A California nonprofit public benefit corporation

Governing Board Meeting Agenda
June 20 2023, 6:30 P.M.
Location: 575 W. Altadena Drive, Altadena, Ca. 91001

Instructions for Presentations to the Board by the Public

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 not specifically on the agenda. However, due to public meeting laws, the Board can only listen to public comment, not engage in discussion or take action. The Board may give direction to staff to respond to communications or speakers may be offered the option of returning with a citizen-requested item. These presentations are limited to three (3) minutes and total time allotted 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 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..

6. When addressing the Board, speakers are requested to state their name and adhere to the time limits.

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.

1. PRELIMINARY

   1.1. CALL TO ORDER
   Meeting was called to order by the Board Chair at: .

ROLL CALL	PRESENT	ABSENT
Mari Bennett		
Javier Guzman		
Trinity Jolley		
Jeiran Lashai		
James Perreault		
Elsie Rivas Gómez		

   1.2. Core Practice
   1.3. Guiding Principle: Integrity is everything

2. COMMUNICATIONS

   2.1. 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.

3. CONSENT AGENDA ITEMS

   3.1. Approval of Board Minutes: 05-25-23 & 05-30-23
   3.2. Approval of April Bank & Credit Card Statements
   3.3. Approval of Amazon May Statement

4. DISCUSSION ITEMS
    4.1. Financial Report Update
    4.2. Site Directors' Reports. (May include: curriculum & instruction; equity, diversity, & inclusion; events & community; student achievement & support; professional development)
        4.2.1. ASL
        4.2.2. AGLA

    4.3. Executive Director's Report. (May include: C & I; equity, diversity, & inclusion; events & community; student achievement & support; professional development; human resources; facilities; operations; finance)
        4.3.1. ASL & AGLA Recharter

    4.4. ACO Report

5. ACTION ITEMS
    5.1. Approve Aveson Schools Monthly Financials
    5.2. Approve ASL FY 2023-24 Preliminary Budget
    5.3. Approve AGLA FY 2023-24 Preliminary Budget
    5.4. Approve Review and approve ASL FY2023-24 LCAP including: Annual Update and Budget Overview for Parents & Local Indicators
    5.5. Approve AGLA FY2023-24 LCAP including: Annual Update and Budget Overview for Parents & Local Indicators
    5.6. Approve ASL FY2023-24 LCAP Federal Addendum
    5.7. Approve AGLA FY2023-24 LCAP Federal Addendum
    5.8. Approve ASL Prop 30 EPA FY2022-23 Budgeted Expenditures Exhibit and Prop 30 Board Resolution
    5.9. Approve AGLA Prop 30 EPA FY2022-23 Budgeted Expenditures Exhibit and Prop 30 Board Resolution
    5.10. Approve Fusion Media Contract 2023/24
    5.11. Approve AGLA Local Teacher Authorization Resolution no: 44258.3
    5.12. Approve ASL Student and Family Handbook
    5.13. Approve AGLA Student and Family Handbook
    5.14. Approve Edgenuity Contract
    5.15. Approve iReady Data Contract
    5.16. Approve AGLA 2023/24 Bell Schedule
    5.17. Approve ASL Willscott Bungalow Classroom Lease
    5.18. Approve AGLA 2023/24 Minutes Calculator (new)
    5.19. Approve Aveson Wellness Guide (policy)
    5.20. Approve the Advisor Salary Scale

6. CLOSED SESSION
    6.1. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATIONS

7. RETURN TO PUBLIC SESSION

    7.1. Report Out of Closed Session

8. ADJOURNMENT

Posting Certification: I, Ian McFeat, Executive Director of Aveson Charter Schools, certify this agenda was posted at each school's front office and aveson.org on or before Friday, June 16th, 2023 at 5pm.

