



**AGENDA
BOARD OF DIRECTORS MEETING
AVESON CORPORATION**

Zoom Virtual Meeting [Zoom Link](#)

Meeting ID: 635 876 1750

Password: aveson

October 25, 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	_____	_____
Trinity Jolley	_____	_____
Jeiran Lashai	_____	_____
James Perreault	_____	_____
Elsie Rivas Gómez	_____	_____
Mari Bennett	_____	_____

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: 9-22-22.
2. Approval of August & September bank statements.
3. Approval of September credit card statements.
4. Approval of Amazon September statement.

B. DISCUSSION ITEMS

1. Financial Report Update
2. Site Directors' Reports
 - Topics May Include: Curriculum & Instruction; Equity, Diversity, & Inclusion; Events & Community; Student Achievement & Support; Professional Development*
 - a) ASL ELO-P –narrative
 - b) AGLA-ELO-P –narrative
3. 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
 - b) Covid Compliance Report
 - c) Enrollment Calendar
4. ACO Report

C. ACTION ITEMS

1. Approve Graduation Requirement AGLA Document.
2. Approve Outlier Contract AGLA.
3. Approve Guided Discoveries Contract ASL.
4. Approve Instructional Materials Resolution AGLA.
5. Approve Dr. Shayna Markwongark and Javier Guzman as signers.
6. Approve virtual meeting due to emergency circumstances per AB 361.

D. CLOSED SESSION

1. Employee Performance Evaluation. Title: Executive Director. Pursuant to paragraphs (1-4) of subdivision (b) of Section 54957

III. ADJOURNMENT

Aveson Charter School

Balance Sheet

As of September 30, 2022

	AGLA (#847)	ASL (#848)	Total
ASSETS			
Current Assets			
Bank Accounts			
9120 Aveson Cash in Bank			0.00
9121-54 Cash in Bank Community Bank Checking	929,479.49	774,249.47	1,703,728.96
9121-67 Cash in Bank - Wells Checking	0.00	0.00	0.00
9123-83 Cash in Bank - Wells Petty Cash 1	0.00	0.00	0.00
9129-07 Cash in Bank - Wells Petty Cash 2	0.00	0.00	0.00
Total 9120 Aveson Cash in Bank	\$ 929,479.49	\$ 774,249.47	\$ 1,703,728.96
9130-AV Petty Cash (no bank acct)	120.00	180.00	300.00
Total Bank Accounts	\$ 929,599.49	\$ 774,429.47	\$ 1,704,028.96
Accounts Receivable			
9200 Accounts Receivable	0.00	0.00	0.00
9211 AR Title I	0.00	0.00	0.00
9212 AR Title II	0.00	0.00	0.00
9213 A/R - IDEA Local Assistance SPED Funds	0.00	0.00	0.00
9214 Title IV AR	0.00		0.00
9229 AR - Other Federal	0.00	0.00	0.00
9230 AR - State Aid	0.00	0.00	0.00
9231 AR - Categorical	0.00	0.00	0.00
9232 AR - Property Taxes	0.00	0.00	0.00
9233 AR - Lottery	0.00	0.00	0.00
9234 AR - Special Education AB602	0.00	0.00	0.00
9235 AR - Class Size Reduction		0.00	0.00
9236 AR - SB740 Facilities Grant	0.00	0.00	0.00
9237 AR - Education Protection Account	0.00	0.00	0.00
9238 A/R - Federal Child Nutrition	0.00	0.00	0.00
9239 AR State Child Nutrition	0.00	0.00	0.00
9240 Mental Health AR	0.00	0.00	0.00
9241 Other State AR	0.00	0.00	0.00
9242 Mandate Block Grant AR	0.00	0.00	0.00
9251 AR-GP PY Adjustment (due from district)	0.00	0.00	0.00
9260 AR - Misc	0.00	0.00	0.00
9261 Receivable from ASL	0.00		0.00
9262 AR - Receivable from AGLA		0.00	0.00
9263 BTSA Fees Receivable from ee	0.00	0.00	0.00
9264 Employee Salary Advances Receivable	0.00	0.00	0.00
Total 9200 Accounts Receivable	\$ 0.00	\$ 0.00	\$ 0.00
Total Accounts Receivable	\$ 0.00	\$ 0.00	\$ 0.00
Other Current Assets			
9200.1 Accounts Receivable - Other	0.00	0.01	0.01
9290 Due from Grantor	623,694.50	280,461.64	904,156.14

Aveson Charter School

Balance Sheet

As of September 30, 2022

	AGLA (#847)	ASL (#848)	Total
9330 Prepaid Expenses	0.00	0.00	0.00
Total Other Current Assets	\$ 623,694.50	\$ 280,461.65	\$ 904,156.15
Total Current Assets	\$ 1,553,293.99	\$ 1,054,891.12	\$ 2,608,185.11
Fixed Assets			
6200 Buildings and Improvement of Buildings	314,936.63	312,886.32	627,822.95
6201 Bldings / Improvement of Bldings - 1099 Expenses	138,668.38	17,008.75	155,677.13
6202 Accumulated Depreciation-Bldgs & Improvements	-184,901.61	-100,742.62	-285,644.23
6203 Construction in Progress	0.00	0.00	0.00
Total 6200 Buildings and Improvement of Buildings	\$ 268,703.40	\$ 229,152.45	\$ 497,855.85
6400 Equipment	0.00	0.00	0.00
6410 Vehicles	61,962.52	61,962.48	123,925.00
6411 Equipment- Vehicles Accumulated Depreciation	-61,962.54	-61,962.57	-123,925.11
6420 Built-in furniture and fixtures	41,803.93		41,803.93
6421 Furniture and Fixtures Accumulated Depreciation	-24,832.06		-24,832.06
Total 6400 Equipment	\$ 16,971.85	-\$ 0.09	\$ 16,971.76
Total Fixed Assets	\$ 285,675.25	\$ 229,152.36	\$ 514,827.61
Other Assets			
9340 Reserve for Property Tax	0.00		0.00
9360 Security Deposits	39,848.18	5,432.32	45,280.50
Total Other Assets	\$ 39,848.18	\$ 5,432.32	\$ 45,280.50
TOTAL ASSETS	\$ 1,878,817.42	\$ 1,289,475.80	\$ 3,168,293.22
LIABILITIES AND EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable			
9500 Accounts Payable	882.20	19,746.97	20,629.17
9501 Accrued A/P	7,000.00	7,000.00	14,000.00
9510 AP - Advanced Apportionment Repay	0.00	0.00	0.00
9512 AP - District PY Property Tax	0.00	0.00	0.00
9515 AP - Payable to OCS	0.00	0.00	0.00
9516 AP - Payable to County (PY Adj)	0.00	134,965.00	134,965.00
9517 Payable to AGLA		0.00	0.00
9518 AP - Payable to ASL	0.00		0.00
9519 AP - Educator's Co-Op COBRA	0.00	0.00	0.00
9526 AP Payable to Learning Works			0.00
9527 AP Payable to Learning Works Homeboy			0.00
Total 9500 Accounts Payable	\$ 7,882.20	\$ 161,711.97	\$ 169,594.17
9540 Accounts Payable (A/P) - Wages Payable			0.00
9541 Wages Payable - Certificated Teachers	0.00	0.00	0.00
9542 Wages Payable - Certificated Admin	0.00	0.00	0.00
9543 Wages Payable - Other Certificated	0.00	0.00	0.00
9544 Wages Payable - Office Salaries	0.00	0.00	0.00

Aveson Charter School

Balance Sheet

As of September 30, 2022

	AGLA (#847)	ASL (#848)	Total
9545 Wages Payable - Aides Wages	0.00	0.00	0.00
9546 Wages Payable - Other Classified	0.00	0.00	0.00
Total 9540 Accounts Payable (A/P) - Wages Payable	\$ 0.00	\$ 0.00	\$ 0.00
Total Accounts Payable	\$ 7,882.20	\$ 161,711.97	\$ 169,594.17
Credit Cards			
9550 Credit Card			0.00
9551 Credit Card - Amex	2,811.69	4,258.84	7,070.53
9552 Credit Card - Capital One	3,978.52	7,715.13	11,693.65
Total 9550 Credit Card	\$ 6,790.21	\$ 11,973.97	\$ 18,764.18
Total Credit Cards	\$ 6,790.21	\$ 11,973.97	\$ 18,764.18
Other Current Liabilities			
9555 Sales & Use Tax Payable	9.51	117.73	127.24
9557.1 PPP Loan - Current Portion	0.00	0.00	0.00
9557.2 Accrued Interest Payable	0.00	0.00	0.00
9590 Due to Grantor	156,474.96	-5,529.96	150,945.00
9650 Deferred Revenue	156,450.00	215,281.08	371,731.08
Other Current Liabilities			0.00
9502 AP - District Oversight Fee	4,742.32	4,973.59	9,715.91
9503 AP - Special Education	0.00	0.00	0.00
9504 CCSA Growth Loan	0.00	0.00	0.00
9505 AP-Title I 2010/11	0.00	0.00	0.00
9506 NFF Line of Credit	0.00	0.00	0.00
9507 Wells Fargo LOC	0.00		0.00
9508 Community Bank Line of Credit	0.00	85,000.00	85,000.00
9509 Unclaimed Property	816.15	1,099.60	1,915.75
9520 Payroll Tax Payable			0.00
9521 Federal Income Tax Payable	0.00	0.01	0.01
9522 Social Security (OASDI) Payable	0.00	0.00	0.00
9523 Medicare Payable	0.00	0.00	0.00
9524 State SDI / Income Tax Payable	0.00	0.00	0.00
9525 FUTA / SUTA Payable	0.00	0.00	0.00
Total 9520 Payroll Tax Payable	\$ 0.00	\$ 0.01	\$ 0.01
9530 Payroll Clearing	-4,748.82	113.66	-4,635.16
9531 403B Payable	8,861.09	4,873.09	13,734.18
9533 AFLAC Payable	-381.25	-93.02	-474.27
9534 FSA Payable	1,547.67	1,887.59	3,435.26
9535 Garnishments Payable	0.00	0.00	0.00
Total 9530 Payroll Clearing	\$ 5,278.69	\$ 6,781.32	\$ 12,060.01
Total Other Current Liabilities	\$ 10,837.16	\$ 97,854.52	\$ 108,691.68
Total Other Current Liabilities	\$ 323,771.63	\$ 307,723.37	\$ 631,495.00
Total Current Liabilities	\$ 338,444.04	\$ 481,409.31	\$ 819,853.35
Long-Term Liabilities			

