$315.00
Eureka Math Grade 2 Learn Workbook #1 (Modules 1-3)	978-1-64054-055-2	51.00	\$7.25	10.00%	\$332.78
Eureka Math Grade 2 Learn Workbook #3 (Modules 6-7)	978-1-64054-057-6	47.00	\$7.25	10.00%	\$306.68
Eureka Math Grade 2 Learn Workbook #2 (Modules 4-5)	978-1-64054-056-9	24.00	\$7.25	10.00%	\$156.60
Grade 3					
Eureka Math Grade 3 Learn Workbook Set (Modules 1-7)	978-1-64054-064-4	50.00	\$29.00	10.00%	\$1,305.00
Eureka Math Grade 3 Fluency Practice Workbook Set (Modules 1-7)	978-1-68386-099-0	75.00	\$7.00	10.00%	\$472.50
Eureka Math Grade 3 Learn Workbook #1 (Modules 1-2)	978-1-64054-060-6	10.00	\$7.25	10.00%	\$65.25
Eureka Math Grade 3 Learn Workbook #4 (Module 7)	978-1-64054-063-7	20.00	\$7.25	10.00%	\$130.50
Eureka Math Grade 3 Learn Workbook #2 (Modules 3-4)	978-1-64054-061-3	5.00	\$7.25	10.00%	\$32.63
Grade 4					
Eureka Math Grade 4 Learn Workbook Set (Modules 1-7)	978-1-64054-070-5	15.00	\$29.00	10.00%	\$391.50
Eureka Math Grade 4 Learn Workbook #1 (Modules 1-2)	978-1-64054-065-1	35.00	\$5.80	10.00%	\$182.70
Eureka Math Grade 4 Fluency Practice Workbook (Modules 1-7)	978-1-64054-607-3	50.00	\$7.00	10.00%	\$315.00
Eureka Math Grade 4 Learn Workbook #4 (Module 5)	978-1-64054-068-2	35.00	\$5.80	10.00%	\$182.70
Eureka Math Grade 4 Learn Workbook #3 (Module 4)	978-1-64054-067-5	35.00	\$5.80	10.00%	\$182.70
Eureka Math Grade 4 Learn Workbook #2 (Module 3)	978-1-64054-066-8	35.00	\$5.80	10.00%	\$182.70
Grade 5					
Eureka Math Grade 5 Learn Workbook #1 (Modules 1-2)	978-1-64054-071-2	65.00	\$7.25	10.00%	\$424.13
Eureka Math Grade 5 Fluency Practice Workbook (Modules 1-6)	978-1-64054-620-2	70.00	\$7.00	10.00%	\$441.00
Eureka Math Grade 5 Learn Workbook #4 (Module 6)	978-1-64054-074-3	66.00	\$7.25	10.00%	\$430.65
Eureka Math Grade 5 Learn Workbook #2 (Modules 3-4)	978-1-64054-072-9	63.00	\$7.25	10.00%	\$411.08
Grade 6					
Eureka Math Grade 6 Teacher Edition Set (Books #1-6; Modules 1-6)	978-1-63255-612-7	1.00	\$165.00	10.00%	\$148.50
Eureka Math Grade 6 Learn, Practice, Succeed Workbook #1 (Module 1)	978-1-64054-964-7	15.00	\$5.96	10.00%	\$80.46

Eureka Math Grade 6 Learn, Practice, Succeed Workbook #2 (Module 2)	978-1-64054-965-4	15.00	\$5.96	10.00%	\$80.46
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Eureka - Online	ISBN	Quantity	List Price	Discount	Total Price
Grade Multiple					
Eureka Math Digital Suite - Print Partner School Yr subscription: Service End Date (6/30 of School Year 2022 - 2023 unless noted otherwise)	GM-00842	13.00	\$99.00	0.00%	\$1,287.00
Eureka Math in Sync Student License (Print/Digital School Yr): Service End Date (6/30 of School Year 2022 - 2023 unless noted otherwise)	GM-01291	375.00	\$5.00	0.00%	\$1,875.00

Print \$10,784.80
Online \$3,162.00

Solution Subtotal	\$13,946.80
Discount	(\$1,078.48)
Shipping and Handling	\$970.63
*Pre-Tax Solution Total	\$13,838.95
Estimated Sales Tax	\$922.15
Estimated S&H Tax	\$0.00
Total Solution:	\$14,761.10

This Quote is governed by the Terms and Conditions at <https://greatminds.org/customer-quote-terms> which are hereby incorporated by reference as if fully set forth herein.

***Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.**



AT-WILL EMPLOYMENT AGREEMENT

Between

AVESON CHARTER SCHOOLS

And

IAN MCFEAT

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above named IAN MCFEAT (“EMPLOYEE”) and AVESON (“School”). AVESON desires to engage the services of the Employee for purposes of influencing both directly and indirectly the accomplishment of the Charter’s educational goals through development, planning, and implementation of curriculum, professional development, school improvement initiatives, staff evaluation and the overall elementary, middle school and high school educational program.

WHEREAS, THE SCHOOL and EMPLOYEE wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. EMPLOYMENT TERMS AND CONDITIONS

1. Duties

Employee will serve as the “EXECUTIVE DIRECTOR pursuant to this Agreement. Employee will perform the duties generally described in Exhibit A: (EXECUTIVE DIRECTOR Job Description). These duties may be amended from time to time at the sole discretion of SCHOOL. Employee will devote his or her utmost knowledge and best skill to the performance of his or her duties. Employee shall abide by all of SCHOOL’s policies and procedures as adopted, amended, or modified from time to time. To the extent SCHOOL’s policies and procedures differ from the terms of this Agreement, the terms of this Agreement shall prevail.

As a part of his/her duties, The EXECUTIVE DIRECTOR is responsible for leading all Aveson staff; Reporting to and working with the AVESON’S BOARD.

2. Employment Term

Subject to the Employment At-Will Provision in Section B of this Agreement, employee shall be employed. The terms of the agreement are effective for the academic year of 2022-2023. Employee is required to work a minimum of 230 days per academic year (July-June). Pursuant to the Employee At-Will Provision of this agreement, either party has the right to terminate the Employee’s employment at any time, with or without advance notice and with or without cause. The Employee acknowledges and understands that he or she has entered into this employment



relationship with AVESON voluntarily and acknowledges and understands that there is no specific length or agreed upon period of employment.

3. Compensation

Salary:

In consideration for the services to be rendered under this Agreement, AVESON will pay Employee a gross salary of \$187,000.00 annually less all applicable deductions. Employee will be paid in a manner and frequency consistent with AVESON'S standard payroll practices.

Employee is an exempt employee and therefore is not eligible for overtime pay.

Sick Leave/Vacation/PTO:

The use and accrual of the sick/vacation/PTO policies are governed by Aveson's current Employee Handbook and/or Policies.

Other Benefits:

Benefits will include health care, vision care and dental insurance for employee and dependents.

4. Confidentiality

All Confidential Information to which Employee has knowledge or access shall be the exclusive property of AVESON both during and after Employee's employment. Employee shall hold such information in strictest confidence and shall not use or disclose confidential information to any person or entity without the prior written consent of the Board of AVESON, except to the extent such use or disclosure is made by reason of Employee's job responsibilities.

- a. Employee shall not take any Confidential Information that is in written form, computerized, machine readable, model, sample, or other form capable of physical deliver, upon or after termination for Employee's employment with AVESON without the prior written consent of the Board of AVESON. Upon the termination of Employee's employment with AVESON, Employee shall deliver promptly and return to AVESON all such materials, along with all other property of AVESON, in the Employee's possession, custody or control.
- b. For the purposes of this Section 4, Confidential Information, shall mean all information, data or knowledge regarding AVESON, its operations, students, employees, contractors or vendors not known generally to the public, including, but not limited to trade secrets, existing or proposed programs,



purchases, fundraising strategies, financial and marketing data, lesson plans, student information, private employee information or benefits information.

B. EMPLOYMENT AT-WILL

All employment at AVESON is “at will.” This means that both the Employee and SCHOOL have the right to terminate the Employee’s employment at any time, with or without advanced notice, and with or without cause. The Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, with or without advance notice, at the discretion of AVESON.

This section of this Employment Agreement constitutes the sole and entire agreement between SCHOOL and the Employee concerning the duration of the Employee’s position and employment by AVESON. It supersedes any prior understandings, discussions and/or negotiations, if any, whether oral or written. No one other than the Board of AVESON has the authority to alter this employment at-will relationship, to enter into an agreement contrary to this policy. Any such alteration or agreement must be in writing and must be signed by the President of the Board of AVESON and by the affected employee and must express a clear and unambiguous intent to alter the at-will nature of the employment relationship.

Without impacting the at-will nature of the employment relationship, AVESON may attempt to remedy and address issues of unsatisfactory performance with the Employee in accordance with AVESON’S policy on Evaluation/Reviews.

C. GENERAL PROVISIONS

1. Waiver of Breach

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. Assignment

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. Governing Law

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.