AVESON -Combined
CASHFLOW PROJECTIONS
FISCAL YEAR 2022-23

charterwise MANAGEMENT — A CHRISTY WHITE SOLUTION™

	WORKING BUDGET FY22-23	ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-22	ACTUAL Nov-22	ACTUAL Dec-22	ACTUAL Jan-23	ACTUAL Feb-23	ACTUAL Mar-23	ACTUAL Apr-23	Forecast May-23	Forecast Jun-23	Accrual	YTD Actuals	2022-23 Projections	Budget VS Projections	($) Budget Remaining	(%) Budget Remaining
				PRIOR YEAR P-2						**P-1**			**P-2**						
INCOME																			
8011-8096 Local Control Funding Formula Sources																			
8011 Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	2,081,346	121,922	-	121,922	219,459	219,459	219,459	438,918	155,599	185,073	185,073	148,041	-	66,421	1,866,884	2,081,346	-	214,462	10%
8012 Education Protection Act Funds	342,222	-	-	-	83,293	-	-	83,293	-	-	1,473	-	-	174,163	168,059	342,222	-	174,163	51%
8019 Charter Schools General Purpose - Prior Year	-	-	-	-	-	-	-	-	-	-	8,660	-	-	-	8,660	8,660	8,660	(8,660)	0%
8096 In Lieu Property Tax	2,980,874	-	194,498	388,996	259,331	259,331	259,331	259,331	103,732	494,086	230,828	148,226	148,226	234,956	2,449,466	2,980,874	-	531,408	18%
Total 8011-8096 Local Control Funding Formula Sources	$ 5,404,442	121,922	194,498	510,918	562,083	478,790	478,790	781,542	259,331	679,159	426,034	296,267	148,226	475,540	4,493,068	5,413,102	8,660	911,374	17%
	$ 5,404,442	121,922	194,498	510,918	562,083	478,790	478,790	781,542	259,331	679,159	426,034	296,267	148,226	475,540	4,493,068	$ 5,413,102			
8100-8299 Federal Income																			
8181 Federal Special Education (IDEA) Part B, Sec 611	102,404	-	-	-	-	-	-	-	-	-	-	-	-	87,546	-	87,546	(14,858)	102,404	100%
8182 Special Ed: IDEA Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8220 Child Nutrition Programs - Federal	131,474	2,455	6,993	11,674	12,752	9,758	9,197	10,356	11,699	11,480	9,214	12,461	12,461	10,973	95,579	131,474	-	35,895	27%
8291 Title I, A Basic Grants Low-Income	69,316	-	-	-	-	10,605	31,502	-	-	2,569	-	13,863	10,777	44,676	69,316	-	24,640	36%
8295 ESSER II CRRSA & ESSER III ARPA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8292 Title II, A Teacher Quality	12,691	-	-	-	-	-	2,585	-	3,193	-	1,985	-	2,538	2,390	7,763	12,691	-	4,928	39%
8294 Title IV	20,000	-	-	-	-	10,000	-	-	-	9,348	-	-	652	19,348	20,000	-	652	3%
8290.1 One Time Loss Learning Mitigation Funds - SWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8299 All Other Federal Revenue	1,768,143	-	5,518	5,518	-	535,861	-	-	20,815	-	-	1,203,617	-	111,590	567,712	1,882,918	114,775	1,200,431	68%
Total 8100-8299 Federal Income	$ 2,104,028	2,455	12,510	17,191	12,752	545,619	19,802	54,443	35,707	11,480	23,116	1,216,078	28,862	223,928	735,077	2,203,945	99,917	1,368,951	65%
	$ 2,104,028	2,455	12,510	17,191	12,752	545,619	19,802	54,443	35,707	11,480	23,116	1,216,078	28,862	223,928	735,077	$ 2,203,945			
8300-8599 State Income																			
8311 Special Education - Entitlement (State)	363,825	-	-	-	18,997	53,192	-	89,794	12,791	136,599	97,631	34,977	34,977	88,295	409,004	567,253	203,428	(45,179)	-12%
8312 Mental Health-SPED	62,269	-	-	-	-	-	-	-	-	-	-	-	-	62,269	-	62,269	-	62,269	100%
8519 Prior Year Adjustment	50,467	-	-	-	45,137	113	-	5,017	-	-	-	-	-	200	50,267	50,467	(0)	200	0%
8520 State Child Nutrition	305,005	5,178	19,972	31,465	30,336	22,526	21,129	23,749	27,026	26,235	21,831	24,980	24,980	25,599	229,446	305,005	-	75,560	25%
8545 SB 740	236,835	-	-	-	-	-	-	-	-	-	-	-	-	236,835	-	236,835	-	236,835	100%
8550 Mandated Block Grant	14,598	-	-	-	-	14,192	-	-	-	-	-	-	-	419	14,192	14,611	13	406	3%
8560 State Lottery	120,227	-	-	-	-	-	-	13,753	-	-	37,903	-	-	68,571	51,656	120,227	-	68,571	57%
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	583,458	-	-	-	-	-	444	59	-	-	1,823,285	-	-	163,621	1,823,788	1,987,409	1,403,951	(1,240,330)	-213%
Total 8300-8599 State Income	$ 1,736,684	5,178	19,972	31,465	94,470	90,023	21,573	132,372	39,817	162,834	1,980,650	59,957	59,957	645,808	2,578,352	3,344,075	1,607,391	(841,669)	-48%
	$ 1,736,684	5,178	19,972	31,465	94,470	90,023	21,573	132,372	39,817	162,834	1,980,650	59,957	59,957	645,808	2,578,352	$ 3,344,075			
8600-8799 Local Income																			
8634 Food Service Sales	280,000	466	(325)	1,050	27,020	42,300	42,310	57,685	35,771	40,550	48,564	12,800	12,800	2,981	295,391	323,972	43,972	(15,391)	-5%
8693 Field Trips	44,178	-	6,535	13,920	1,153	16,140	6,415	7,124	41,985	9,540	-	-	-	102,812	102,812	58,634	(58,634)	-133%
8694 Enterprise Revenue	248,227	6,183	58,154	39,365	1,360	36,310	21,832	47,271	13,714	45,144	30,337	-	-	299,670	299,670	51,443	(51,443)	-21%
8801 Donations - Parents	100,000	3,486	4,883	12,975	12,576	17,614	27,854	11,343	11,446	6,760	2,089	4,500	4,500	-	111,025	120,025	20,025	(11,025)	-11%
8802 Donations - Private	50,000	-	-	-	-	-	-	2,000	9,884	-	2,089	2,500	2,500	11,969	13,973	30,942	(19,058)	36,027	72%
8803 Fundraising	40,000	1,081	7,200	86	4,604	(4,584)	-	1,504	(612)	(77)	1,672	-	-	10,906	10,874	21,780	(18,220)	29,126	73%
8804 Computer Repair Fundraising	500	-	-	-	-	-	180	-	-	-	-	-	-	320	180	500	-	320	64%
8699 All Other Local Revenue	71,014	3,031	922	11,417	2,349	1,956	3,637	16,267	1,233	11,402	3,689	6,496	-	18,968	55,903	81,366	10,352	15,111	21%
8792 SPED State/County	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
Total 8600-8799 Local Income	$ 833,919	14,248	70,834	71,428	61,828	94,749	111,953	142,486	78,560	145,763	97,979	26,296	19,800	45,144	889,827	981,066	147,147	(55,908)	-7%
	$ 833,919	14,248	70,834	71,428	61,828	94,749	111,953	142,486	78,560	145,763	97,979	26,296	19,800	45,144	889,827	$ 981,066			
TOTAL INCOME	$ 10,079,073	143,803	297,815	631,003	731,134	1,209,180	632,118	1,110,842	413,415	999,236	2,527,779	1,598,598	256,846	1,390,420	8,696,325	11,942,188	1,863,116	1,382,748	14%
	$ 10,079,073	143,803	297,815	631,003	731,134	1,209,180	632,118	1,110,842	413,415	999,236	2,527,779	1,598,598	256,846	1,390,420	8,696,325	$11,942,188			
EXPENSE	$ 918,614	-	-	-	-														
1000 Certificated Salaries																			
1100 Teachers' Salaries	2,387,879	12,806	145,010	239,059	214,857	212,099	209,176	206,779	210,873	217,092	209,984	255,073	255,073	-	1,877,733	2,387,879	-	510,145	21%
1200 Substitute Expense	160,885	600	5,817	10,986	15,517	17,767	16,803	16,420	16,931	18,673	18,689	31,234	25,012	-	138,202	194,449	33,564	22,683	14%
1300 Certificated Super/Admin	919,619	27,833	62,293	69,227	79,385	149,822	67,585	68,085	65,585	65,585	65,585	116,241	116,241	(33,849)	720,986	919,619	-	198,633	22%
1900 Other Certificated	586,351	3,333	32,634	50,944	49,380	50,010	49,778	49,475	57,828	57,883	53,485	65,802	65,802	-	454,748	586,351	-	131,603	22%
Total 1000 Certificated Salaries	$ 4,054,735	44,571	245,754	370,214	359,139	429,697	343,342	340,759	351,217	359,234	347,743	468,350	462,127	(33,849)	3,191,670	4,088,298	33,564	863,064	21%
	$ 4,054,735	44,571	245,754	370,214	359,139	429,697	343,342	340,759	351,217	359,234	347,743	468,350	462,127	(33,849)	3,191,670	$ 4,088,298			
2000 Classified Salaries																			
2100 Instructional Aide Salaries	840,261	32,741	48,361	81,198	86,918	89,547	83,492	62,021	99,218	92,540	77,488	79,409	56,910	-	753,524	889,843	49,582	86,737	10%
2200 Classified Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
2300 Classified Supervisor and Administrator Salaries	427,566	13,356	36,578	45,859	47,415	45,994	45,941	45,644	43,267	40,204	40,638	11,335	11,335	-	404,896	427,566	-	22,670	5%
2400 Clerical/Technical/Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
2700 Classified Staff/ Maintenance	180,715	9,400	16,489	17,496	16,811	17,643	19,994	16,225	16,605	15,765	18,587	7,850	7,850	-	165,015	180,715	-	15,701	9%
2900 Other Classified Salaries	181,000	10,752	25,389	23,955	17,006	17,491	16,198	13,303	18,013	16,518	16,217	3,079	3,079	-	174,842	181,000	-	6,158	3%
Total 2000 Classified Salaries	$ 1,629,543	66,249	126,817	168,508	168,150	170,675	165,625	137,193	177,103	165,027	152,930	101,673	79,174	-	1,498,277	1,679,125	49,582	131,266	8%
	$ 1,629,543	66,249	126,817	168,508	168,150	170,675	165,625	137,193	177,103	165,027	152,930	101,673	79,174	-	1,498,277	$ 1,679,125			
3000 Employee Benefits																			
3301 OASDI - Social Security/Medicare	352,425	6,746	22,827	32,632	31,730	32,739	29,361	28,889	32,019	31,768	30,321	35,341	33,561	4,898	279,031	352,831	406	73,394	21%
3302 MED - Medicare	82,422	5,135	5,339	7,632	7,461	8,521	7,206	6,756	7,488	7,430	7,091	8,265	7,849	512	66,501	83,128	706	15,921	19%
3401 H&W - Health & Welfare	437,260	29,483	77,247	(7,837)	33,814	48,882	32,655	40,304	39,933	38,845	39,018	32,457	32,457	-	372,346	437,260	-	64,914	15%
3501 FUTA/SUTA	28,421	-	(1,046)	-	7,482	-	-	11,634	918	339	8,874	1,427	1,427	-	28,201	31,054	2,632	221	1%
3601 Worker Compensation	66,506	-	14,247	10,359	9,234	4,617	4,617	4,617	4,617	-	4,618	4,790	4,790	-	56,926	66,506	-	9,580	14%
3901 403B	46,109	-	-	1,982	9,688	4,971	5,196	2,351	-	5,362	5,612	7,469	7,469	-	35,162	50,099	3,990	10,947	24%
Total 3000 Employee Benefits	$ 1,013,144	37,807	118,613	44,769	99,408	99,731	79,035	94,552	84,976	83,743	95,535	89,749	87,552	5,410	838,167	1,020,878	7,734	174,977	17%
	$ 1,013,144	37,807	118,613	44,769	99,408	99,731	79,035	94,552	84,976	83,743	95,535	89,749	87,552	5,410	838,167	$ 1,020,878			
4000 Books and Supplies																			
4100 Approved Textbooks and Core Curriculum Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
4200 Books and Other Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
4300 Materials and Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
4315 Custodial Supplies	22,606	169	2,937	1,781	814	2,036	1,342	1,304	1,257	1,183	2,196	3,793	3,793	-	15,020	22,606	-	7,586	34%
4320 Education Software	42,505	35,836	6,385	284	-	-	-	-	-	-	849	-	-	-	43,354	43,354	849	(849)	-2%
4325 Instructional Materials & Supplies	134,000	19,797	18,100	13,224	5,991	14,889	10,031	9,970	17,845	25,380	21,674	-	-	-	156,903	156,903	22,903	(22,903)	-17%
4326 SPED Instructional Materials	19,597	1,766	7,442	1,587	1,330	475	255	2,072	574	1,071	1,142	2,102	2,102	-	17,714	21,917	2,320	1,883	10%
4330 Office Supplies	20,611	1,956	7,560	2,767	1,819	3,315	488	2,427	3,948	1,215	1,278	-	-	-	26,775	26,775	6,164	(6,164)	-30%
4342 Athletics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
4381 Plant Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
4400 Noncap Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
4451 Software/Licensing	9,200	-	547	828	-	-	-	-	374	-	-	3,725	3,725	-	1,749	9,200	-	7,451	81%
4420 Computers (individual items < $5k)	28,205	1,372	11,772	3,418	-	-	9,966	1,677	878	-	-	-	-	-	29,083	29,083	878	(878)	-3%
4430 Office Furniture, Equipment & Supplies	18,022	2,157	1,872	5,575	1,808	3,886	608	2,115	5,282	-	-	-	-	-	23,304	23,304	5,282	(5,282)	-29%
4700 Food/Food Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%