Aveson Charter School

Balance Sheet

As of September 30, 2022

	AGLA (#847)	ASL (#848)	Total
9557 PPP Loan	0.00	0.00	0.00
9660 Long Term Liabilities			0.00
9600 Deferred Rent	631,284.35		631,284.35
9605 Compensated Absences	8,546.51	24,262.44	32,808.95
9661 Other Accrued Liabilities	0.00		0.00
9670 CDE Revolving Loan	0.00	0.00	0.00
Total 9660 Long Term Liabilities	\$ 639,830.86	\$ 24,262.44	\$ 664,093.30
Total Long-Term Liabilities	\$ 639,830.86	\$ 24,262.44	\$ 664,093.30
Total Liabilities	\$ 978,274.90	\$ 505,671.75	\$ 1,483,946.65
Equity			
Opening Balance Equity	0.00	0.00	0.00
Retained Earnings	1,532,281.71	1,265,732.69	2,798,014.40
Net Income	-631,739.19	-481,928.64	-1,113,667.83
Total Equity	\$ 900,542.52	\$ 783,804.05	\$ 1,684,346.57
TOTAL LIABILITIES AND EQUITY	\$ 1,878,817.42	\$ 1,289,475.80	\$ 3,168,293.22

Friday, Oct 21, 2022 09:55:52 AM GMT-7 - Accrual Basis



Financial Update

Tuesday,
October 25, 2022

Presentation Agenda

- Monthly Financials

FY22-23 Combined Master Summary

June 2022 Preliminary Budget

	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	\$ 613,529	\$ 1,495,812
Total 8600-8799 Local Income	\$ 259,376	\$ 391,573	\$ 650,949
TOTAL INCOME	\$ 4,132,657	\$ 4,982,562	\$ 9,115,219

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	\$ 970,721	\$ 2,158,054
Total 6000 Capital Outlay	\$ 34,791	\$ 20,414	\$ 55,205
TOTAL EXPENSE	\$ 4,132,657	\$ 4,982,562	\$ 9,115,219

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

BEGINNING FUND BALANCE \$ 1,532,282 \$ 1,265,733 \$ 2,798,014

ENDING FUND BALANCE \$ 1,532,282 \$ 1,265,733 \$ 2,798,014

RESERVE (AS % OF EXPENSES) 37% 25% 31%

FY22-23 Budget Highlights – Combined YTD Sept 2022

	WORKING BUDGET FY22-23	YTD Actuals	2022-23 Projections	Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining
INCOME						
Total 8011-8096 Local Control Funding Formula Sources	\$ 6,538,902	\$ 827,339	\$ 6,538,902	\$ -	\$ 5,711,563	87%
	\$ 429,556	\$ 13,028	\$ 440,591			
Total 8300-8599 State Income	\$ 1,495,812	\$ 517	\$ 1,495,812	\$ -	\$ 1,495,295	100%
Total 8600-8799 Local Income	\$ 650,949	\$ 156,510	\$ 666,319	\$ 15,370	\$ 494,439	76%
TOTAL INCOME	\$ 9,115,219	\$ 997,395	\$ 9,141,624	\$ 26,405	\$ 8,117,824	89%
EXPENSE						
	-319557.6104					
Total 1000 Certificated Salaries	\$ 3,703,074	\$ 660,540	\$ 3,712,104	\$ 9,029	\$ 3,042,535	82%
Total 2000 Classified Salaries	\$ 1,522,653	\$ 361,573	\$ 1,522,653	\$ -	\$ 1,161,080	76%
Total 3000 Employee Benefits	\$ 1,133,327	\$ 201,189	\$ 1,133,327	\$ -	\$ 932,138	82%
Total 4000 Supplies	\$ 542,906	\$ 221,260	\$ 572,442	\$ 29,535	\$ 321,647	59%
Total 5000 Services and Other Operating Expenditures	\$ 2,158,054	\$ 653,128	\$ 2,234,970	\$ 76,917	\$ 1,570,314	2748%
Total 6000 Capital Outlay	\$ 55,205	\$ 13,373	\$ 55,205	\$ -	\$ 41,831	76%
TOTAL EXPENSE	9,115,219	2,111,063	9,230,700	\$ 115,481	\$ 7,069,545	78%
NET INCOME (LOSS)	(0)	(1,113,668)	(89,076)	(89,076)	1,048,279	

FY22-23 Budget Highlights – AGLA

YTD Sept 2022

	WORKING BUDGET FY22-23	YTD Actuals	2022-23 Projections	WORKING Budget VS Projections	(\$ Budget Remaining	(%) Budget Remaining	CWM Comments
INCOME							
Total 8011-8096 Local Control Funding Formula Sources	\$ 2,792,685	\$ 330,766	\$ 2,792,685	\$ -	\$ 2,461,919	88%	
Total 8100-8299 Federal Income	198,312	1,993	198,312	\$ -	\$ 196,319	99%	
Total 8300-8599 State Income	\$ 882,283	\$ 517	\$ 882,283	\$ -	\$ 851,418	97%	
Total 8600-8799 Local Income	\$ 259,376	\$ 20,827	\$ 262,527	\$ 3,151	\$ 238,549	92%	Other misc revenue-not budgeted
TOTAL INCOME	\$ 4,132,657	\$ 354,104	\$ 4,135,807	\$ 3,151	\$ 3,748,206	91%	
EXPENSE							
Total 1000 Certificated Salaries	\$ 1,603,026	\$ 288,347	\$ 1,603,026	\$ -	\$ 1,314,680	82%	
Total 2000 Classified Salaries	\$ 616,268	\$ 143,005	\$ 616,268	\$ -	\$ 473,263	77%	
Total 3000 Employee Benefits	\$ 472,832	\$ 80,834	\$ 472,832	\$ -	\$ 391,998	83%	
Total 4000 Supplies	\$ 218,407	\$ 106,128	\$ 235,580	\$ 17,173	\$ 112,279	51%	Software and computers higher than budgeted
Total 5000 Services and Other Operating Expenditures	\$ 1,187,333	\$ 359,027	\$ 1,200,088	\$ 12,755	\$ 828,306	70%	Substitutes and technology services higher than budgeted
Total 6000 Capital Outlay	\$ 34,791	\$ 8,502	\$ 34,791	\$ -	\$ 26,288	76%	
TOTAL EXPENSE	\$ 4,132,657	\$ 985,843	\$ 4,162,584	\$ 29,928	\$ 3,146,814	76%	
NET INCOME (LOSS)	\$ (0)	\$ (631,739)	\$ (26,777)	\$ (26,777)	\$ 601,392		

FY22-23 Budget Highlights – ASL

YTD Sept 2022

	WORKING BUDGET FY22-23	YTD Actuals	2022-23 Projections	Working Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining	Comments
INCOME							
Total 8011-8096 Local Control Funding Formula Sources	\$ 3,746,216	\$ 496,573	\$ 3,746,216	\$ -	\$ 3,249,644	87%	
Total 8100-8299 Federal Income	231,244	11,035	242,279	\$ 11,035	\$ 220,209	95%	Facilities grant-not budgeted
Total 8300-8599 State Income	\$ 613,529	\$ -	\$ 613,529	\$ -	\$ 613,529	100%	
Total 8600-8799 Local Income	\$ 391,573	\$ 135,683	\$ 403,792	\$ 12,219	\$ 255,889	65%	Other misc revenue not budgeted
TOTAL INCOME	\$ 4,982,562	\$ 643,291	\$ 5,005,817	\$ 23,254	\$ 4,339,271	87%	
EXPENSE							
	0						
Total 1000 Certificated Salaries	\$ 2,100,048	\$ 372,193	\$ 2,109,077	\$ 9,029	\$ 1,727,855	82%	Not material
Total 2000 Classified Salaries	\$ 906,385	\$ 218,568	\$ 906,385	\$ -	\$ 687,817	76%	
Total 3000 Employee Benefits	\$ 660,495	\$ 120,355	\$ 660,495	\$ -	\$ 540,140	82%	
Total 4000 Supplies	\$ 324,499	\$ 115,132	\$ 336,862	\$ 12,363	\$ 209,367	65%	Software & non-capitalized equipment higher than budgeted
Total 5000 Services and Other Operating Expenditures	\$ 970,721	\$ 294,101	\$ 1,034,882	\$ 64,162	\$ 676,620	70%	Expenditures to be capitalized in Oct - Yurt, Networking
Total 6000 Capital Outlay	\$ 20,414	\$ 4,871	\$ 20,414	\$ -	\$ 15,543	76%	
TOTAL EXPENSE	\$ 4,982,562	\$ 1,125,220	\$ 5,068,116	\$ 85,553	\$ 3,857,342	77%	
NET INCOME (LOSS)	\$ (0)	\$ (481,929)	\$ (62,299)	\$ (62,299)	\$ 481,929		

Other Budget Considerations

The following accounts are examples or areas that may have budget impacts that cannot be determined at this time –

- Additional revenue from One Time Funds including Employee Retention Credit and Enrollment Hold harmless
- 8800 Donations
- 1000-3000 Staffing costs due to CA Supplemental Paid Sick Leave 2022 for COVID-19
- 5845 Legal Fees
- 5875 Instructional Consultants
- Prior Year Adjustments

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

Cash Update – Cash is King

	Gold Standard	Cash Balance as of 9/30/2022	Projected Cash Balance as of 6/30/2023*
3 months of payroll	\$ 1,589,764	\$ 1,704,029	\$ 1,655,961
Days Cash on Hand	60	69	67

**Includes one time LOC payments*

Other Cash Analysis		
Cash Balance	\$ 1,704,029	\$ 1,655,961
PPP Funds-Forgiven	1,287,000	1,287,000
LOC Balance	85,000	125,000
Adjusted for PPP	417,029	368,961
Adjusted for LOC	1,619,029	1,530,961
Adjusted for PPP & LOC	332,029	243,961