4. Dispute Resolution

Any controversy or claim arising out of or relating to any provision of this Agreement and Employee's employment shall be resolved by arbitration. With respect to any such dispute, the arbitration process shall be instigated by either party giving written notice to the other party of the desire for arbitration and the factual allegations underlying the basis for the dispute. The arbitration shall be conducted by such alternative dispute resolution service as is agreed to by the parties, or, failing such agreement within thirty (30) days after such dispute arises, by arbitrators selected. Only a person who is a practicing lawyer admitted to a state bar may serve as an arbitrator. Each party shall select one (1) arbitrator, and those arbitrators shall choose a third arbitrator; these arbitrators shall constitute the panel. The expenses of arbitration (other than attorneys' fees) shall be paid by AVESON. Each side to the claim or controversy shall pay his or its own attorneys' fees. Any result reached by the panel shall be binding on the parties to the arbitration, and no appeal may be taken. It is agreed that any party to any award rendered in such arbitration proceeding may seek a judgment upon the award and that judgment may be entered thereon by any court having jurisdiction. The arbitration shall be conducted in Los Angeles, California.

5. No Strict Construction

The parties have participated jointly in the negotiation and drafting of this Agreement. In the event an ambiguity or question of meaning or intent arises, this Agreement shall be construed as if drafted jointly by the parties, and no presumption or burden of proof shall arise, or rule of strict construction applied, favoring or disfavoring either party by virtue of the authorship of any of the provisions of this Agreement. Accordingly, any rule of law or any legal decision that would require interpretation of any ambiguities in this Agreement against the party that drafted it is of no application and is hereby expressly waived by the parties.

6. Partial Invalidity

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

7. Headings

The headings and other captions in this Agreement are included for reference purposes only and shall not affect the construction or interpretation of any of the provisions of this Agreement.



8. Signatures

This agreement may be executed in counterparts. Electronic signatures will be deemed to be an original signature.

D. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with AVESON on the terms specified herein.
2. All information I have provided to AVESON related to my employment is true and accurate.
3. A copy of the job description is attached hereto

Employee Signature: _____

Date: _____

AVESON BOARD Approval:

Dated:

HUMAN RESOURCES/BOARD MEMBER



Exhibit A

EXECUTIVE DIRECTOR JOB DESCRIPTION

REPRESENTATIVE DUTIES OF THE EXECUTIVE DIRECTOR ("SUPERINTENDENT" OR "CEO") FOR AVESON CHARTER SCHOOLS, SUPPORTING 2 DISTRICTS;

- Implements the Aveson Promise and Mission with fidelity across campuses. Maintains and communicates a compelling vision for the school and builds a college-going culture where every staff member is committed to:
 - Redefining teaching and learning so all children have the opportunity to experience an exemplary public education, and
 - 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.
- Supports the provision of culturally relevant curriculum, culturally responsive pedagogy, and anti-racist instructional practices, as a key component of Personalized Mastery Learning (PML) for all students.
- Leads and organizes the Charter renewal application process from start to finish.
- Works with ACS leadership teams to ensure the right metrics are in place to measure student outcomes and drive growth and proficiency across all areas (social emotional, academic, college readiness, leadership etc.).
- Prepares and presents reports for the Board of Directors on the needs of the organization to fulfill its vision, including educational programs, spending, staff, and facilities; Acts as liaison between the board of directors and the executive directors and staff; Assists with board development by suggesting and training volunteer board members;
- Ensures compliance with and implementation of all pertinent Federal and State regulations and requirements related to school instructional and operational programs; plans and organizes methods and procedures for disseminating information on system-wide policies and procedures related to various operational issues.



- Manages all school operations including finance and budget, facilities, human resources, administrative policy and procedures, IT, procurement of contracted services, charter authorizer relationships and compliance. (ACS currently works with contractors to support some of these duties.)
- Sets management priorities to ensure that the size and composition of staff meet the school's needs at all times. Works with staff and school leaders to set and lead a high-quality performance management system so staff receive regular and relevant feedback and growth opportunities.
- Provides professional and leadership development to site directors and leadership teams.
- Provides coaching, counseling and assistance to site administrators with management issues, including those related to building maintenance, finance, human resources, transportation, food services, etc.
- Supervises and manages the Director of Compliance, Director of Operations, Site Directors, human resources, fundraising, marketing, communications, and public relations.
- Builds a strong relationship with families, local community, authorizer, and donors. Ensures that the funding mechanisms are solid, that the needs of all stakeholders are understood, and that everyone works together to achieve positive outcomes for the children being served. Supports and leads fundraising efforts.
- Initiates and maintains ongoing and effective communication with the community and families regarding student achievement and school programs; supports school-based family outreach programs and strategies to engage families in student learning.
- Establishes relationships with top leaders in the community, including those representing the highest levels in business, education, government and non-profit sectors.
- Oversees student recruitment marketing activities and reviews and approves key external messages to ensure that they positively represent the school.
- Promotes Aveson Charter Schools through meaningful community-relationship building and effective public relations efforts.
- Other duties as assigned.