AVESON -Combined
CASHFLOW PROJECTIONS
FISCAL YEAR 2022-23

charterwise MANAGEMENT
A CHRISTY WHITE SOLUTION™

	WORKING BUDGET FY22-23	ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-22	ACTUAL Nov-22	ACTUAL Dec-22	ACTUAL Jan-23	ACTUAL Feb-23	ACTUAL Mar-23	ACTUAL Apr-23	Forecast May-23	Forecast Jun-23	Accrual	YTD Actuals	2022-23 Projections	Budget VS Projections	($) Budget Remaining	(%) Budget Remaining
						PRIOR YEAR P-2				P-1			P-2						
4710 Studetnt Food Service	460,515	12,161	16,326	43,539	44,798	41,042	32,871	22,593	43,782	54,430	33,407	57,783	57,783	-	344,949	460,515	-	115,566	25%
4720 Other Food	-													-	-	-	-	-	0%
Total 4000 Supplies	755,261	75,215	72,942	73,003	56,561	65,644	55,562	42,157	73,939	83,279	60,547	67,403	67,403	-	658,849	793,656	38,395	96,412	13%
	755,261	75,215	72,942	73,003	56,561	65,644	55,562	42,157	73,939	83,279	60,547	67,403	67,403	-	658,849	793,656			
5000 Services and Other Operating Expenditures																			
5200 Conference Fees	11,000	-	-	110	132	394	78	-	601	-	-	4,843	4,843	-	1,315	11,000	-	9,685	88%
5300 Dues and Memberships	18,000	8,263	3,415	2,338	195	570	443	550	719	120	120	751	751	-	16,732	18,234	234	1,268	7%
5400 Insurance	131,063	-	12,279	49,114	24,558	12,279	12,278	12,278	12,278	7,687	12,278	6,139	-	-	155,029	161,168	30,105	(23,966)	-18%
5510 Utilities- Gas and Electric	118,929	7,327	12,641	14,573	19,108	9,184	8,649	9,437	17,581	9,674	7,329	8,230	8,230	-	115,502	131,962	13,033	3,427	3%
5515 Janitorial, Gardening Services	9,724	761	112	3,661	380	1,780	760	371	380	380	532	380	380	-	9,117	9,877	153	607	6%
5520 Security	1,000	-	120	-	-	120	-	-	135	-	135	250	250	-	510	1,010	10	490	49%
5525 Utilites - Waste	18,326	1,628	1,758	1,491	-	1,676	1,488	296	2,213	360	2,151	2,633	2,633	-	13,060	18,326	-	5,266	29%
5530 Utilities - Water	23,535	278	3,701	708	3,896	681	2,845	-	2,717	311	2,718	2,840	2,840	-	17,855	23,535	-	5,680	24%
5605 Equip Rental/Lease	32,000	2,366	2,366	3,128	2,366	2,366	3,497	2,848	2,450	3,979	2,450	2,092	2,092	-	27,817	32,000	-	4,183	13%
5610 Rent	683,206	100,389	55,551	56,324	55,830	59,661	57,512	57,543	59,025	58,030	58,072	57,736	9,450	-	617,937	685,124	1,918	65,268	10%
5615 Repairs and Maintenance - Buildings	93,716	17,448	10,940	34,372	18,814	6,769	4,902	472	4,059	5,387	1,769	-	-	-	104,930	104,930	11,214	(11,214)	-12%
5616 Repairs and Maintenance - Computers	4,152	-	-	-	-	177	-	-	-	-	-	1,988	1,988	-	177	4,152	-	3,975	96%
5618 Repairs and Maintenance - Vehicles expense	4,261	-	750	300	1,638	-	-	598	-	-	-	488	488	-	3,285	4,260	(0)	975	23%
5800 Prof/Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5803 Auditing Fees	13,176	-	-	-	-	-	-	-	-	-	-	6,588	6,588	-	-	13,176	-	13,176	100%
5807 Legal Settlements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5809 Banking Fees	14,876	1,183	1,553	798	1,011	999	1,333	1,585	764	1,444	476	1,774	1,774	-	11,146	14,693	(183)	3,730	25%
5810 Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5811 AEC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5812 Business Services	120,738	-	10,062	10,062	10,061	10,062	10,062	10,157	10,062	10,062	10,062	15,045	15,045	-	90,649	120,738	-	30,090	25%
5824 District Oversight Fees	54,044	-	-	-	-	-	-	-	-	-	-	27,022	27,022	-	-	54,044	-	54,044	0%
5815 Advertising/Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54,044	100%
5830 Field Trips	48,035	(902)	-	4,170	27,711	1,613	3,727	7,515	6,081	51,763	32,704	-	-	-	134,383	134,383	86,348	(86,348)	-180%
5836 Fingerprinting/Livescan	513	-	-	-	-	50	101	-	-	-	105	128	128	-	256	513	-	257	50%
5839 Fundraising Expense	8,500	-	15	-	-	795	-	1,548	600	850	-	2,346	2,346	-	3,808	8,500	-	4,692	55%
5843 Interest Expense/Misc fee	11,500	394	409	388	355	344	313	303	280	235	238	2,305	2,305	-	3,258	7,867	(3,633)	8,242	72%
5845 Legal Fees	91,750	-	9,673	1,508	1,956	2,813	583	114	2,779	2,003	3,375	34,919	34,919	-	24,804	94,642	2,892	66,946	73%
5848 Licenses and Other Fees	6,463	1,250	-	-	-	625	-	3,651	-	-	-	468	468	-	5,526	6,463	0	937	14%
5851 Marketing and Student Recruiting	59,000	4,200	-	1,181	-	19,503	-	3,655	13,481	-	4,200	6,390	6,390	-	46,220	59,000	-	12,780	22%
5854 Consultants - Other	431,065	14,383	15,990	10,819	14,839	10,980	115,203	16,470	46,273	6,700	8,160	85,625	85,625	-	259,815	431,065	-	171,250	40%
5855 Ed Consultants	27,543	-	-	1,125	-	-	950	550	729	13,460	1,000	4,865	4,865	-	17,814	27,543	-	9,729	35%
5856 Enterprise	31,775	10,504	1,020	551	184	638	5,489	1,205	(2,517)	1,006	321	6,687	6,687	-	18,402	31,775	-	13,373	42%
5857 Payroll Services	25,750	1,498	1,703	2,027	2,005	2,069	2,098	2,352	1,934	2,068	2,000	2,997	2,997	-	19,756	25,750	-	5,994	23%
5860 Printing and Reproduction	200	-	-	-	-	-	-	-	-	-	-	100	100	-	-	200	-	200	100%
5861 PY Expenses (Unaccrued)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5862 Professional Development	70,450	900	15,149	1,086	989	10,253	450	58	-	5,355	-	18,105	18,105	-	34,241	70,450	-	36,209	51%
5873 Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5874 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5875 SPED Consultants	305,953	621	5,945	5,328	3,804	37,380	47,906	8,328	19,564	28,839	23,427	62,406	62,406	-	181,141	305,953	-	124,811	41%
5876 Sports	11,793	-	-	209	1,869	240	4,546	4,930	623	4,411	2,465	-	-	-	19,292	19,292	7,499	(7,499)	-64%
5877 Staff Recruiting/Hiring	1,700	-	-	-	1,200	-	-	-	-	-	-	250	250	-	1,200	1,700	-	500	29%
5878 Student Assessment	26,482	5,682	18,550	-	-	-	840	-	-	-	-	705	705	-	25,072	26,482	-	1,410	5%
5881 Student Information System	23,000	4,431	-	-	18,225	-	-	-	-	10,973	4,403	-	-	-	38,031	38,031	15,031	(15,031)	-65%
5883 Substitutes (Contracted)	33,058	-	244	4,392	1,830	3,538	4,270	4,636	5,002	4,026	4,514	616	616	-	32,452	33,684	626	606	2%
5887 Technology Services	138,251	44,751	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	-	121,251	138,251	(0)	17,000	12%
5893 Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5899 Misc Operating Expenses	11,507	70	150	-	5,043	967	1,570	-	-	953	-	1,377	1,377	-	8,753	11,507	-	2,754	24%
5910 Communications- Internet/Website Fees	35,742	1,999	4,927	2,375	10,801	900	2,226	866	1,280	985	1,385	2,728	2,582	-	27,743	33,052	(2,690)	7,999	22%
5915 Communications- Postage and Delivery	2,342	27	255	183	55	148	88	-	378	13	56	570	570	-	1,201	2,342	-	1,140	49%
5920 Communications- Telephone & Fax	22,944	1,251	1,251	1,789	1,251	2,215	1,426	1,965	1,240	2,180	1,730	3,670	3,670	-	17,285	24,626	1,682	5,659	25%
5999 Expense Suspense															-	-	-	-	0%
Total 5000 Services and Other Operating Expenditures	2,777,061	230,700	199,028	223,595	238,607	210,288	304,131	162,780	219,211	241,752	196,674	384,553	329,981	-	2,226,766	2,941,300	164,239	604,339	10
	2,777,061	230,700	199,028	223,595	238,607	210,288	304,131	162,780	219,211	241,752	196,674	384,553	329,981	-	2,226,766	2,941,300			
6000 Capital Outlay																			
6900 Depreciation Expense	53,493	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	-	44,578	53,493	0	8,915	17%
6901 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
Total 6000 Capital Outlay	53,493	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	-	44,578	53,493	0	8,915	17%
	53,493	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	-	44,578	53,493			
7438 Debt Service - Bond Payments/ & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
Total 6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			0
TOTAL EXPENSE	10,283,236	459,000	767,611	884,546	926,324	980,492	952,153	781,899	910,904	937,493	857,886	1,116,186	1,030,696	(28,439)	8,458,307	10,576,750	293,514	1,878,974	18%
	10,283,236	459,000	767,611	884,546	926,324	980,492	952,153	781,899	910,904	937,493	857,886	1,116,186	1,030,696	(28,439)	8,458,307	10,576,750			
NET INCOME (LOSS)	(204,164)	(315,197)	(469,797)	(253,543)	(195,190)	228,688	(320,035)	328,943	(497,488)	61,744	1,669,893	482,412	(773,851)	1,418,859	238,018	1,365,438	1,569,602	(496,226)	
	(204,164)	(315,197)	(469,797)	(253,543)	(195,190)	228,688	(320,035)	328,943	(497,488)	61,744	1,669,893	482,412	(773,851)	1,418,859	238,018	1,365,438	1,569,602	23,697	
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(0)	(0)			

AVESON -Combined
CASHFLOW PROJECTIONS
FISCAL YEAR 2022-23

charterwise MANAGEMENT
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	WORKING BUDGET FY22-23	ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-22	ACTUAL Nov-22	ACTUAL Dec-22	ACTUAL Jan-23	ACTUAL Feb-23	ACTUAL Mar-23	Forecast Apr-23	Forecast May-23	Jun-23	Accrual		YTD Actuals	2022-23 Projections	Budget VS Projections	($) Budget Remaining	(%) Budget Remaining
			PRIOR YEAR P-2								**P-1**		**P-2**							
		ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-20	ACTUAL Nov-22	ACTUAL Dec-22	ACTUAL Jan-23	ACTUAL Feb-23	ACTUAL Mar-23	ACTUAL Apr-23	ACTUAL May-23	ACTUAL Jun-23	Accrual						
Beginning Cash Balance	2,229,160	2,227,291	1,812,440	1,704,029	1,662,105	2,466,280	2,337,455	2,678,726	2,184,286	2,313,250	4,116,579	4,616,163	3,872,815							
Cash Flow from Operating Activities																				
Net Income (Loss)		(315,197)	(469,797)	(253,543)	(195,190)	228,688	(320,035)	328,943	(497,488)	61,744	1,669,893	482,412	(773,851)	1,418,859						
Change in Accounts Receivable																				
Due from Grantor		439,938	93,086	142,340	110,773	286,256	61,777	(824)	(8,400)	53,099	114,115	37,715	31,045							
Change in Accounts Payable		(50,941)	(41,067)	(17,843)	21,163	35,248	(61,541)	879	23,688	18,223	(37,401)									
Clean Energy funds - refund									18,303					(134,000)						
Change in Other Liabilites (incl Due to Grantor)				(7,739)	(13,930)	(8,400)	(13,930)	(27,860)		(2,934)	(13,929)	-	-	-						
Change in Payroll Liabilites		(170,806)	(1,754)	9,719	(15,598)	9,274	(1,812)	7,738		4,831	(2,904)									
Change in Prepaid Expenditures		94,168	5,000						(30,000)	(21,945)	-	-	-	-						
Change in Deferred Revenue		21,447	223	19,197	51,401	253,650	207,259	32,936		16,488	94,097	-	-							
Depreciation Expense		4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	-						
Cash Flow from Investing Activities		(19,936)										-	-	-						
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)	(25,000)	(25,000)	(5,000)							
Ending Cash Balance (Cash on Hand)		2,227,291	1,812,440	1,704,029	1,662,105	2,466,280	2,337,455	2,678,726	2,184,286	2,313,250	4,116,579	4,616,163	3,872,815	5,157,675						