**Includes one time LOC payments*

AVESON -Combined
CASHFLOW PROJECTIONS
FISCAL YEAR 2022-23



	WORKING BUDGET FY22-23	PRIOR YEAR P-2							P-1				P-2		YTD Actuals	2022-23 Projections	Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining	
		ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL 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						
INCOME																				
8011-8096 Local Control Funding Formula Sources																				
8011 Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	2,860,725	121,922	-	121,922	181,033	181,033	181,033	181,033	170,347	378,549	378,549	378,549	378,549	208,202	243,844	2,860,725	-	2,616,881	91%	
State Aid Deferrals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8012 Education Protection Act Funds	126,052	-	-	-	36,788	-	-	-	36,788	-	-	-	-	52,476	-	126,052	-	126,052	100%	
8019 Charter Schools General Purpose - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8096 In Lieu Property Tax	3,552,125	-	194,498	388,996	284,170	284,170	284,170	284,170	284,170	515,927	257,963	257,963	257,963	257,963	583,495	3,552,125	-	2,968,630	84%	
Total 8011-8096 Local Control Funding Formula Sources	\$ 6,538,902	\$ 121,922	\$ 194,498	\$ 510,918	\$ 501,991	\$ 465,203	\$ 465,203	\$ 501,991	\$ 454,517	\$ 894,476	\$ 636,513	\$ 636,513	\$ 636,513	\$ 518,642	\$ 827,339	\$ 6,538,902	-	\$ 5,711,563	87%	
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%	
8200 Child Nutrition Programs - Federal	209,951	1,666	327	-	-	-	-	-	-	-	-	-	-	207,958	1,993	209,951	-	207,958	99%	
8291 Title I, A Basic Grants Low-Income	69,316	-	-	-	13,863	-	-	-	13,863	-	-	-	-	13,863	-	69,316	-	69,316	100%	
8295 ESSER II CRRSA & ESSER III ARPA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8292 Title II, A Teacher Quality	14,683	-	-	-	-	2,937	-	-	2,937	-	-	-	-	2,937	-	14,683	-	14,683	100%	
8294 Title IV	20,000	-	-	-	-	-	5,000	-	-	-	-	-	-	5,000	-	20,000	-	20,000	100%	
8290.1 One Time Loss Learning Mitigation Funds - SWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	-	-	5,518	5,518	-	-	-	-	-	-	-	-	-	-	11,035	11,035	-	(11,035)	0%	
Total 8100-8299 Federal Income	\$ 429,556	\$ 1,666	\$ 5,845	\$ 5,518	\$ -	\$ 16,800	\$ 5,000	\$ 16,800	\$ -	\$ -	\$ 21,800	\$ -	\$ 21,800	\$ 345,364	\$ 13,028	\$ 440,591	11,035	416,528	97%	
8300-8599 State Income																				
8311 Special Education - Entitlement (State)	375,464	-	-	-	33,792	33,792	33,792	33,792	33,792	41,301	41,301	41,301	41,301	41,301	-	375,464	-	375,464	100%	
State Aid Deferrals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8312 Mental Health-SPED	62,269	-	-	-	-	-	-	-	-	-	-	-	-	62,269	-	62,269	-	62,269	100%	
8519 Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8520 State Child Nutrition	27,631	435	82	-	-	-	-	-	-	-	-	-	-	27,114	517	27,631	-	27,114	98%	
8545 SB 740	289,002	-	-	-	-	144,501	-	-	-	-	-	-	-	72,251	-	289,002	-	289,002	100%	
8550 Mandated Block Grant	14,598	-	-	-	-	-	-	-	-	72,251	-	-	-	-	-	14,598	-	14,598	100%	
8560 State Lottery	139,098	-	-	-	-	-	14,598	-	-	-	-	-	-	-	-	139,098	-	139,098	100%	
8591 One Time Loss Learning Mitigation Funds - LCFF	-	-	-	-	-	-	-	34,775	-	-	-	-	-	-	-	-	-	-	0%	
8592 Mental Health-SPED	-	-	-	-	-	-	-	-	34,775	-	-	-	-	-	-	-	-	-	0%	
8593 CA SB95 (In Person Instruction and Expanded Learning Opp Grant)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8590 All Other State Revenue	587,750	-	-	-	146,937	-	-	-	146,937	-	-	-	-	-	-	587,750	-	587,750	100%	
Total 8300-8599 State Income	\$ 1,495,812	\$ 435	\$ 82	\$ -	\$ 180,729	\$ 178,293	\$ 48,390	\$ 215,504	\$ 33,792	\$ 41,301	\$ 295,264	\$ 41,301	\$ 41,301	\$ 419,421	\$ 517	\$ 1,495,812	\$ -	\$ 1,495,295	100%	
8600-8799 Local Income																				
8634 Food Service Sales	276,552	466	(325)	1,050	27,655	27,655	27,655	27,655	27,655	27,655	27,655	27,655	27,655	40,272	13,847	1,922	276,552	-	275,360	100%
8693 Field Trips	33,000	-	-	6,535	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	65	-	6,535	33,000	-	26,465	80%
8694 Enterprise Revenue	150,897	6,183	58,154	39,365	15,090	15,090	15,090	90	90	90	90	90	90	1,477	-	103,703	150,897	-	47,194	31%
8801 Donations - Parents	100,000	3,486	4,883	12,975	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	6,657	-	21,343	100,000	-	78,657	79%
8802 Donations - Private	50,000	-	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	-	50,000	-	50,000	100%	
8803 Fundraising	40,000	1,081	7,200	86	4,000	4,000	4,000	4,000	4,000	2,000	2,000	2,000	2,000	5,633	-	8,368	40,000	-	31,633	79%
8804 Computer Repair Fundraising	500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	500	-	500	100%	
8699 All Other Local Revenue	-	3,031	922	11,417	-	-	-	-	-	-	-	-	-	-	-	15,370	15,370	-	(15,370)	0%
8792 SPED State/County	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
Total 8600-8799 Local Income	\$ 650,949	\$ 14,248	\$ 70,834	\$ 71,428	\$ 65,045	\$ 65,045	\$ 65,045	\$ 50,045	\$ 50,045	\$ 48,045	\$ 48,045	\$ 48,045	\$ 48,045	\$ 66,103	\$ 14,347	\$ 156,510	\$ 666,319	\$ 15,370	\$ 494,439	76%
TOTAL INCOME	\$ 9,115,219	\$ 138,271	\$ 271,259	\$ 587,864	\$ 747,765	\$ 725,341	\$ 583,638	\$ 784,340	\$ 538,354	\$ 983,822	\$ 1,001,621	\$ 715,859	\$ 765,717	\$ 1,297,773	\$ 997,395	\$ 9,141,624	26,405	\$ 8,117,824	89%	
EXPENSE																				
1000 Certificated Salaries																				
1100 Teachers' Salaries	2,292,030	12,806	145,010	239,059	189,516	189,516	189,516	189,516	189,516	189,516	189,516	189,516	189,516	189,516	396,874	2,292,030	-	1,895,157	83%	
1200 Substitute Expense	54,060	600	5,817	10,986	5,076	5,076	5,076	5,076	5,076	5,076	5,076	5,076	5,076	5,076	17,402	63,088	9,029	36,658	68%	
1300 Certificated Super/Admin	663,000	27,833	62,293	69,227	55,961	55,961	55,961	55,961	55,961	55,961	55,961	55,961	55,961	55,961	159,533	663,000	-	503,647	76%	
1900 Other Certificated	693,984	3,333	32,634	50,944	60,707	60,707	60,707	60,707	60,707	60,707	60,707	60,707	60,707	60,707	86,911	693,984	-	607,673	87%	
Total 1000 Certificated Salaries	\$ 3,703,074	\$ 44,571	\$ 245,754	\$ 370,214	\$ 311,260	\$ 311,260	\$ 311,260	\$ 311,260	\$ 311,260	\$ 311,260	\$ 311,260	\$ 311,260	\$ 311,260	\$ 250,223	\$ 660,540	\$ 3,712,104	9,029	\$ 3,042,535	82%	
2000 Classified Salaries																				
2100 Instructional Aide Salaries	771,057	32,741	48,361	81,198	67,640	67,640	67,640	67,640	67,640	67,640	67,640	67,640	67,640	67,640	162,300	771,057	-	608,757	79%	
2200 Classified Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
2300 Classified Supervisor and Administrator Salaries	409,966	13,356	36,578	45,859	34,908	34,908	34,908	34,908	34,908	34,908	34,908	34,908	34,908	34,908	95,793	409,966	-	314,173	77%	
2400 Clerical/Technical/Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
2700 Classified Staff/ Maintenance	160,630	9,400	16,489	17,496	13,027	13,027	13,027	13,027	13,027	13,027	13,027	13,027	13,027	13,027	43,385	160,630	-	117,245	73%	
2900 Other Classified Salaries	181,000	10,752	25,389	23,955	13,424	13,424	13,424	13,424	13,424	13,424	13,424	13,424	13,424	13,424	60,095	181,000	-	120,905	67%	
Total 2000 Classified Salaries	\$ 1,522,653	\$ 66,249	\$ 126,817	\$ 168,508	\$ 129,009	\$ 129,009	\$ 129,009	\$ 129,009	\$ 129,009	\$ 129,009	\$ 129,009	\$ 129,009	\$ 129,009	\$ 129,009	\$ 361,573	\$ 1,522,653	-	\$ 1,161,080	78%	
3000 Employee Benefits																				
3301 OASDI - Social Security/Medicare	323,995	6,746	22,827	27,297	27,297	27,297	27,297	27,297	27,297	27,297	27,297	27,297	27,297	27,297	16,120	62,205	323,995	-	261,790	81%
3302 MED - Medicare	75,773	1,578	5,339	7,632	6,384	6,384	6,384	6,384	6,384	6,384	6,384	6,384	6,384	3,770	14,548	75,773	-	61,225	81%	
3401 H&W - Health & Welfare	437,260	29,483	77,247	(7,837)	37,596	37,596	37,596	37,596	37,596	37,596	37,596	37,596	37,596	37,596	98,893	437,260	-	338,367	77%	
3501 FUTA/SUTA	26,129	-	(1,046)	3,019	3,019															

AVESON -Combined
CASHFLOW PROJECTIONS
FISCAL YEAR 2022-23



WORKING BUDGET FY22-23	PRIOR YEAR P-2							P-1				P-2		YTD Actuals	2022-23 Projections	Budget VS Projections	(\$ Budget Remaining	(% Budget Remaining
	ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL 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	2,229,160	2,227,291	1,812,440	1,704,029	1,685,736	1,645,019	1,462,599	1,480,880	1,253,176	1,470,939	1,706,502	1,656,302	1,655,961					
Cash Flow from Operating Activities																		
Net Income (Loss)	(320,729)	(496,352)	(296,587)	(13,293)	(35,717)	(177,420)	23,282	(222,704)	222,764	240,563	(45,200)	4,658	1,027,660					
1 Change in Accounts Receivable																		
1.1 Due from Grantor	445,470	119,642	195,527															
2 Change in Accounts Payable	(50,941)	(41,067)	(17,938)															
Clean Energy funds - refund																		
3 Change in Other Liabilities																		
5 Change in Payroll Liabilities	(170,806)	(1,754)	9,719															
6 Change in Prepaid Expenditures	94,168	5,000																
7 Change in Deferred Revenue	21,447	223	9,149															
8 Depreciation Expense	4,458	4,458	4,458															
9 Due to Grantor	(19,936)		(7,739)															
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	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)					
Ending Cash Balance (Cash on Hand)	2,227,291	1,812,440	1,704,029	1,685,736	1,645,019	1,462,599	1,480,880	1,253,176	1,470,939	1,706,502	1,656,302	1,655,961	2,549,621					