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outlieier contract

| | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | | | | | | |

| | | | | | | | | | | | | | | docs over to Celeste Thursday |

Enrollment 264.00
P2 ADA 243.15
Unduplicated Pupil Count % 32%

| | PRIOR YEAR P-2 | | | | | | | | P-1 | | | P-2 | | | | WORKING | | |
	WORKING BUDGET FY22-23	ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-22	ACTUAL Nov-22	ACTUAL Dec-22	ACTUAL Jan-23	ACTUAL Feb-23	ACTUAL Mar-23	ACTUAL Apr-23	Forecast May-23	Forecast Jun-23	Accrual	YTD Actuals	2022-23 Projections	Budget VS Projections	($) Budget Remaining	(%) Budget Remaining
INCOME																			
8011-8096 Local Control Funding Formula Sources																			
8011 Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	810,406	48,177		48,177	86,719	86,719	86,719	173,438		92,565	92,565	56,091		39,235	715,079	810,406	-	95,327	12%
8012 Education Protection Act Funds	240,968	-		66,334				66,334	-		(6,902)	-		115,202	125,766	240,968	-	115,202	48%
8019 State Aid-Prior Years	-														-	-	-	-	
8096 In Lieu Property Tax	1,111,733		78,813	155,599	103,732	103,732	103,732	103,732	103,732	197,635	92,331			68,693	1,043,040	1,111,733	-	68,693	6%
Total 8011-8096 Local Control Funding Formula Sources	2,163,107	48,177	78,813	203,776	256,785	190,451	190,451	343,504	103,732	290,200	177,994	56,091	-	223,131	1,883,885	2,163,107	-	279,222	13%
8100-8299 Federal Income																			
8181 Federal Special Education (IDEA) Part B, Sec 611	54,100													45,355	-	45,355	(8,745)	54,100	100%
8182 Special Ed: IDEA Mental Health	-															-			
8220 Child Nutrition Programs - Federal	35,689		1,685	3,139	3,665	2,910	2,797	2,924	3,520	3,650	2,688	3,400	3,400	1,912	26,977	35,689	-	8,712	24%
8291 Title I, A Basic Grants Low-Income	44,200			-		7,514	23,342		-	-	2,569	-	8,840	1,935	33,425	44,200	-	10,775	24%
8295 ESSER II CRRSA & ESSER III ARPA	-														-	-			0%
8292 Title II, A Teacher Quality	4,924	-	-	-	-		1,286	1,285	-		985	1,368	2,571	4,924		2,353	48%
8294 Title IV	10,000	-		-			5,000	-		4,892	-		108	9,892	10,000	-	108	1%
8290.1 One Time Loss Learning Mitigation Funds - SWD	-														-	-			0%
8299 All Other Federal Revenue	1,130,917					535,861			10,408			578,888		15,917	546,269	1,141,074	10,157	584,648	52%
Total 8100-8299 Federal Income	1,279,830	-	1,685	3,139	3,665	538,771	10,311	32,552	15,213	3,650	10,149	582,288	13,225	66,596	619,134	1,281,242	1,412	660,697	52%
8300-8599 State Income																			
8311 Special Education - Entitlement (State)	136,093	-		7,106	24,772		25,582	12,791	66,891	34,977	34,977	34,977	39,165	172,119	281,238	145,145	(36,026)	-26%
8312 Mental Health-SPED	30,347											30,347		-	30,347			
8519 Prior Year Adjustment	29,421			24,091	2,821		2,509						29,421	29,421	(0)	0	0%
8520 State Child Nutrition	81,000		4,286	7,668	7,674	5,891	5,722	6,090	7,323	7,432	5,495	7,600	7,600	8,219	57,581	81,000	-	23,419	29%
8545 SB 740	231,814	-	-	-	-				-	-		-	-	231,814	-	231,814	100%
8550 Mandated Block Grant	8,390	-	-	-	-	7,971			-	-	-	-	-	419	7,971	8,390	-	419	5%
8560 State Lottery	46,649	-	-	-	-				-		11,309	-	-	35,340	11,309	46,649	-	35,340	76%
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	322,118						248				1,250,758			87,949	1,251,006	1,338,955	1,016,837	(928,888)	-288%
Total 8300-8599 State Income	885,831	-	4,286	7,668	38,871	41,456	5,970	34,181	20,114	74,323	1,302,539	42,577	42,577	433,252	1,529,407	2,047,813	1,161,982	(673,923)	-76%
8600-8799 Local Income																			
8634 Food Service Sales	128,000	56	(37)	362	13,271	20,940	21,113	28,783	17,659	20,077	24,147	12,800	12,800		146,372	171,972	43,972	(18,372)	-14%
8693 Field Trips	44,025	-	-	6,535	13,920	1,015	16,140	6,415	3,150	32,992	7,738				87,905	87,905	43,880	(43,880)	-100%
8694 Enterprise Revenue	897	-	-												-	-	(897)	897	100%
8801 Donations - Parents	50,000	1,743	2,441	6,487	6,288	8,876	13,927	5,672	5,723	3,380	2,089	4,500	4,500		56,626	65,626	15,626	(6,626)	-13%
8802 Donations - Private	25,000	-	-					1,000	4,942						5,942	5,942	(19,058)	19,058	76%
8803 Fundraising	20,000	46	-	43				1,463	(612)	(116)	956				1,780	1,780	(18,220)	18,220	91%
8804 Computer Repair Fundraising	500						180							320	180	500		320	64%
8699 All Other Local Revenue	6,055	1,516	208	1,426	1,393	1,133	302	77	591	6,986	2,774				16,407	16,407	10,352	(10,352)	-171%
8792 SPED State/County	-									-		-	-		-	-	-	-	0%
Total 8600-8799 Local Income	274,477	3,360	2,613	14,854	34,872	31,964	51,662	43,410	31,453	63,319	37,705	17,300	17,300	320	315,212	350,132	75,655	(40,735)	-15%
TOTAL INCOME	4,603,246	51,537	87,396	229,436	334,194	802,642	258,394	453,647	170,512	431,493	1,528,387	698,257	73,102	723,298	4,347,638	5,842,294	1,239,049	225,261	5%
EXPENSE	$ -																		
1000 Certificated Salaries																			
1100 Teachers' Salaries	1,059,370	6,236	74,031	103,977	96,365	93,664	90,808	89,680	91,592	92,891	97,903	111,112	111,112	-	837,145	1,059,370	-	222,225	21%
1200 Tutor/Substitute Expense	109,817	-	2,674	5,698	10,259	12,381	11,422	11,230	6,145	6,184	6,245	18,790	18,790	-	72,238	109,817	-	37,579	34%
1300 Certificated Super/Admin	361,958	11,759	19,248	15,215	25,374	46,882	19,157	23,908	19,821	19,821	19,821	70,477	70,477		221,005	361,958	-	140,953	39%
1900 Other Certificated	303,495	3,333	18,474	27,700	26,306	26,508	26,398	27,078	32,353	32,775	29,468	26,551	26,551		250,394	303,495	-	53,101	17%
Total 1000 Certificated Salaries	1,834,640	21,328	114,428	152,591	158,304	179,435	147,784	151,897	149,909	151,669	153,436	226,929	226,929	-	1,380,781	1,834,640	-	453,859	25%
2000 Classified Salaries																			
2100 Instructional Aide Salaries	377,238	3,293	27,068	35,823	34,446	35,002	33,338	28,540	40,850	37,567	32,490	34,411	34,411	-	308,416	377,238	-	68,822	18%
2200 Classified Support Salaries	-			-											-	-			0%
2300 Classified Supervisor and Administrator Salaries	168,291	5,290	16,798	20,020	20,087	20,126	20,092	23,639	21,551	20,017	20,466	(9,897)	(9,897)	-	188,085	168,291	-	(19,794)	-12%
2400 Clerical/Technical/Office Staff Salaries	-			-					-						-	-		-	0%
2700 Classified Staff/ Maintenance	56,616	3,373	6,657	6,818	6,538	6,671	8,860	5,250	6,193	5,861	4,851	(2,228)	(2,228)	-	61,072	56,616	-	(4,456)	-8%
2900 Other Classified Salaries	70,229	2,183	6,470	9,213	7,544	7,758	7,198	5,962	7,205	6,607	6,487	1,801	1,801	-	66,628	70,229	-	3,601	5%
Total 2000 Classified Salaries	672,375	14,138	56,991	71,875	68,616	69,557	69,487	63,391	75,800	70,053	64,293	24,087	24,087	-	624,201	672,375	-	48,173	7%
3000 Employee Benefits																			
3301 OASDI - Social Security/Medicare	155,435	2,142	10,513	13,648	13,726	13,466	12,337	13,085	13,745	13,498	13,250	15,563	15,563	4,898	119,411	155,435	-	36,023	23%
3302 MED - Medicare	36,352	501	2,459	3,192	3,230	3,553	3,095	3,060	3,215	3,157	3,099	3,640	3,640	512	28,560	36,352	-	7,792	21%
3401 H&W - Health & Welfare	182,656	11,911	27,771	(3,356)	13,804	21,555	17,305	16,322	15,952	15,809	15,029	15,277	15,277		152,102	182,656	-	30,554	17%
3501 FUTA/SUTA/ETT	12,535		(519)		4,022			6,210	356	109	4,189	400	400		14,368	15,168	2,632	(1,832)	-15%
3601 Worker Compensation	29,332		6,981	5,076	4,525	2,309	2,309	2,309	2,309			2,309	603	603	-	28,125	29,332	-	1,207	4%
3700 403B	13,579		514	4,112	1,822	2,046	1,009		2,016	2,017	2,017	2,017		13,535	17,569	3,990	44	0%
Total 3000 Employee Benefits	429,889	14,554	47,205	19,074	43,418	42,704	37,093	41,994	35,576	34,589	39,894	37,500	37,500	5,410	356,101	436,511	6,623	73,787	17%
4000 Books and Supplies																			
4100 Approved Textbooks and Core Curriculum Materials	-	-	-			-			-	-	-				-	-			0%
4200 Books and Other Reference Materials	-	-	-			-			-						-	-			0%
4300 Materials and Supplies	-	-	-						-	-	-				-	-			0%
4315 Custodial Supplies	10,506		342	1,159	254	1,083	695	346	781	284	503	2,530	2,530		5,447	10,506		5,060	48%
4320 Education Software	31,702	31,702							-	-	-				31,702	31,702			0%
4325 Instructional Materials & Supplies	42,000	243	10,138	7,539	1,733	2,257	4,752	3,929	7,233	7,444	9,162				54,431	54,431	12,431	(12,431)	-30%
4326 SPED Instructional Materials	9,000	50	3,424	221	304	153		178	30	104	333	2,102	2,102		4,797	9,000		4,203	47%
4330 Office Supplies	8,000	784	1,954	1,680	1,143	1,209	252	700	1,472	544	577				10,316	10,316	2,316	(2,316)	-29%
4342 Athletics	-	-	-			-			-		-				-	-		-	0%