AVESON - GLA
CASHFLOW PROJECTIONS
FISCAL YEAR 2022-23



	PRIOR YEAR P-2												P-1		P-2		YTD Actuals	2022-23 Projections	WORKING Budget VS Projections	(\$ Budget Remaining	(% Budget Remaining
	WORKING BUDGET FY22-23	ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL 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							
INCOME																					
8011-8096 Local Control Funding Formula Sources																					
8011 Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	1,307,099	48,177		48,177	84,787	84,787	84,787	84,787	84,787	78,444	174,320	174,320	174,320	174,320	95,876	96,354	1,307,099	-	1,210,745	93%	
State Aid Deferrals	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8012 Education Protection Act Funds	52,080	-		18,394	-	-	-	18,394	-	-	-	-	-	-	15,292	-	52,080	-	52,080	100%	
8019 State Aid-Prior Years	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8096 In Lieu Property Tax	1,433,506	-	78,813	155,599	114,681	114,681	114,681	114,681	114,681	208,564	104,282	104,282	104,282	104,282	234,412	1,433,506	-	1,199,094	84%		
Total 8011-8096 Local Control Funding Formula Sources	\$ 2,792,685	\$ 48,177	\$ 78,813	\$ 203,776	\$ 217,861	\$ 199,467	\$ 199,467	\$ 217,861	\$ 193,124	\$ 382,884	\$ 278,602	\$ 278,602	\$ 278,602	\$ 278,602	\$ 215,450	\$ 330,766	\$ 2,792,685	\$ -	\$ 2,461,919	88%	
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	68,277	1,666	327	-	-	8,840	-	8,840	-	-	8,840	-	8,840	66,284	1,993	68,277	-	66,284	97%		
8291 Title I, A Basic Grants Low-Income	44,200	-		-	-	-	-	-	-	-	-	-	-	8,840	-	44,200	-	44,200	100%		
8295 ESSER II CRRSA & ESSER III ARPA	-	-		-	-	1,253	-	1,253	-	-	1,253	-	1,253	-	-	1,253	-	1,253	100%		
8292 Title II, A Teacher Quality	6,267	-		-	-	-	-	-	-	-	-	-	-	6,267	-	6,267	-	6,267	100%		
8294 Title IV	10,000	-		-	-	-	-	-	-	-	2,500	-	2,500	2,500	-	10,000	-	10,000	100%		
8290.1 One Time Loss Learning Mitigation Funds - SWD	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
Total 8100-8299 Federal Income	\$ 198,312	\$ 1,666	\$ 327	\$ -	\$ -	\$ 10,093	\$ 2,500	\$ 10,093	\$ -	\$ -	\$ 12,593	\$ -	\$ 12,593	\$ 148,445	\$ 1,993	\$ 198,312	\$ -	\$ 196,319	99%		
8300-8599 State Income																					
8311 Special Education - Entitlement (State)	161,688	-		14,552	14,552	14,552	14,552	14,552	14,552	17,786	17,786	17,786	17,786	17,786	-	161,688	-	161,688	100%		
State Aid Deferrals	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8312 Mental Health-SPED	30,347	-		-	-	-	-	-	-	-	-	-	-	30,347	-	30,347	-	-	-	0%	
8519 Prior Year Adjustment	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8520 State Child Nutrition	8,313	435	82	-	-	-	-	-	-	-	-	-	-	7,796	517	8,313	-	7,796	94%		
8545 SB 740	283,981	-		-	-	141,991	-	-	-	-	70,995	-	-	70,995	-	283,981	-	283,981	100%		
8550 Mandated Block Grant	8,390	-		-	-	-	-	-	-	-	-	-	-	-	-	8,390	-	8,390	100%		
8560 State Lottery	59,371	-		-	-	-	-	14,843	-	-	14,843	-	-	-	-	59,371	-	59,371	100%		
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)	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8590 All Other State Revenue	330,193	-		82,548	-	-	-	82,548	-	-	82,548	-	82,548	-	-	330,193	-	330,193	100%		
Total 8300-8599 State Income	\$ 882,283	\$ 435	\$ 82	\$ -	\$ 97,100	\$ 156,543	\$ 22,941	\$ 111,943	\$ 14,552	\$ 17,786	\$ 186,172	\$ 17,786	\$ 17,786	\$ 239,157	\$ 517	\$ 882,283	\$ -	\$ 851,418	97%		
8600-8799 Local Income																					
8634 Food Service Sales	129,979	56	(37)	362	12,998	12,998	12,998	12,998	12,998	12,998	12,998	12,998	12,998	25,615	381	129,979	-	129,599	100%		
8693 Field Trips	33,000	-		6,535	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	65	6,535	33,000	-	26,465	80%		
8694 Enterprise Revenue	897	-		90	90	90	90	90	90	90	90	90	90	179	897	-	897	-	897	100%	
8801 Donations - Parents	50,000	1,743	2,441	6,487	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	4,328	10,672	50,000	-	39,328	79%		
8802 Donations - Private	25,000	-		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	5,000	25,000	-	25,000	-	25,000	100%	
8803 Fundraising	20,000	46		43	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	3,911	89	20,000	-	19,911	-	19,911	100%	
8804 Computer Repair Fundraising	500	-		-	-	-	-	-	-	-	-	-	-	500	-	500	-	500	100%		
8699 All Other Local Revenue	-	1,516	208	1,426	-	-	-	-	-	-	-	-	-	-	3,151	3,151	3,151	(3,151)	0%		
8792 SPED State/County	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
Total 8600-8799 Local Income	\$ 259,376	\$ 3,360	\$ 2,613	\$ 14,854	\$ 25,888	\$ 25,888	\$ 25,888	\$ 25,888	\$ 25,888	\$ 25,888	\$ 25,888	\$ 25,888	\$ 20,888	\$ 39,099	\$ 500	\$ 20,827	\$ 262,527	\$ 3,151	\$ 238,549	92%	
TOTAL INCOME	\$ 4,132,657	\$ 53,638	\$ 81,836	\$ 218,630	\$ 340,849	\$ 391,991	\$ 250,796	\$ 365,785	\$ 233,564	\$ 426,557	\$ 503,255	\$ 317,275	\$ 348,080	\$ 603,553	\$ 354,104	\$ 4,135,807	\$ 3,151	\$ 3,748,206	91%		
EXPENSE																					
1000 Certificated Salaries																					
1100 Teachers' Salaries	996,918	6,236	74,031	103,977	81,267	81,267	81,267	81,267	81,267	81,267	81,267	81,267	81,267	81,267	184,244	996,918	-	812,673	82%		
1200 Tutor/Substitute Expense	54,060	-	2,674	5,698	5,076	5,076	5,076	5,076	5,076	5,076	5,076	5,076	5,076	-	8,373	54,060	-	45,687	85%		
1300 Certificated Super/Admin	267,555	11,759	19,248	15,215	24,593	24,593	24,593	24,593	24,593	24,593	24,593	24,593	24,593	24,593	46,222	267,555	-	221,334	83%		
1900 Other Certificated	84,493	3,333	18,474	27,700	23,499	23,499	23,499	23,499	23,499	23,499	23,499	23,499	23,499	23,499	49,508	284,493	-	234,986	83%		
Total 1000 Certificated Salaries	\$ 1,603,026	\$ 21,328	\$ 114,428	\$ 152,591	\$ 134,435	\$ 134,435	\$ 134,435	\$ 134,435	\$ 134,435	\$ 134,435	\$ 134,435	\$ 134,435	\$ 134,435	\$ 134,435	\$ 288,347	\$ 1,603,026	\$ -	\$ 1,314,680	82%		
2000 Classified Salaries																					
2100 Instructional Aide Salaries	320,071	3,293	27,068	35,823	28,210	28,210	28,210	28,210	28,210	28,210	28,210	28,210	28,210	-	66,183	320,071	-	253,887	79%		
2200 Classified Support Salaries	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
2300 Classified Supervisor and Administrator Salaries	164,721	5,290	16,798	20,020	13,624	13,624	13,624	13,624	13,624	13,624	13,624	13,624	13,624	-	42,108	164,721	-	122,614	74%		
2400 Clerical/Technical/Office Staff Salaries	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
2700 Classified Staff/ Maintenance	56,616	3,373	6,657	6,818	4,419	4,419	4,419	4,419	4,419	4,419	4,419	4,419	4,419	-	16,847	56,616	-	39,769	70%		
2900 Other Classified Salaries	74,860	2,183	6,470	9,213	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	-	17,867	74,860	-	56,993	76%		
Total 2000 Classified Salaries	\$ 616,268	\$ 14,138	\$ 56,991	\$ 71,875	\$ 52,585	\$ 52,585	\$ 52,585	\$ 52,585	\$ 52,585	\$ 52,585	\$ 52,585	\$ 52,585	\$ 52,585	\$ 52,585	\$ 143,005	\$ 616,268	\$ -	\$ 473,263	77%		
3000 Employee Benefits																					
3301 OASDI - Social Security/Medicare	137,596	2,142	10,513	13,648	11,595	11,595	11,595	11,595	11,595	11,595	11,595	11,595	11,595	6,936	26,303	137,596	-	111,293	81%		
3302 MED - Medicare	32,180	501	2,459	3,192	2,712	2,712	2,712	2,712	2,712	2,712	2,712	2,712	2,712	1,622	6,152	32,180	-	26,028	81%		
3401 H&W - Health & Welfare	177,222	11,911	27,771	(8,356)	15,655	15,655	15,655	15,655	15,655	15,655	15,655	15,655	15,655	-	36,326	177,222	-	140,896	80%		
3501 FUTA/SUTA/ETT	11,096	-	(519)	1,291	1,291	1,291	1,291	1,291	1,291	1,291	1,291	1,291	1,291	-	(519)	11,096	-	11,615	105%		
3601 Worker Compensation	25,966	-																			

AVESON - ASL
CASHFLOW PROJECTIONS
FISCAL YEAR 2022-23



	WORKING BUDGET FY22-23	PRIOR YEAR P-2					P-1					P-2		Accrual
		ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL 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	
4410 Classroom Furniture, Equipment & Supplies	4,600		350	499	417	417	417	417	417	417	417	417	417	-
4420 Computers (individual items < \$5k)	2,500		3,134	1,957	-	-	-	-	-	-	-	-	-	-
4430 Other Furniture, Equipment & Supplies	1,000	482	1,872	4,215	-	-	-	-	-	-	-	-	-	-
4700 Food/Food Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710 Student Food Service	186,699	6,197	8,326	25,743	16,270	16,270	16,270	16,270	16,270	16,270	16,270	16,270	16,270	
4720 Other Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 Supplies	\$ 324,499	\$ 33,424	\$ 40,249	\$ 41,459	\$ 24,637	\$ 24,637	\$ 24,637	\$ 24,637	\$ 24,637	\$ 24,637	\$ 24,637	\$ 24,637	\$ 24,637	\$ -
5000 Services and Other Operating Expenditures														
5200 Conference Fees	6,000			110	654	654	654	654	654	654	654	654	654	-
5300 Dues and Memberships	10,000	4,773	2,288	60	320	320	320	320	320	320	320	320	320	-
5400 Insurance	66,063		6,262	25,048	3,861	3,861	3,861	3,861	3,861	3,861	3,861	3,861	3,861	-
5510 Utilities- Gas and Electric	73,800	4,164	8,703	7,469	5,940	5,940	5,940	5,940	5,940	5,940	5,940	5,940	5,940	-
5515 Janitorial, Gardening Services	4,250	702	112	2,141	144	144	144	144	144	144	144	144	144	-
5520 Security	500				56	56	56	56	56	56	56	56	56	-
5525 Utilities - Waste	13,816	1,262	1,363	1,363	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	-
5530 Utilities - Water	18,000		3,701		1,589	1,589	1,589	1,589	1,589	1,589	1,589	1,589	1,589	-
5605 Equip Rental/Lease	17,000	1,183	1,183	1,528	1,456	1,456	1,456	1,456	1,456	1,456	1,456	1,456	1,456	-
5610 Rent	102,915	8,771	9,458	10,175	8,279	8,279	8,279	8,279	8,279	8,279	8,279	8,279	8,279	-
5615 Repairs and Maintenance - Buildings	10,000	763	9,758	26,895										-
5616 Repairs and Maintenance - Computers	3,152				350	350	350	350	350	350	350	350	350	-
5618 Repairs and Maintenance - Vehicles expense	1,500		375	150	108	108	108	108	108	108	108	108	108	-
5800 Prof/Consulting	-				-	-	-	-	-	-	-	-	-	-
5803 Auditing Fees	6,903				767	767	767	767	767	767	767	767	767	-
5807 Legal Settlements	-				-	-	-	-	-	-	-	-	-	-
5809 Banking/CC/Other Fees	3,900	584	773	384	240	240	240	240	240	240	240	240	240	-
5810 Educational Consultants	-				-	-	-	-	-	-	-	-	-	-
5811 AEC	-				-	-	-	-	-	-	-	-	-	-
5812 Business Services	60,107		5,131	5,131	5,538	5,538	5,538	5,538	5,538	5,538	5,538	5,538	5,538	-
5824 District Oversight Fees	37,462				4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	-
5815 Advertising/Recruiting	-				-	-	-	-	-	-	-	-	-	-
5830 Field Trips	-	17		2,860										-
5836 Fingerprinting/Live scan	256				28	28	28	28	28	28	28	28	28	-
5839 Fundraising Expense	3,500		8		388	388	388	388	388	388	388	388	388	-
5843 Interest Expense/Misc. fee	6,000	197	205	194	601	601	601	601	601	601	601	601	601	-
5845 Legal Fees	81,750		4,031	1,031	8,521	8,521	8,521	8,521	8,521	8,521	8,521	8,521	8,521	-
5848 Licenses and Other Fees	2,200	625			175	175	175	175	175	175	175	175	175	-
5851 Marketing and Student Recruiting	28,000	2,100		591	2,812	2,812	2,812	2,812	2,812	2,812	2,812	2,812	2,812	-
5854 Consultants - Other	70,000	7,441	7,995	5,428	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	-
5855 Ed Consultants	19,443				2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	-
5856 Enrichment	31,775	10,504	1,020	551	2,189	2,189	2,189	2,189	2,189	2,189	2,189	2,189	2,189	-
5857 Payroll Services	12,750	749	852	1,014	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	-
5860 Printing and Reproduction	-				-	-	-	-	-	-	-	-	-	-
5861 PY Expenses (Unaccrued)	-				-	-	-	-	-	-	-	-	-	-
5862 Professional Development	30,450	730	11,799	307	1,957	1,957	1,957	1,957	1,957	1,957	1,957	1,957	1,957	-
5873 Financial Services	-				-	-	-	-	-	-	-	-	-	-
5874 SPED Encroachment	-				-	-	-	-	-	-	-	-	-	-
5875 SPED Consultants	158,000	497	2,490	3,560	16,828	16,828	16,828	16,828	16,828	16,828	16,828	16,828	16,828	-
5876 Sports	-				-	-	-	-	-	-	-	-	-	-
5877 Staff Recruiting/Hiring	1,000				111	111	111	111	111	111	111	111	111	-
5878 Student Assessment	18,070	1,932	18,550											-
5881 Student Information System	11,000	1,788			1,024	1,024	1,024	1,024	1,024	1,024	1,024	1,024	1,024	-
5883 Substitutes (Contracted)	18,000			488	1,946	1,946	1,946	1,946	1,946	1,946	1,946	1,946	1,946	-
5887 Technology Services	13,296	36,254	4,250	4,250										-
5893 Student Transportation	-				-	-	-	-	-	-	-	-	-	-
5899 Misc. Operating Expenses	2,719	70			294	294	294	294	294	294	294	294	294	-
5910 Communications- Internet/Website Fees	10,800	1,158	2,688	1,340	624	624	624	624	624	624	624	624	624	-
5915 Communications- Postage and Delivery	1,342	27	194	90	114	114	114	114	114	114	114	114	114	-
5920 Communications- Telephone & Fax	15,000	540			1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	-
5999 Expense Suspense	-				-	-	-	-	-	-	-	-	-	-
Total 5000 Services and Other Operating Expenditures	\$ 970,721	\$ 86,829	\$ 103,729	\$ 103,543	\$ 82,309	\$ 82,309	\$ 82,309	\$ 82,309	\$ 82,309	\$ 82,309	\$ 82,309	\$ 82,309	\$ 82,309	\$ -
6000 Capital Outlay														
6900 Depreciation Expense	20,414	1,624	1,624	1,624	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	-
6901 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 Capital Outlay	\$ 20,414	\$ 1,624	\$ 1,624	\$ 1,624	\$ 1,727	\$ 1,727	\$ 1,727	\$ 1,727	\$ 1,727	\$ 1,727	\$ 1,727	\$ 1,727	\$ 1,727	\$ -
7438 Debt Service - Bond Payments/ & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSE	\$ 4,982,562	\$ 220,484	\$ 418,160	\$ 486,576	\$ 420,679	\$ 420,679	\$ 420,679	\$ 420,679	\$ 420,679	\$ 420,679	\$ 420,679	\$ 420,679	\$ 420,679	\$ 156,789
NET INCOME (LOSS)	\$ (0)	\$ (135,851)	\$ (228,736)	\$ (117,341)	\$ (13,762)	\$ (87,328)	\$ (87,837)	\$ (2,124)	\$ (115,889)	\$ 136,587	\$ 77,688	\$ (22,095)	\$ (3,042)	\$ 537,431

YTD Actuals	2022-23 Projections	Working Budget VS Projections	(\$ Budget Remaining	(%) Budget Remaining
849	4,600	-	3,751	82%
5,091	5,091	2,591	(2,591)	-104%
6,569	6,569	5,569	(5,569)	-557%
-	-	-	-	0%
40,267	186,699	-	146,432	78%
-	-	-	-	0%
\$ 115,132	\$ 336,862	\$ 12,363	\$ 209,367	65%
-	-	-	-	-
110	6,000	-	5,890	98%
7,120	10,000	-	2,880	29%
31,310	66,063	-	34,753	53%
20,336	73,800	-	53,464	72%
2,954	4,250	-	1,296	30%
-	500	-	500	100%
3,988	13,816	-	9,828	71%
3,701	18,000	-	14,299	79%
3,894	17,000	-	13,106	77%
28,404	102,915	-	74,511	72%
37,416	37,416	27,416	(27,416)	-274%
-	3,152	-	3,152	100%
525	1,500	-	975	65%
-	-	-	-	0%
-	6,903	-	6,903	100%
-	-	-	-	0%
1,740	3,900	-	2,160	55%
-	-	-	-	0%
-	-	-	-	0%
10,263	60,107	-	49,844	83%
-	37,462	-	37,462	100%
-	-	-	-	0%
2,877	2,877	2,877	(2,877)	0%
-	256	-	256	100%
8	3,500	-	3,492	100%
595	6,000	-	5,405	90%
5,062	81,750	-	76,688	94%
625	2,200	-	1,575	72%
2,691	28,000	-	25,310	90%
20,864	70,000	-	49,136	70%
-	-	-	-	0%
12,075				

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:	Aveson School of Leaders
Contact Name:	Ian McFeat
Contact Email:	ianmcfear@aveson.org
Contact Phone:	(626) 797-1440

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Aveson School of Leaders

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Our on-campus program provides both safety and support by including trusted ASL staff who are already connected to students in their classrooms every day. The effective team building taking place during regular instructional minutes and lunch/recess supervision continues into our after-school program and supports smooth transitions into the program for all students. This continuity of staffing gives students and staff a strong starting point for deepening their connection and creating an important sense of belonging and trust. We utilize the lower blacktop and auditorium (when indoor space is required) as well as arrange excursions into other campus spaces (orchard, garden, classrooms) as needs or interests demand. School policies around safe usage of spaces remain consistent during after-school programming, with the addition of expanded use of play structures, sand/water play, and interest-based class experiences.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

We believe that children learn through play and our program provides many opportunities for creative and engaging play! Whether they choose to engage in sports or physical challenges, develop strategy and fairness skills via board games, explore the natural world in the garden, work on arts & crafts projects, build their engineering skills with legos/magnets/marble runs, or create elaborate sand and water excavations...there are many engaging experiences to be had at after school camp! In addition, students may choose to join reading groups or story-time, work on prodigy math games, or join one of our more formal after-school classes (theatre, chess, tennis, science, art, and more!)