AVESON - AGLA
CASHFLOW PROJECTIONS
FISCAL YEAR 2022-23

charterwise MANAGEMENT — A CHRISTY WHITE SOLUTION™

outlieier contract

	12	11	10	9	8	7	6	5	4	3	2	1

Enrollment	264.00
P2 ADA	243.15
Unduplicated Pupil Count %	32%

docs over to Celeste Thursday

Code / Description	WORKING BUDGET FY22-23	ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-22	ACTUAL Nov-22	ACTUAL Dec-22	ACTUAL Jan-23	ACTUAL Feb-23	ACTUAL Mar-23	ACTUAL Apr-23	Forecast May-23	Forecast Jun-23	Accrual	YTD Actuals	2022-23 Projections	WORKING Budget VS Projections	($) Budget Remaining	(%) Budget Remaining
						PRIOR YEAR P-2				P-1			P-2							
4381 Plant Maintenance	-														-	-	-	-	0%
4400 Noncap Equipment	-		-		-				-						-	-	-	-	0%
4410 Classroom Furniture, Equipment & Supplies	4,600		197	329					374			1,850	1,850		901	4,600	-	3,699	80%
4420 Computers (individual items < $5k)	18,959	1,372	8,639	1,460			6,579	909							18,959	18,959	0	(0)	0%
4430 Office Furniture, Equipment & Supplies	6,659	1,675		1,360	541	601	367	2,115	275						6,934	6,934	275	(275)	-4%
4700 Food/Food Supplies	-			-								-			-	-	-	-	0%
4710 Student Food Service	193,301	5,964	8,000	17,796	17,851	16,510	13,165	8,982	18,095	21,804	13,373	25,881	25,881		141,539	193,301	-	51,762	27%
4720 Other Food	-														-	-	-	-	0%
Total 4000 Supplies	**324,727**	**41,791**	**32,694**	**31,544**	**21,827**	**21,813**	**25,811**	**17,159**	**28,261**	**30,180**	**23,949**	**32,362**	**32,362**	**-**	**275,026**	**339,750**	**15,023**	**49,701**	**15%**
5000 Services and Other Operating Expenditures																			
5200 Conference Fees	5,000				81	195	22		498			2,102	2,102		796	5,000	-	4,204	84%
5300 Dues and Memberships	8,000	3,490	1,128	2,278	98	60	135	268	659	60	60				8,234	8,234	234	(234)	-3%
5400 Insurance	65,000		6,017	24,066	12,033	6,140	6,139	6,139	6,139	7,687	6,139				80,499	80,499	15,499	(15,499)	-24%
5510 Utilities- Gas and Electric	45,129	3,162	3,938	7,104	4,105	2,943	3,365	3,512	4,742	3,660	2,499	3,400	3,400		39,030	45,830	701	6,099	14%
5515 Janitorial, Gardening Services	2,979	59		1,520		1,400						-	-		2,979	2,979	0	(0)	0%
5520 Security	500		120			120			135		135	-	-		510	510	10	(10)	-2%
5525 Utilities - Waste	4,510	366	395	128		631	890	296	720	360	360	182	182		4,146	4,510	-	364	8%
5530 Utilities - Water	5,535	278		708	334	681	319		651	311	311	971	971		3,593	5,535	-	1,942	35%
5605 Equip Rental/Lease	15,000	1,183	1,183	1,600	1,183	1,183	1,769	1,424	1,225	1,943	1,225	541	541		13,918	15,000	-	1,082	7%
5610 Rent	569,741	91,618	46,093	46,149	46,149	50,014	48,286	48,286	48,286	48,286	48,286	48,286			521,454	569,741	0	48,286	8%
5615 Repairs and Maintenance - Buildings	53,929	16,685	1,181	7,477	18,557	6,435	3,191	403	1,686	4,138	1,714				61,467	61,467	7,538	(7,538)	-14%
5616 Repairs and Maintenance - Computers	1,000					177						412	412		177	1,000	-	823	82%
5618 Repairs and Maintenance - Vehicles expense	2,761		375	150	1,638			598							2,760	2,760	(0)	0	0%
5800 Prof/Consulting	-											-	-		-	-	-	-	0%
5803 Auditing Fees	6,273											3,137	3,137		-	6,273	-	6,273	100%
5807 Legal Settlements	-											-	-		-	-	-	-	
5809 Banking/CC/Other Fees	6,976	599	780	414	610	521	768	404	376	904	266	576	576		5,641	6,793	(183)	1,335	19%
5810 Educational Consultants	-											-	-		-	-	-	-	0%
5811 AEC	-											-	-		-	-	-	-	0%
5812 Business Services	54,332		4,930	4,930	5,031	5,031	5,031	5,078	5,031	5,031	5,031	4,605	4,605	-	45,123	54,332	-	9,209	17%
5824 District Oversight Fees	21,631											10,816	10,816		-	21,631	-	21,631	100%
5815 Advertising/Recruiting	-											-			-	-	-	-	0%
5830 Field Trips	44,025	(918)		1,310	27,629	1,323	3,716	6,765	3,981	50,503	28,317				122,626	122,626	78,601	(78,601)	-179%
5836 Fingerprinting/Livescan	256					50	101				105	0	0		256	256	-	0	0%
5839 Fundraising Expense	5,000		8				397	821	600	425		1,375	1,375		2,251	5,000	-	2,749	55%
5843 Interest Expense/Misc fee	5,500	197	205	194	177	172	156	151	140	117	119	119	119		1,629	1,867	(3,633)	3,871	70%
5845 Legal Fees	10,000		5,642	478	428	2,241	534	114	81	117	3,375				12,892	12,892	2,892	(2,892)	-29%
5848 Licenses and Other Fees	3,700	625						2,138				468	468		2,763	3,700	-	937	25%
5851 Marketing and Student Recruiting	31,000	2,100		591		9,751		3,655	9,281		2,100	1,761	1,761		27,478	31,000	-	3,522	11%
5854 Consultants - Other	266,565	6,941	7,995	5,391	7,419	5,490	105,829	10,735	33,176	3,350	4,830	37,704	37,704		191,156	266,565	-	75,409	28%
5855 Ed Consultants	8,100			1,125					79	6,725		85	85		7,929	8,100	-	171	2%
5856 Enrichment	-											-	-		-	-	-	-	0%
5857 Payroll Services	13,000	749	852	1,014	1,003	1,035	1,049	1,176	967	1,034	1,000	1,561	1,561		9,878	13,000	-	3,122	24%
5860 Printing and Reproduction	200											100	100		-	200	-	200	100%
5861 PY Expenses (Unaccrued)	-											-	-		-	-	-	-	0%
5862 Professional Development	40,000	170	3,350	779		5,183				2,905		13,806	13,806	-	12,387	40,000	-	27,613	69%
5873 Financial Services	-											-	-		-	-	-	-	0%
5874 SPED Encroachment	-											-	-		-	-	-	-	0%
5875 SPED Consultants	101,927	124	3,455	1,768	235	3,198	6,234	572	1,380	1,765	1,725	40,736	40,736		20,455	101,927	-	81,472	80%
5876 Sports	11,793			209	1,869	240	4,546	4,930	623	4,411	2,465				19,292	19,292	7,499	(7,499)	-64%
5877 Staff Recruiting/Hiring	700				600							50	50		600	700	-	100	14%
5878 Student Assessment	6,000	3,750					840					705	705		4,590	6,000	-	1,410	24%
5881 Student Information System	12,000	2,643			9,113					5,486	2,653				19,895	19,895	7,895	(7,895)	-66%
5883 Substitutes (Contracted)	15,058		244	3,904	122	2,440	1,952	2,196	1,342	732	1,952	400	400		14,884	15,684	626	174	1%
5887 Technology Services	55,247	8,497	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250		46,747	55,247	-	8,500	15%
5893 Student Transportation	-											-	-		-	-	-	-	0%
5899 Misc Operating Expenses	8,787		150		5,043	134	1,570			353		768	768		7,251	8,787	-	1,537	17%
5910 Communications- Internet/Website Fees	15,000	841	2,239	1,035	5,253	135	135	146	484	335	535	1,932	1,932		11,137	15,000	-	3,863	26%
5915 Communications- Postage and Delivery	1,000		61	93	55	148	88		189	13	27	164	164		672	1,000	-	328	33%
5920 Communications- Telephone & Fax	7,944	711	711	1,389	711	1,170	926	1,072	700	1,290	945				9,626	9,626	1,682	(1,682)	-21%
5999 Expense Suspense	-											-	-		-	-	-	-	0%
Total 5000 Services and Other Operating Expenditures	**1,531,098**	**143,871**	**95,299**	**120,052**	**153,725**	**112,887**	**201,841**	**105,129**	**127,422**	**156,074**	**120,424**	**181,011**	**132,725**	**-**	**1,336,724**	**1,650,460**	**119,362**	**194,374**	**13%**
6000 Capital Outlay																			
6900 Depreciation Expense	34,009	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834		28,341	34,009	0	5,668	17%
6901 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
Total 6000 Capital Outlay	**34,009**	**2,834**	**2,834**	**2,834**	**2,834**	**2,834**	**2,834**	**2,834**	**2,834**	**2,834**	**2,834**	**2,834**	**2,834**	**-**	**28,341**	**34,009**	**0**	**5,668**	**17%**
7438 Debt Service - Bond Payments/ & Interest	-														-	-	-	-	
Total Other Outgo	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**		**-**	**-**	**-**	**-**	**0%**
TOTAL EXPENSE	**4,826,738**	**238,516**	**349,451**	**397,970**	**448,723**	**429,230**	**484,850**	**382,403**	**419,802**	**445,400**	**404,830**	**504,724**	**456,437**	**5,410**	**4,001,175**	**4,967,746**	**141,008**	**825,562**	**17%**
NET INCOME (LOSS)	**(223,492)**	**(186,979)**	**(262,055)**	**(168,534)**	**(114,529)**	**373,412**	**(226,456)**	**71,243**	**(249,290)**	**(13,907)**	**1,123,557**	**193,533**	**(383,335)**	**717,888**	**346,463**	**874,549**	**1,098,041**	**(600,302)**	

AVESON - ASL
CASHFLOW PROJECTIONS
FISCAL YEAR 2022-23

75,000.00

charterwise MANAGEMENT — A CHRISTY WHITE SOLUTION

Column groupings: **PRIOR YEAR P-2** covers Jul-22 through Jan-23; **P-1** covers Feb-23 through Apr-23; **P-2** covers May-23 through Jun-23.