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

As stated above, opportunities for skill building abound! Whether joining a formalized classroom experience or spending time in active play settings that allow their skills to develop more naturally, students gain confidence and ability through this extended time engaging with peers and instructors.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Our mixed-age model provides natural opportunities for our older students to utilize their leadership skills as mentors/models for the younger students. In addition, the student-led nature of our program--utilizing a wide range of free-choice activities and materials--creates opportunities for students of all ages to have 100% voice and choice in this part of their day. Through creative play, students find avenues to lead, and also to follow, and are able to move freely between these roles as they work together to develop stories for their lego characters or imagine & inhabit the worlds they've built from fabric and cardboard. Whether organizing a kickball game together or developing a skit for our "Monday Matinee" series, students are supported in deepening their understanding of leadership, responsibility, and cooperation. Additionally, students will have access to our ranch for after school programming, learning about environmental sustainability.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Our program provides healthy choice activities as a (nearly 100%) outdoor experience. Unless weather won't allow, we spend all of our time outdoors where we can benefit from the beauty and variety of our wonderful campus! We serve snacks each day that conform to the same standards used by our school lunch program.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Aveson adheres to an antiracist philosophy in all of its curriculum and programming. We use the Pollyanna social justice curriculum and use the Teaching for Social Justice DEI standards to guide our work with students. Our ELO-P program utilizes these same resources to ensure cultural and linguistic diversity in its program offerings. Additionally, we are a fully inclusive educational model. Students with disabilities learn alongside students who present as more neurotypical. This program supports students to the extent possible based on the resources available.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Our staff is comprised of our current ASL school-day Instructional Assistants and supplemented by AGLA seniors who have demonstrated high interest and ability to work with younger students. Our low student-to-staff ratio and our student-led choice of activities allows students to form trusted relationships with our adult team as they work closely together to make the after-school camp day a fun and successful afternoon for all. Staff provide supervision as well as connection by working and playing with students rather than observing from a distance. Our extended hours with these students help to ensure that no child is left "unknown" and all feel seen, heard, understood, and valued by our team.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The program's purpose is to provide a student-centered, outdoor learning, experiential program where students' social and emotional learning is strengthened through collaborative play and engagement in enrichment and free choice activities. The mission is to inspire students to understand themselves as people, as friends, and as learners in order to build self confidence, independence and empathy for self and others.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

We collaborate with a variety of non-LEA entities over the course of the school year to provide rich programming for our opt-in classes, including our current fall collaborations with A Noise Within (Theatre) and Professor Egghead Science Academy (STEM)

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Director of the Program meets weekly with the Principal of the school to review program objectives, staffing, programming, budget, strengths and concerns. Each week the program is adjusted based on these conversations to ensure that the program is adhering to its mission and vision. Additionally, staff meet monthly for professional development.

11—Program Management

Describe the plan for program management.

The program has a dedicated Director who oversees the daily operations of the program and ensures the program is meeting its objectives by meeting weekly with the Principal, communicating daily with families, coaching staff and managing all other programming components.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Not applicable. We do not hold these additional grants.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

All staff in our program receive regular coaching on how to work with younger children. Many of our staff are integral parts of the current TK/K school day already, working as classroom instructional assistants, and all receive on-the-spot coaching as well as monthly professional development sessions to promote developmentally-informed programming choices and social emotional support strategies.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Instructional day bell schedule can be found here (7:55am-2:50pm):

<https://drive.google.com/file/d/1150lYwiq0JZkpmqzs43i8lcDgahd0TPA/view?usp=sharing>

Students engage in a variety of team-building and academic support activities as they arrive to their classrooms from 7:55 drop-off to 8:15.

Instructional day begins at 8:15 and ends on a staggered basis by grade level.

Monday instructional minutes are approx. 3hrs, 35min.

Tuesday-Friday instructional minutes are approx. 5hrs, 35min.

Students join our ELO-P After School Program at dismissal (staggered by grade level.)

Optional enrichment classes are offered from dismissal to 2pm on Mondays and dismissal to 4pm on Tuesdays-Fridays.

Student-led free-choice activities run from dismissal until 6pm each day.

Full programming runs from 7:55 to 6pm every day. 10 hrs and 5 mins, minus 1 hour combined recess/lunch time, equals 9 hrs and 5 mins per day.

Intersession day schedule runs from 8am to 6pm with a half hour for lunch. 9.5 hours per day. Mixed ages, same

schedule.

Sample schedule:

8am - 9am field games and crafts on the blacktop.

9am - 10am camp meeting (songs, games, team building)

10:15 - 10:45 snack break

10:45 - 12:30 group rotations (theatre, art, science, music, garden, sports, etc.)

12:30 - 1:00 lunch break

1:00 - 2:45 group rotations (theatre, art, science, music, garden, sports, etc.)

2:45 - 3:00 camp meeting and goodbyes for early dismissal campers

3:00 - 6:00 student-led free-choice activities (games, crafts, sports, engineering, drawing, reading, etc.)

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:	Aveson Global Leadership Academy
Contact Name:	Ian McFeat
Contact Email:	ianmcfeat@aveson.org
Contact Phone:	626-993-5616

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. AGLA

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Our on-campus program provides both safety and support by including trusted AGLA staff who are connected to students in their classrooms every day. The effective team building taking place during regular instructional minutes and continues into our after-school program and supports smooth transitions into the program for all students. This continuity of staffing gives students and staff a strong starting point for deepening their connection and creating an important sense of belonging and trust. We utilize the Zorthian Ranch and annex, and also AGLA regular space classrooms, while also arranging additional space as needs or interests demand. School policies around safe usage of spaces remain consistent during after-school programming, with the addition of expanded use of our theatre and music spaces, the ranch, and AGLA classroom spaces.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

We believe that children learn through interaction and our program provides many opportunities for creative and engaging learning. Whether they choose to engage in sports or physical challenges, develop strategy and fairness skills via board games, explore the natural world and environmental sustainability at the ranch, work on arts & crafts projects, build their engineering skills with our advisors or create original music pieces, there are many engaging experiences to be had after school. In addition, students may choose to join after school tutoring in both mathematics and English. Both of these opportunities are for students who need additional support in these academic areas, and these tutoring hours are provided by AGLA staff who help to fill academic gaps for students so that they can achieve at high levels.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

As stated above, opportunities for skill building abound and are significant. Whether joining a formalized classroom experience through our tutoring services or spending time in active enrichment settings that allow their skills to develop more naturally, students gain confidence and ability through this extended time engaging with peers and instructors.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

The student-led nature of our program--utilizing a wide range of free-choice activities and materials--creates opportunities for students of all ages to have 100% voice and choice in this part of their day. Through creative learning, students find avenues to lead, and also to follow, and are able to move freely between these roles as they work together to develop their imaginations. In the after school printing press course, students learn the mechanics of setting type and learn how to create their own poetry using this wonderful machine. In theatre, students will take the stage to develop their own plays and one acts, based upon their own stories and life experiences. In engineering, students will imagine solutions to problems based on their own perspectives and voice. For our tutoring, giving students access to additional learning provides for increased efficacy and imagination.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Part of the AGLA Charter is healthy choices work with students. We believe strongly that when students are provided healthy life alternatives, they will chose these over the standard school experiences. We provide daily breakfast and daily lunch for all students on our campus.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Aveson adheres to an antiracist philosophy in all of its curriculum and programming. We use the Pollyanna social justice curriculum and use the Teaching for Social Justice DEI standards to guide our work with students. Our ELO-P program utilizes these same resources to ensure cultural and linguistic diversity in its program offerings. Additionally, we are a fully inclusive educational model. Students with disabilities learn alongside students who present as more neurotypical. This program supports students to the extent possible based on the resources available.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Our Aveson Global Leadership Academy staff mostly serve as the staff and staffing for the ELO-P program. We do hire some outside folks to help with the program, including Art Center of Design staff and other local agencies. Everyone is vetted, and has the proper training and background checks necessary to work with students in our program.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The program's purpose is to provide a student-centered, outdoor learning, experiential program where students' social and emotional learning is strengthened through collaborative engagement and learning through enrichment and activities. The mission is to inspire students to understand themselves as people, as friends, and as learners in order to build self confidence, independence and empathy for self and others.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

This program works directly with the Art Center of Design as well as various local non-LEA entities, including a candlemakers non-profit, to provide expansive learning opportunities for all students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Director of the Program meets weekly with the Principal of the school to review program objectives, staffing, programming, budget, strengths and concerns. Each week the program is adjusted based on these conversations to

ensure that the program is adhering to its mission and vision. Additionally, staff meet monthly for professional development.

11—Program Management

Describe the plan for program management.

The program has a dedicated Director who oversees the daily operations of the program and ensures the program is meeting its objectives by meeting weekly with the Principal, communicating daily with families, coaching staff and managing all other programming components.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Not applicable. We do not hold these additional grants.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Not applicable to AGLA.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Instructional day bell schedule can be found here (8:30-3:05)

Instructional day begins at 8:30 and ends at 3:05 for middle school, and 3:32 for High School.

Monday, Tuesday, Thursday and Friday instructional minutes are approx. 345 minutes middle school.

Wednesdays instructional minutes are approximately: 335 minutes middle school.

Students join our ELO-P After School Program at dismissal

Optional enrichment classes and tutoring support are offered from dismissal to 4:10 on Mondays, Tuesdays, Thursdays and Fridays. Wednesday dismissal is 2:35, with 2 hour enrichment that ends at 4: 35.

Intersession day schedule runs from 8am to 6pm with a half hour for lunch. 9.5 hours per day.

Sample schedule:

8am - 9am field games and crafts on the blacktop.

9am - 10am camp meeting (songs, games, team building)

10:15 - 10:45 snack break

10:45 - 12:30 group rotations (theatre, art, science, English, Social Science, etc.)

12:30 - 1:00 lunch break

1:00 - 2:45 group rotations (theatre, art, science, music, Social Science, Mathematics).

2:45 - 3:00 collective meeting and goodbyes for early dismissal students.

3:00 - 6:00 student-led free-choice activities (games, crafts, sports, engineering, drawing, reading, etc.)