Code	Description	WORKING BUDGET FY22-23	Forecast Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-22	ACTUAL Nov-22	ACTUAL Dec-22	ACTUAL Jan-23	ACTUAL Feb-23	ACTUAL Mar-23	ACTUAL Apr-23	Forecast May-23	Forecast Jun-23	Accrual	YTD Actuals	2022-23 Projections	Working Budget VS Projections	($) Budget Remaining	(%) Budget Remaining
INCOME																				
	8011-8096 Local Control Funding Formula Sources																			
8011	Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	1,270,940	73,745		73,745	132,740	132,740	132,740	265,480	155,599	92,508	92,508	91,950		27,186	1,151,805	1,270,940	-	119,136	9%
8012	Education Protection Act Funds	101,254	-		16,959			16,959			8,375	-			58,961	42,293	101,254	-	58,961	58%
8019	State Aid-Prior Years	-										8,660			8,660	8,660	8,660	8,660	(8,660)	0%
8096	In Lieu Property Tax	1,869,141	-	115,685	233,398	155,599	155,599	155,599	155,599		296,452	138,497	148,226	148,226	166,263	1,406,426	1,869,141	-	462,715	25%
	Total 8011-8096 Local Control Funding Formula Sources	3,241,335	73,745	115,685	307,143	305,298	288,339	288,339	438,038	155,599	388,960	248,040	240,176	148,226	252,410	2,609,184	3,249,995	8,660	632,152	20%
	8100-8299 Federal Income																			
8181	Federal Special Education (IDEA) Part B, Sec 611	48,304													42,191	-	42,191	(6,113)	48,304	100%
8182	Special Ed: IDEA Mental Health															-	-		-	0%
8220	Child Nutrition Programs - Federal	95,785	2,455	5,308	8,535	9,087	6,848	6,400	7,432	8,179	7,830	6,527	9,061	9,061	9,061	68,602	95,785	-	27,183	28%
8291	Title I, A Basic Grants Low-Income	25,116	-	-	-			3,091	8,160	-			5,023		8,842	11,251	25,116	-	13,865	55%
8295	ESSER II CRRSA & ESSER III ARPA (One time)															-	-		-	0%
8292	Title II, A Teacher Quality	7,767	-	-					1,299	1,908		1,985		1,553	1,021	5,192	7,767	-	2,575	33%
8294	Title IV	10,000	-	-					5,000	-		4,456			544	9,456	10,000	-	544	5%
8290.1	One Time Loss Learning Mitigation Funds - SWD															-	-		-	0%
8299	All Other Federal Revenue	637,226		5,518	5,518					10,408		624,728			95,673	21,443	741,844	104,618	615,783	97%
	Total 8100-8299 Federal Income	824,198	2,455	10,826	14,052	9,087	6,848	9,491	21,891	20,495	7,830	12,968	633,789	15,638	157,332	115,944	922,703	98,505	708,254	86%
	8300-8599 State Income																			
8311	Special Education - Entitlement (State)	227,732			11,891	28,420			64,212		69,708	62,654			49,130	236,885	286,015	58,283	(9,153)	-4%
8312	Mental Health-SPED	31,922													31,922	-	31,922	31,922	31,922	100%
8519	Prior Year Adjustment	21,046				21,046	(2,709)		2,509						200	20,846	21,046	-	200	1%
8520	State Child Nutrition	224,005	5,178	15,687	23,797	22,662	16,635	15,407	17,659	19,704	18,802	16,336	17,380	17,380	17,380	171,864	224,005	-	52,141	23%
8545	SB 740	5,021			-					-	-	-	-		5,021	-	5,021		5,021	100%
8550	Mandated Block Grant	6,208					6,221									6,221	6,221	13	(13)	0%
8560	State Lottery	73,578			-	-		13,753		-	-	26,594	-	-	33,231	40,347	73,578		33,231	45%
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	261,340					196	59				572,527			75,672	572,782	648,454	387,114	(311,442)	-119%
	Total 8300-8599 State Income	850,852	5,178	15,687	23,797	55,599	48,567	15,603	98,191	19,704	88,510	678,110	17,380	17,380	212,556	1,048,945	1,296,262	445,410	(198,093)	-23%
	8600-8799 Local Income																			
8634	Food Service Sales	152,000	411	(288)	688	13,749	21,360	21,196	28,902	18,112	20,473	24,417			2,981	149,019	152,000	-	2,981	2%
8693	Field Trips	153			-		138			3,974	8,993	1,802				14,907	14,907	14,754	(14,754)	-9643%
8694	Enterprise Revenue	247,330	6,183	58,154	39,365	1,360	36,310	21,832	47,271	13,714	45,144	30,337				299,670	299,670	52,340	(52,340)	-21%
8801	Donations - Parents	50,000	1,743	2,441	6,487	6,288	8,738	13,927	5,672	5,723	3,380					54,399	54,399	4,399	(4,399)	-9%
8802	Donations - Private	25,000	-	-					1,000	4,942		2,089	2,500	2,500	11,969	8,031	25,000		16,969	68%
8803	Fundraising	20,000	1,036	7,200	43	4,604	(4,584)		41		39	716			10,906	9,094	20,000		10,906	55%
8804	Computer Repair Fundraising	-														-	-		-	0%
8699	All Other Local Revenue	64,959	1,515	713	9,991	956	823	3,336	16,190	642	4,416	915	6,496		18,968	39,496	64,959	-	25,463	39%
8792	SPED State/County	-														-	-		-	0%
	Total 8600-8799 Local Income	559,442	10,888	68,221	56,574	26,956	62,785	60,291	99,076	47,106	82,443	60,274	8,996	2,500	44,824	574,615	630,934	71,492	(15,173)	-3%
	TOTAL INCOME	5,475,827	92,266	210,418	401,567	396,940	406,538	373,724	657,196	242,903	567,744	999,392	900,341	183,744	667,122	4,348,687	6,099,894	624,067	1,127,140	21%
EXPENSE																				
	1000 Certificated Salaries																			
1100	Teachers' Salaries	1,328,509	6,570	70,979	135,081	118,492	118,435	118,369	117,099	119,282	124,202	112,081	143,960	143,960	-	1,040,588	1,328,509	-	287,921	22%
1200	Substitute Expense	51,068	600	3,142	5,287	5,259	5,385	5,381	5,190	10,786	12,490	12,445	12,445	6,222	-	65,965	84,632	33,564	(14,897)	-29%
1300	Certificated Super/Admin	557,661	16,074	43,045	54,012	54,012	48,428	44,177	45,765	45,765	45,765	45,765	45,765	45,765	(33,849)	499,981	557,661	-	57,680	10%
1900	Other Certificated	282,856	-	14,160	23,243	23,074	23,502	23,379	22,396	25,475	25,108	24,017	39,251	39,251	-	204,355	282,856	-	78,502	28%
	Total 1000 Certificated Salaries	2,220,095	23,244	131,326	217,623	200,836	250,262	195,557	188,862	201,308	207,564	194,307	241,420	235,198	(33,849)	1,810,889	2,253,658	33,564	409,206	18%
	2000 Classified Salaries																			
2100	Instructional Aide Salaries	463,023	29,449	21,294	45,375	52,472	54,545	50,155	33,481	58,368	54,973	44,998	44,998	22,499	-	445,108	512,605	49,582	17,915	4%
2200	Classified Support Salaries	-														-	-		-	0%
2300	Classified Supervisor and Administrator Salaries	259,275	8,066	19,780	25,839	27,328	25,868	25,849	22,005	21,716	20,187	20,172	21,232	21,232	-	216,811	259,275	-	42,464	16%
2400	Clerical/Technical/Office Staff Salaries	-														-	-		-	0%
2700	Classified Staff/ Maintenance	124,099	6,027	9,832	10,678	10,273	10,972	11,134	10,976	10,411	9,904	13,736	10,078	10,078	-	103,943	124,099	-	20,156	16%
2900	Other Classified Salaries	110,771	8,568	18,919	14,741	9,462	9,733	9,001	7,340	10,808	9,911	9,730	1,278	1,278	-	108,214	110,771	-	2,557	2%
	Total 2000 Classified Salaries	957,168	52,110	69,825	96,633	99,534	101,118	96,138	73,802	101,304	94,974	88,636	77,587	55,088	-	874,076	1,006,750	49,582	83,093	9%
	3000 Employee Benefits																			
3301	OASDI - Social Security	196,990	4,604	12,314	18,984	18,004	19,272	17,023	15,804	18,274	18,270	17,071	19,778	17,998	-	159,620	197,396	406	37,370	19%
3302	MED - Medicare	46,070	1,077	2,880	4,440	4,231	4,969	4,111	3,696	4,274	4,273	3,992	4,626	4,209	-	37,941	46,776	706	8,129	18%
3401	H&W - Health & Welfare	254,604	17,572	49,476	(4,481)	20,010	27,327	15,350	23,982	23,982	23,036	23,990	17,180	17,180	-	220,244	254,604	-	34,360	13%
3501	SUI - State Unemployment Insurance	15,886		(528)		3,460			5,425	562	230	4,685	1,027	1,027	-	13,833	15,886	-	2,053	13%
3601	Worker Compensation	37,174		7,266	5,283	4,709	2,309	2,309	2,309	2,309		2,309	4,186	4,186	-	28,801	37,174	-	8,373	23%
3901	403B	32,530		1,468	5,577	3,150	3,150	3,150	1,343		3,345	3,595	5,452	5,452	-	21,627	32,530	-	10,903	34%
	Total 3000 Employee Benefits	583,255	23,253	71,408	25,694	55,990	57,026	41,942	52,558	49,400	49,154	55,641	52,249	50,052	-	482,066	584,367	1,112	101,189	17%
	4000 Books and Supplies																			
4100	Approved Textbooks and Core Curriculum Materials	-														-	-		-	0%
4200	Books and Other Reference Materials															-	-		-	0%
4300	Materials and Supplies															-	-		-	0%
4315	Custodial Supplies	12,100	169	2,595	623	561	953	647	957	476	899	1,693	1,263	1,263	-	9,573	12,100	-	2,527	21%
4320	Education Software	10,803	4,134	6,385	284							849			-	11,652	11,652	849	(849)	-8%
4325	Instructional Materials & Supplies	92,000	19,553	7,962	5,686	4,258	12,632	5,278	6,041	10,611	17,936	12,512			-	102,472	102,472	10,472	(10,472)	-11%
4326	SPED Instructional Materials	10,597	1,716	4,018	1,365	1,026	322	255	1,894	544	967	809			-	12,917	12,917	2,320	(2,320)	-22%
4330	Office Supplies	12,611	1,172	5,606	1,087	676	2,106	236	1,727	2,475	671	701			-	16,458	16,458	3,847	(3,847)	-31%
4342	Athletics															-	-		-	0%
4381	Plant Maintenance	-														-	-		-	0%
4400	Noncap Equipment															-	-		-	0%
4410	Classroom Furniture, Equipment & Supplies	4,600		350	499								1,876	1,876	-	849	4,600	-	3,751	82%
4420	Computers (individual items < $5k)	9,246		3,134	1,957			3,387	768	878					-	10,124	10,124	878	(878)	-9%

AVESON - ASL
CASHFLOW PROJECTIONS
FISCAL YEAR 2022-23

75,000.00

charterwise MANAGEMENT
A CHRISTY WHITE SOLUTION

|		WORKING BUDGET FY22-23	Forecast Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-22	ACTUAL Nov-22	ACTUAL Dec-22	ACTUAL Jan-23	ACTUAL Feb-23	ACTUAL Mar-23	ACTUAL Apr-23	Forecast May-23	Forecast Jun-23	Accrual	YTD Actuals	2022-23 Projections	Working Budget VS Projections	($) Budget Remaining	(%) Budget Remaining
							PRIOR YEAR P-2				P-1			P-2						
4430	Other Furniture, Equipment & Supplies	11,363	482	1,872	4,215	1,267	3,285	242		5,006	-	-	-	-		16,369	16,369	5,006	(5,006)	-44%
4700	Food/Food Supplies	-				-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
4710	Student Food Service	267,214	6,197	8,326	25,743	26,946	24,533	19,706	13,611	25,687	32,626	20,034	31,902	31,902		203,409	267,214	-	63,805	24%
4720	Other Food	-				-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
	Total 4000 Supplies	$ 430,534	$ 33,424	$ 40,249	$ 41,459	$ 34,735	$ 43,831	$ 29,752	$ 24,999	$ 45,678	$ 53,099	$ 36,598	$ 35,041	$ 35,041	$ -	$ 383,823	$ 453,906	$ 23,372	$ 46,711	11%
	5000 Services and Other Operating Expenditures																			
5200	Conference Fees	6,000			110	50	199	56		103			2,741	2,741		518	6,000	-	5,482	91%
5300	Dues and Memberships	10,000	4,773	2,288	60	98	510	308	282	60	60	60	751	751		8,498	10,000	-	1,502	15%
5400	Insurance	66,063		6,262	25,048	12,525	6,140	6,139	6,139	6,139		6,139				74,531	80,670	14,606	(8,467)	-13%
5510	Utilities- Gas and Electric	73,800	4,164	8,703	7,469	15,003	6,240	5,285	5,924	12,840	6,014	4,830	4,830	4,830		76,472	86,131	12,331	(2,672)	-4%
5515	Janitorial, Gardening Services	6,745	702	112	2,141	380	380	760	371	380	380	532	380	380		6,138	6,898	153	607	9%
5520	Security	500											250	250		-	500	-	500	100%
5525	Utilities - Waste	13,816	1,262	1,363	1,363		1,045	597		1,493		1,791	2,451	2,451		8,914	13,816	-	4,902	35%
5530	Utilities - Water	18,000		3,701		3,563		2,525		2,066		2,406	1,869	1,869		14,262	18,000	-	3,738	21%
5605	Equip Rental/Lease	17,000	1,183	1,183	1,528	1,183	1,183	1,729	1,424	1,225	2,036	1,225	1,551	1,551		13,898	17,000	-	3,102	18%
5610	Rent	113,465	8,771	9,458	10,175	9,681	9,646	9,226	9,257	10,739	9,744	9,786	9,450	9,450		96,483	115,383	1,918	16,982	15%
5615	Repairs and Maintenance - Buildings	39,787	763	9,758	26,895	256	335	1,711	69	2,372	1,249	54				43,463	43,463	3,676	(3,676)	-9%
5616	Repairs and Maintenance - Computers	3,152											1,576	1,576		-	3,152	-	3,152	100%
5618	Repairs and Maintenance - Vehicles expense	1,500		375	150								488	488		525	1,500	-	975	65%
5800	Prof/Consulting	-								-			-	-		-	-	-	-	0%
5803	Auditing Fees	6,903											3,452	3,452		-	6,903	-	6,903	100%
5807	Legal Settlements	-											-	-		-	-	-	-	0%
5809	Banking/CC/Other Fees	7,900	584	773	384	401	479	564	1,182	388	541	211	1,198	1,198		5,505	7,900	-	2,395	30%
5810	Educational Consultants	-								-			-	-		-	-	-	-	0%
5811	AEC	-								-			-	-		-	-	-	-	0%
5812	Business Services	66,406		5,131	5,131	5,031	5,031	5,031	5,078	5,031	5,031	5,031	10,440	10,440	-	45,525	66,406	-	20,880	31%
5824	District Oversight Fees	32,413											16,207	16,207	-	-	32,413	-	32,413	100%
5815	Advertising/Recruiting	-											-	-		-	-	-	-	0%
5830	Field Trips	4,010	17		2,860	83	290	11	750	2,100	1,260	4,387				11,757	11,757	7,747	(7,747)	-193%
5836	Fingerprinting/Live scan	256											128	128		-	256	-	256	100%
5839	Fundraising Expense	3,500		8			397		728		425		971	971		1,558	3,500	-	1,942	55%
5843	Interest Expense/Misc. fee	6,000	197	205	194	177	172	156	151	140	117	119	2,186	2,186		1,629	6,000	-	4,371	73%
5845	Legal Fees	81,750		4,031	1,031	1,529	572	49		2,698	2,003		34,919	34,919		11,912	81,750	-	69,838	85%
5848	Licenses and Other Fees	2,763	625				625		1,513							2,763	2,763	0	(0)	0%
5851	Marketing and Student Recruiting	28,000	2,100		591		9,751			4,200		2,100	4,629	4,629		18,742	28,000	-	9,258	33%
5854	Consultants - Other	164,500	7,441	7,995	5,428	7,419	5,490	9,374	5,735	13,096	3,350	3,330	47,921	47,921		68,659	164,500	-	95,841	58%
5855	Ed Consultants	19,443						950	550	650	6,735	1,000	4,779	4,779		9,885	19,443	-	9,558	49%
5856	Enrichment	31,775	10,504	1,020	551	184	638	5,489	1,205	(2,517)	1,006	321	6,687	6,687	-	18,402	31,775	-	13,373	42%
5857	Payroll Services	12,750	749	852	1,014	1,003	1,035	1,049	1,176	967	1,034	1,000	1,436	1,436		9,878	12,750	-	2,872	23%
5860	Printing and Reproduction	-											-	-		-	-	-	-	0%
5861	PY Expenses (Unaccrued)	-											-	-		-	-	-	-	0%
5862	Professional Development	30,450	730	11,799	307	989	5,070	450	58		2,450		4,298	4,298		21,853	30,450	-	8,597	28%
5873	Financial Services	-											-	-		-	-	-	-	0%
5874	SPED Encroachment	-											-	-		-	-	-	-	0%
5875	SPED Consultants	204,025	497	2,490	3,560	3,569	34,183	41,672	7,755	18,184	27,074	21,702	21,669	21,669		160,687	204,025	-	43,339	21%
5876	Sports	-											-	-		-	-	-	-	0%
5877	Staff Recruiting/Hiring	1,000				600							200	200		600	1,000	-	400	40%
5878	Student Assessment	20,482	1,932	18,550												20,482	20,482	-	-	0%
5881	Student Information System	11,000	1,788		488	9,113				3,660		5,486	1,750			18,136	18,136	7,136	(7,136)	-65%
5883	Substitutes (Contracted)	18,000			488	1,708	1,098	2,318	2,440	3,660	3,294	2,562	216	216		17,568	18,000	-	432	2%
5887	Technology Services	83,004	36,254	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250		74,504	83,004	(0)	8,500	10%
5893	Student Transportation	-											-	-		-	-	-	-	0%
5899	Misc. Operating Expenses	2,719	70				832				600		608	608		1,502	2,719	-	1,217	45%
5910	Communications- Internet/Website Fees	20,742	1,158	2,688	1,340	5,548	765	2,091	719	796	650	850	796	650		16,606	18,052	(2,690)	4,136	20%
5915	Communications- Postage and Delivery	1,342	27	194	90					189		29	406	406		529	1,342	-	813	61%
5920	Communications- Telephone & Fax	15,000	540	540	1,387	540	1,045	500	894	540	889	784	3,670	3,670	-	7,659	15,000	-	7,341	49%
5999	Expense Suspense	-											-	-		-	-	-	-	0%
	Total 5000 Services and Other Operating Expenditures	$ 1,245,963	$ 86,829	$ 103,729	$ 103,543	$ 84,882	$ 97,401	$ 102,290	$ 57,651	$ 91,789	$ 85,677	$ 76,250	$ 203,541	$ 197,256	$ -	890,041	$ 1,290,839	44,877	355,921	29%
	6000 Capital Outlay																			
6900	Depreciation Expense	19,484	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624		16,237	19,484	0	3,247	17%
6901	Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
	Total 6000 Capital Outlay	$ 19,484	$ 1,624	$ 1,624	$ 1,624	$ 1,624	$ 1,624	$ 1,624	$ 1,624	$ 1,624	$ 1,624	$ 1,624	$ 1,624	$ 1,624	$ -	16,237	$ 19,484	0	3,247	17%
7438	Debt Service - Bond Payments/ & Interest	-																		0%
	Total Other Outgo	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-	$ -	-	-	0%
	TOTAL EXPENSE	$ 5,456,499	$ 220,484	$ 418,160	$ 486,576	$ 477,601	$ 551,262	$ 467,303	$ 399,496	$ 491,102	$ 492,093	$ 453,056	$ 611,463	$ 574,259	$ (33,849)	4,457,132	$ 5,609,004	152,506	$ 999,367	18%
	NET INCOME (LOSS)	$ 19,328	$ (128,218)	$ (207,742)	$ (85,010)	$ (80,661)	$ (144,723)	$ (93,579)	$ 257,700	$ (248,199)	$ 75,651	$ 546,336	$ 288,879	$ (390,515)	$ 700,971	(108,445)	$ 490,890	471,561	127,773	

Financial Update
**Tuesday,
June 20, 2023**

Presentation Agenda

- FY23-24 Preliminary Budget

- Multi Year Projections (MYP)

- Monthly Financials

- Cash Flow

Budget Timeline

January-April

In January, the governor presents preliminary budget proposal for next fiscal year

Begin preliminary budget draft for the next school year

May

The governor releases May Revise

Revise tentative multi- year budget draft based on the May Revise

June

The governor signs final budget

The board adopts initial budget for the following school year

End of June

CDE Budget Due

Budget due to Authorizer

July

Begin Revisions to Projected Budget (as needed)

August/September

Revision to Projected Budget reflecting actual funding, enrollment, personnel and non-personnel historical data (as needed)

October-February

Continue to monitor projected budget as more actual information is available. Revise as needed.