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

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(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

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We are College Ready!!
Track your A-G progress*

Electives should include 1 yr of an Academic Elective & 1 yr of a Visual and Performing Arts Elective

History

- World History
- US History
- Government
- Economics

English

- English 9
- English 10
- English 11
- English 12

Math

- Math I
- Math II
- Math III
- Trigonometry
- Pre-Calculus
- Calculus

Science

- Science I
- Science II
- Science III

Foreign Lang

- Spanish I
- Spanish II
- Spanish III

CREDIT REQUIREMENTS

CSU - 150
UC- 150

Visual & Perf Arts

- Chorus
- Drama

GPA REQUIREMENTS

CSU - 2.5 or Higher
UC- 3.0 or Higher

Electives

- Creative Writing
- Mock Trial
- Ethnic Studies
- Film Analysis
- Debate

Note: Each course is worth a total of 10 credits per year

*A-G refers to a list of courses certified by the UC system as meeting their subject requirements for admission.

** State requirements differ from UC. State of CA requires 30 credits in Social Science/History. UC requires 20. State requirements trump UC



Outlier.org, Inc.
240 Kent Avenue, Suite A3
Brooklyn, NY 11249
Email: receivables@outlier.org

Billed To: Ian McFeat
Partner: Aveson Charter Schools (“Partner”)
Contact Name: Ian McFeat
Email Address: ianmcfecat@aveson.org

Phone: N/A
Invoice Method: Email
Payment Method: Wire Transfer
Payment Terms: Net 30
Currency: USD

COURSE	CREDITS	START DATE	END DATE	QUANTITY	FEE	TOTAL (USD)
TBD by partner	3	TBD by partner	TBD by partner	50 Tokens	\$400	\$20,000
(Before Taxes, if any) Total Fees						\$20,000

Payment Schedule: Outlier shall invoice Partner for 100% of the Total Fees (as defined above) upon execution of this Order Form.

Order Form Term: The term of this Order Form #1 will begin on the Order Form Effective Date and end on the End Date (identified above) of the last course to be completed unless earlier terminated in accordance with the Agreement (the “Order Form Term”).

This Outlier Order Form (the “Order Form #1”) is entered into as of the date of last signature below (the “Order Form #1 Effective Date”) by and between Outlier.org, Inc., a Delaware corporation (“Outlier”), and the Partner identified above. This Order Form #1 is governed by the Outlier.org Course Seat Agreement by and between the Parties dated as below. Any terms used but not defined herein shall have the meanings set forth in the Agreement.

OUTLIER.ORG, INC.

PARTNER

By:
Name: Jeff Buening
Title: Chief Operating Officer, Outlier.org
Date:

By:
Name: Ian McFeat
Title: Executive Director
Date:

OUTLIER.ORG COURSE SEAT AGREEMENT

This Course Seat Agreement, together with any executed Order Form, whether in the form of Order Form #1 attached hereto or such other Order Form as agreed upon by the parties (each, an “**Order Form**”), constitute the agreement by and between Outlier.org, Inc. (“**Outlier**”), a Delaware corporation, and Aveson Charter Schools (“**Partner**”) (collectively, the “**Agreement**”). This Agreement is made as of the Order Form #1 Effective Date (the “**Effective Date**”). Each of Outlier and Partner may be referred to as a “**Party**” or, collectively as the “**Parties**”. In the event of a conflict between the terms of this Course Seat Agreement and the terms of any Order Form issued hereunder, the terms of the applicable Order Form shall control.

1. Course Offerings and Accreditation

Outlier will offer on its platform the online courses identified in an applicable Order Form (each a “**Course**” and collectively, the “**Courses**”) which will be available to the Partner’s students (each a “**Student**” and collectively, the “**Students**”) on Outlier’s platform (the “**Platform**”) during the Order Form Term. As of the Effective Date and subject to the terms and conditions of this Agreement, Outlier hereby grants each Student a non-exclusive, non-transferable, revocable right to access and use the Courses delivered to Students via the Platform. Outlier will provide notice to Partner of any material disruptions to the delivery of a Course. Each Student who completes a Course will have the option to earn an appropriate grade and the number of credits specified for the Course (the “**Course Credits**”) from the University of Pittsburgh. Outlier will provide Partner with all information necessary to document the Course Credits following Course completion, which may include providing student registration and identification information as needed for such Student to be tracked within the Platform.

2. Platform Use

All Students are required to agree to Outlier’s [Terms and Conditions](#), [website Privacy Policy](#), and [course Privacy Policy](#), as well as [Academic Integrity Policy](#). In no event shall Partner allow any Student who is under thirteen (13) years old to enroll in any Course. For any Student who is under eighteen (18) years old, Partner agrees that it shall: (i) obtain verifiable consent from the Student’s parent or legal guardian for the Student to enroll in a Course or otherwise interact with the Platform; (ii) require the Student’s parent or legal guardian to agree to Outlier’s [Terms and Conditions](#), [website Privacy Policy](#), [course Privacy Policy](#), and [Academic Integrity Policy](#); and (iii) upon Outlier’s request, provide Outlier with sufficient documentation to demonstrate that Partner has complied with (i) and (ii). At its discretion, Partner may elect to provide supplemental student success and tutoring support to Students, in accordance with Outlier’s [Terms and Conditions](#) and [Academic Integrity Policy](#).

3. Payment

Outlier will invoice Partner for the total fees, calculated on a per Student seat, per Course basis, specified in an applicable Order Form (“**Fees**”), unless an alternative fee payment method is described in an applicable Order Form. Partner will pay the invoice in accordance with the payment terms set forth in an applicable Order Form. For any Fees collected on behalf of Students who drop from a Course or who are otherwise eligible for a Course refund in accordance with Outlier’s [Refunds Policy](#): (i) Partner agrees to remit any amounts paid for the applicable Course being refunded; and (ii) Outlier will, at its option, provide Partner with a credit against remaining Fees for the value of a seat in the Course in which the Student was enrolled or a refund of the amount paid for the Student’s seat. All Fees are exclusive of taxes and Partner will be responsible for the payment of all federal, state, and local sales, use, value added, or other taxes that are levied or imposed on Partner in connection with this Agreement (other than for taxes based on Outlier’s income).

4. **Term**

This Agreement shall commence on the Effective Date and shall continue until the first anniversary of the Effective Date, unless earlier terminated in accordance with the terms herein (the “**Initial Term**”). At the end of the Initial Term, this Agreement shall automatically renew for additional twelve (12) month periods (each, a “**Renewal Term**” and together with the Initial Term, the “**Term**”) unless either Party notifies the other Party of its desire to terminate this Agreement at least sixty (60) days prior to the commencement of the next Renewal Term provided that, if any Order Form remains outstanding, this Agreement shall remain in place for the remaining duration of the Order Form.

5. **Termination and Effect of Termination**

Either Party may terminate this Agreement or any Order Form if the other Party materially breaches this Agreement and fails to cure such breach within fifteen (15) days after receipt of written notice of such breach from the non-breaching Party. Either Party may also terminate this Agreement upon thirty (30) days’ prior written notice to the other Party for any reason or no reason provided that there are no Order Forms in effect or Students enrolled in Courses during this notice period. Upon expiration or termination of this Agreement for any reason, both Parties agree to: (i) allow Students enrolled in Courses prior to the effective date of expiration or termination to have ongoing access to Courses until such Courses are completed; (ii) perform their respective ongoing obligations to these Students until such Courses are completed; and (iii) facilitate the delivery of Course Credits to these Students upon Course completion. Partner also agrees that upon termination or expiration of this Agreement, Partner shall pay any amounts due or payable for Courses that any Students have enrolled in prior to the effective date of this expiration or termination.

6. **Exclusivity**

The Parties understand and agree that this Agreement represents a non-exclusive relationship. Nothing in this Agreement shall be construed as limiting in any manner Outlier’s marketing and distribution activities, or its appointment of partners, resellers, distributors, licensees, agents, or representatives of any kind at any time.

7. **Trademark License**

During the Term (as defined below) of this Agreement, each Party hereby grants the other Party a non-exclusive, non-transferable, royalty-free license to use the other Party’s name, trade names, trademarks, service marks and logos (collectively, the “**Marks**”) solely in connection with the promotion and marketing of the Courses and the relationship between the Parties, subject to the other Party’s prior approval and trademark usage guidelines. Nothing herein grants a Party any right, title or interest in the other Party’s Marks. Each Party agrees that it shall not: (i) challenge the other Party’s Marks (or any registration thereof); (ii) register (or make any filing with respect to) the other Party’s Marks or any trademarks, marks or trade names confusingly similar thereto, or (iii) attempt (or induce or assist any third party) to do any of the foregoing. All use and goodwill associated with the Marks will inure for the sole benefit of the owner of the Marks.

8. **Course Content and Intellectual Property Rights**

Outlier will create and deliver each Course in its entirety to Students and provide sufficient support, at its sole discretion, to Students. Outlier owns and shall retain all right, title and interest in and to the Courses and the Platform, and any and all improvement thereto, together with any tools, materials, specifications, guidelines, and instructions provided by Outlier to Partner or Students, as well as all intellectual property rights, including all copyrights, trademarks, patents, rights in databases, goodwill, trade secrets, and moral rights. Partner will not remove, obscure, or alter any copyright or trademark notices or other notices provided in or through the Platform or Courses. Any and all rights not expressly granted to Partner or Students pursuant to this Agreement are expressly reserved by Outlier.

9. Confidentiality

Each Party shall protect any information that is disclosed by the other Party pursuant to this Agreement and marked as confidential or that by its nature a reasonable person would understand to be confidential (“**Confidential Information**”) using the same standard it uses to protect its own Confidential Information of a similar nature (and no less than reasonable care). Each Party agrees to treat Students’ personally identifiable information and educational records as Confidential Information. Each Party shall comply with applicable laws, including but not limited to the Family Educational Rights and Privacy Act (“**FERPA**”), related to the protection and disclosure of student personal information and student educational records, and each Party agrees to cooperate with the other in complying with such applicable laws. Consistent with the provisions of FERPA, Outlier, acting as a School Official (as such term is defined by FERPA), shall only use Student education records for authorized purposes and may not re-disclose personally identifiable information from education records to other parties, unless Outlier has specific authorization from a Student to do so and/or it is otherwise permitted by FERPA. (See 34 CFR § 99.31(a)(1)(i), as may be amended from time to time). Nothing in this Agreement shall prevent Outlier from using de-identified student data that is de-identified within the meaning of FERPA (with all direct and indirect personal identifiers removed) for product development, research, or other purposes, or from using any data or information collected from Students as described in Outlier’s website [website Privacy Policy](#) and [course Privacy Policy](#).

10. Miscellaneous

This Agreement constitutes the entire agreement of the Parties with respect to the subject matter hereof, and supersedes all prior agreements and understandings, both written and oral, among the Parties with respect to the subject matter of this Agreement. Pursuant to this Agreement, the Parties agree not to discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, disability, marital status, familial status, sexual orientation, gender identity and expression, genetic information or veteran status. This Agreement shall be governed by, and construed and enforced in accordance with, the laws of the State of New York, without regard to its conflict of law principles. Any action or proceeding arising out of or relating to this Agreement shall be brought in the federal and state courts located in Kings County, New York, and the Parties hereby consent to the personal jurisdiction and exclusive venue of these courts. NEITHER PARTY WILL BE LIABLE UNDER THIS AGREEMENT FOR LOST REVENUES OR INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL, EXEMPLARY, OR PUNITIVE DAMAGES, EVEN IF THE PARTY KNEW OR SHOULD HAVE KNOWN THAT SUCH DAMAGES WERE POSSIBLE. The Parties are independent contractors, and nothing herein will constitute either Party as the employer, employee, agent or representative of the other Party, or both Parties as joint venturers or partners. Neither Party may assign this Agreement without the prior written consent of the other Party, except that no such consent shall be required for any assignment to an affiliate or to a successor in a sale of all or substantially all of a Party’s assets to which this Agreement relates. No amendments to this Agreement will be effective unless in a writing signed by both parties. If any provision of this Agreement is determined to be illegal or unenforceable, that provision will be limited or eliminated to the minimum extent necessary so that this Agreement will otherwise remain in full force and effect and enforceable. The failure of either Party to enforce its rights under this Agreement at any time for any period will not be construed as a waiver of such rights, and the exercise of one right or remedy will not be deemed a waiver of any other right or remedy. This Agreement may be executed in one or more counterparts, each of which shall be an original, but taken together constituting one and the same instrument. Execution of a facsimile or electronic copy shall have the same force and effect as execution of an original, and a facsimile or electronic signature shall be deemed an original and valid signature.

Aveson School Of Leaders at CIMI Fox Landing

Wednesday, May 10, 2023 to Friday, May 12, 2023

Invoice: 200-27710

Return signed contract & deposit by 10/15/2022

Guided Discoveries, Inc.

27282 Calle Arroyo

San Juan Capistrano, CA 92675

(909) 625-6194

Group Attending

Aveson School Of Leaders

1919 East Pinecrest Drive
Altadena, CA 91001
Main Phone: 626-797-1440
Fax: 626-797-1918
Attention: Bryon Flitsch

Primary Contact: Bryon Flitsch

Mobile Phone: 312-420-2160
Email: byronflitsch@aveson.org

Luggage Color: Multi-hued Pink/Purple

Trip Logistics

Arrival Date: 5/10/2023

Departure Date: 5/12/2023

FULL DEPOSIT PAYMENT OF \$2,860.00 IS DUE 10/15/2022

Adjustment Date (90 Days Prior): 2/9/2023

Please arrive no later than **8:30AM** for check-in at:

Catalina Classic Cruises

1046 Queens Highway
Long Beach, CA 90802

Please bring a sack lunch for each participant on arrival day. The boat returns to the above address in Long Beach between **2:30-3:30PM** on Sundays and Fridays, on Wednesdays between **3:00PM-4:00PM**. We do our utmost to adhere to the boat schedule, but it is subject to change due to weather and sea conditions and other factors beyond our control.

Tuition Fee Structure

	Amount	Tuition	Total
Total Reserved Students	41	\$327.00	\$13,407.00
Total Reserved 1/2 Tuition Adults	3	\$163.50	\$490.50
Total Reserved Full Tuition Adults		\$327.00	\$0.00
	44		\$13,897.50

The deposit fee for each participant is \$65.00 per person which is non-refundable.

Total deposit due: \$2,860.00

Expected balance due: \$11,037.50

Final balance will be confirmed upon checkout and due within 30 days of returning from your trip.

Acceptance

I have read both pages of this contract and understand and agree to all the terms and conditions set forth therein. I certify that I am authorized to enter into this contract on behalf of the group. Please return the signed and initialed contract, along with one check for the full deposit amount, to Guided Discoveries, at the address and by the date at the top of this page. A copy of this contract is as valid as the original.

Signature of Authorized Agent

Date



8/11/2022

Guided Discoveries, Inc.

Date

Aveson School Of Leaders at CIMI Fox Landing

Wednesday, May 10, 2023 to Friday, May 12, 2023

Terms and Conditions - Please initial each numbered item below

1. ____ If cancellation is necessary within 30 days of the deposit due date, a full refund will be issued. After this deadline, no other full refunds will be granted.
2. ____ The group size may be adjusted downward without penalty if you are more than ninety (90) calendar days in advance of arrival. If you are within ninety (90) calendar days of arrival, all downward adjustments in group size will result in forfeiture of deposit for those individuals. The minimum group size is 16 students and two adults or the total price thereof.
3. ____ Within 30 days of your trip start date, up to the arrival day, any reduction in the most recent contracted numbers shall result in a loss of deposit + \$50 cancellation fee per spot reduced/cancelled. On arrival to camp, any reduction in most recent contracted numbers shall result in a loss of deposit + \$100 cancellation fee per spot reduced/cancelled. If students cannot attend for any medical or emergency reasons, school/group will need to coordinate with Guided Discoveries registration office (909) 625-6194.
4. ____ Guided Discoveries cannot guarantee availability beyond your contracted number of participants. We will do our utmost to accommodate increased numbers, but group size may not be adjusted upward without approval from Guided Discoveries. All requests for adjustments in the number of participants, upward or downward, must be made in writing to schools@gdi.org. You may also call our business office at (909) 625-6194, but please note that changes are not considered valid until confirmed in writing by the Reservations Coordinator or Director of School Services.
5. ____ Your deposit must be paid in full by the date indicated, or your contract will be subject to cancellation.
6. ____ Traveling to and from Catalina requires ideal ocean conditions for our contracted boat to safely travel. In the event that the boat cannot travel on your arrival or departure date, CIMI will work on flexibility for your groups schedule and do our best to try and accommodate lost, additional, or rescheduled dates. Please be patient with us as sometimes we do not know about inclement weather, until the morning of the boat departing from Long Beach.
7. ____ Guided Discoveries' Executive Director or designee shall have final authority in all matters concerning the safety and well-being of participants, the facility and the programs of Guided Discoveries, Inc.
8. ____ The group agrees to follow directions of Guided Discoveries staff, to maintain a clean facility and to pay for any damage to property or equipment owned or operated by Guided Discoveries, beyond normal wear and tear.
9. ____ Students are prohibited from smoking while on Guided Discoveries property. Smoking by chaperones is permitted only in designated areas. Alcoholic beverages, illegal drugs, firearms, knives, explosives and weapons of any kind are strictly prohibited. Anyone found with any of these items will be dismissed from the program without refund with transportation the responsibility of the offender, the offender's parent or the group. Pets may not be brought to the facility.
10. ____ In the event of cancellation due to fire, rain, flood, riot or other condition or act beyond our control, Guided Discoveries will attempt to reschedule the group. If Guided Discoveries is able to reschedule the group and the alternate dates are refused, the deposit will be held in your account to be used for a future trip.
11. ____ Transportation between the mainland and Toyon Bay, Fox Landing and Two Harbors is provided by Catalina Classic Cruises, a third party. If the transportation carrier increases rates, the group will be responsible for the increased cost. Special transportation arrangements may result in additional charges.
12. ____ Groups are generally given the opportunity to rebook equivalent dates the following year, but the rebooking option cannot be guaranteed.
13. ____ If the group is co-ed, adults of each gender must accompany the group.
14. ____ A \$30 fee will be assessed on all returned checks.
15. ____ This contract may not be assigned or transferred.

**RESOLUTION OF THE
AVESON
BOARD OF DIRECTORS**
(A California Non-Profit Public Benefit Corporation)

APPROVAL OF SUFFICIENCY OF INSTRUCTIONAL MATERIALS
PURSUANT TO THE MONITORING REQUIREMENTS OF
EDUCATION CODE SECTION 1240

WHEREAS, Aveson Global Leadership Academy (“Aveson”) is a California public charter school operated by a nonprofit public benefit corporation under the direction and management of the Aveson Board of Directors; and

WHEREAS, Aveson is authorized by the Pasadena Unified School District (“PUSD”) Board of Education for the term of July 1, 2017, through June 30, 2024, to serve students in grades six through twelve; and

WHEREAS, the Aveson Board of Directors, in order to comply with the monitoring requirements of Education Code Section 1240, seeks to establish that the Charter School is providing its students, under the definitions set forth in Education Code Section 60119(c)(1), “sufficient textbooks or instructional materials” [such] that each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. This paragraph does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the [charter school] and has the ability to use and access them at home.” Pursuant to Section 60119(c)(2), “[s]ufficient textbooks or instructional materials as defined in paragraph (1) do not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage.”

NOW THEREFORE, BE IT RESOLVED THAT the Aveson Board of Directors finds as follows regarding the sufficiency of the Charter School’s instructional materials:

Sufficient textbooks and/or instructional materials are provided to each Aveson student in grades six through twelve, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of its curriculum in the following subjects:

- Mathematics – (Eureka/Great Minds, Integrated Math 1, 2 & 3(McGraw Hill))
- Science - (CK-12, PocketLab)
- History-social science - (Rethinking Schools)
- English/language arts, including the English language development component of an adopted program - (Lucy Calkins, Rethinking Schools)

- Other Subjects - (Rethinking Schools (Ethnic Studies), Open Phys Ed.(PE), Nueva Edicion Companeros, Descubre 3rd Edition (Spanish))

NOW THEREFORE, BE IT RESOLVED THAT for the 2022-23 school year, Aveson has provided each student with sufficient textbooks and/or instructional materials aligned to the academic content standards and consistent with the cycles and content of its curriculum for purposes of the monitoring requirements under Education Code Section 1240.

* * *

IN WITNESS WHEREOF, the Aveson Board of Directors has adopted the above resolution by the following vote at a regular Board meeting on October 25, 2022.

AYES:

NOS:

ABSTENTIONS:

I, Javier Guzman, am the Secretary of the Aveson Board of Directors. I hereby certify that the foregoing is a true copy of a resolution duly and legally adopted by the Board of Directors on October 25, 2022, and that this resolution has not been revoked.

Date: _____

Javier Guzman, Secretary
Aveson Board of Directors