FY 2023-2024 Preliminary Budget

FY23-24 Combined Master Summary
Prelim Budget

	FY23-24 AGLA BUDGET	FY23-24 ASL BUDGET	FY23-24 COMBINED
Enrollment	240	360	600
FY ADA (93%)	223	335	558
Total 8011-8096 Local Control Funding Formula Sources	2,681,763	3,769,051	$ 6,450,814
Total 8100-8299 Federal Income	124,860	163,649	$ 288,509
Total 8300-8599 State Income	958,421	1,024,339	$ 1,982,760
Total 8600-8799 Local Income	355,565	660,112	$ 1,015,677
TOTAL INCOME	$ 4,120,609	$ 5,617,151	$ 9,737,760
Total 1000 Certificated Salaries	1,452,836	2,302,310	$ 3,755,146
Total 2000 Classified Salaries	594,682	1,156,468	$ 1,751,150
Total 3000 Employee Benefits	350,689	627,197	$ 977,886
Total 4000 Supplies	287,920	433,317	$ 721,236
Total 5000 Services and Other Operating Expenditures	1,397,469	1,074,181	$ 2,471,650
Total 6000 Capital Outlay	34,009	19,484	$ 53,493
TOTAL EXPENSE	$ 4,117,604	$ 5,612,957	$ 9,730,561
NET INCREASE (DECREASE) IN FUND BALANCE	$ 3,005	$ 4,194	$ 7,199
BEGINNING FUND BALANCE	$ 2,406,831	$ 1,756,623	$ 4,163,454
ENDING FUND BALANCE	$ 2,409,836	$ 1,760,817	$ 4,170,653
RESERVE (AS % OF EXPENSES)	59%	31%	43%

2023-24 Budget Assumptions

- Current Year to Date (YTD) Actuals were used to project out the remainder of the current school year and then used as the base for future years.
- LCFF revenue assumptions per the Governor's May Revise were used and includes:
  - 8.22% statutory COLA
  - COLA increases to categorical program
- One-time funds used in prior year removed
- Enrollment is projected based 93% ADA
- Salary Schedule for Certificated Teacher Staff
- Minimum wage increases 1/1/2024
- H&W cost increases
- 3% COLA increase for 5000 services

Aveson One-Time Funds 23-24

	Arts, Music, and IM Discretionary Block Grant	Learning Recovery Emergency Block Grant	A-G Success Grant	Educator's Effectiveness	2600 ELO-P PY	UPK
AGLA	115,992	76,274	11,000	23,400	50,000	
ASL	36,000			29,956	66,491	39,472
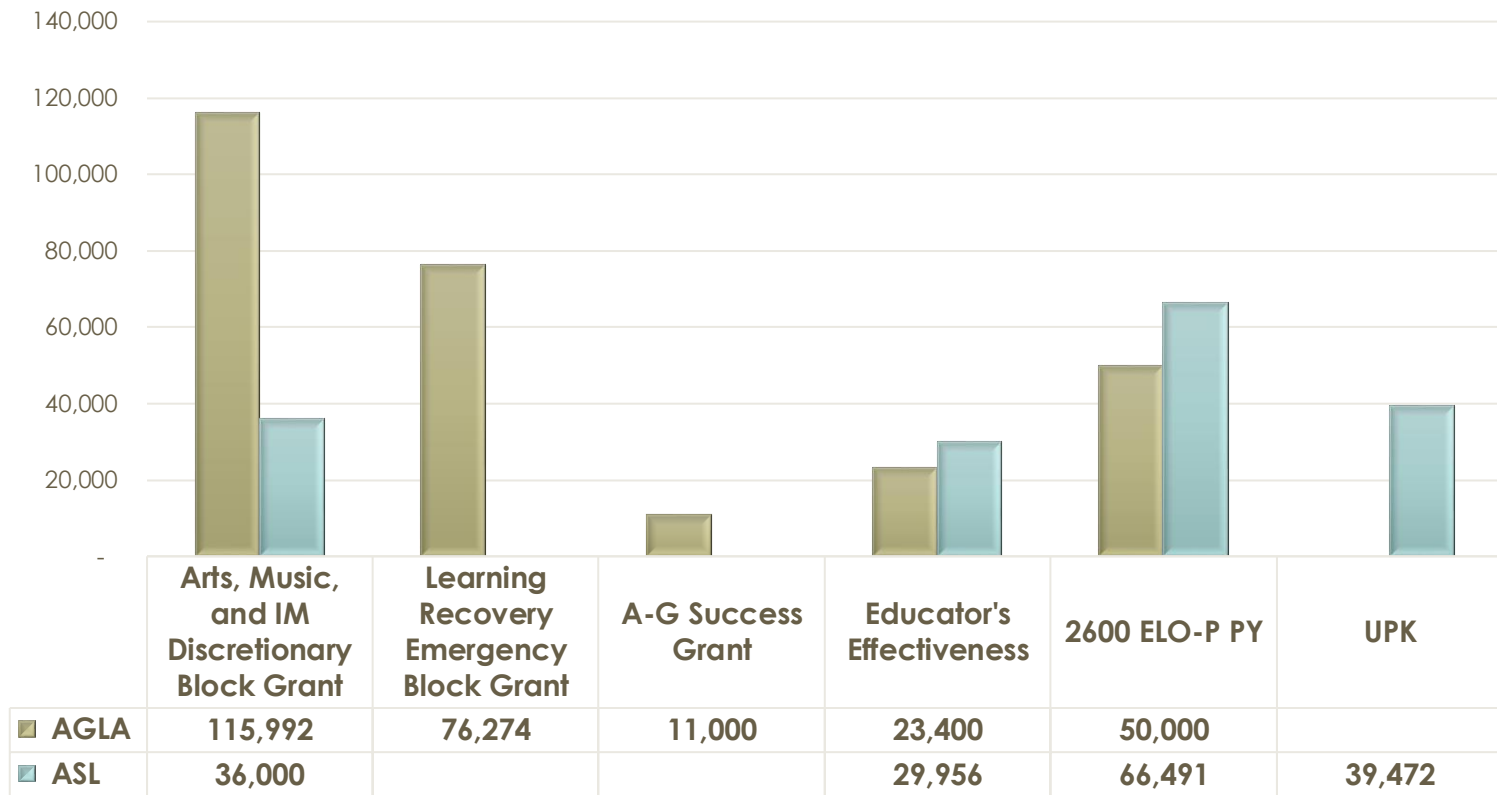
AGLA One-Time Funds FY23-24 = $276,667 (7%)
ASL One-Time Funds FY23-24 = $171,919 (3%)

FY23-24 AGLA Master Summary
Prelim Budget

	FY22-23 SECOND INTERIM REVISED BUDGET	FY23-24 PRELIM BUDGET	Variance ($) from PY to CY	Variance (%) from PY to CY	YTD Variance Highlights
Enrollment	220	240	20	9.1%	Increased Enrollment
FY ADA	196	223	27	13.6%	Increased Enrollment/ADA
Total 8011-8096 Local Control Funding Formula Sources	$ 2,163,107	$ 2,681,763	$ 518,656	24.0%	Increased 8.22% LCFF and ADA increase
Total 8100-8299 Federal Income	$ 1,279,830	$ 124,860	$ (1,154,970)	-90.2%	No PY Employee Retention Credit
Total 8300-8599 State Income	$ 885,831	$ 958,421	$ 72,590	8.2%	State one time funds - Learning Recovery and Arts, Music IM Block Grants
Total 8600-8799 Local Income	$ 274,477	$ 355,565	$ 81,088	29.5%	Increased field trip donations and food service sales based on PY actuals
TOTAL INCOME	$ 4,603,246	$ 4,120,609	$ (482,636)	-10.5%	
Total 1000 Certificated Salaries	$ 1,834,640	$ 1,452,836	$ (381,804)	-20.8%	Reduced staffing for lower enrollment; 4% ongoing COLA increase, salary schedule
Total 2000 Classified Salaries	$ 672,375	$ 594,682	$ (77,692)	-11.6%	Reduced staffing for lower enrollment
Total 3000 Employee Benefits	$ 429,889	$ 350,689	$ (79,200)	-18.4%	Reduced staffing for lower enrollment
Total 4000 Supplies	$ 324,727	$ 287,920	$ (36,807)	-11.3%	Reduced computers
Total 5000 Services and Other Operating Expenditures	$ 1,531,098	$ 1,397,469	$ (133,629)	-8.7%	No PY Employee Retention Credit Fees
Total 6000 Capital Outlay	$ 34,009	$ 34,009	$ -	0.0%	
TOTAL EXPENSE	$ 4,826,738	$ 4,117,604	$ (709,133)	-14.7%	
NET INCREASE (DECREASE) IN FUND BALANCE	$ (223,492)	$ 3,005	$ 226,497		
BEGINNING FUND BALANCE	$ 1,532,282	$ 2,406,831			
ENDING FUND BALANCE	$ 1,308,790	$ 2,409,836			
RESERVE (AS % OF EXPENSES)	27%	59%			

FY23-24 ASL Master Summary
Prelim Budget

	FY22-23 SECOND INTERIM BUDGET	FY23-24 PRELIM BUDGET	Variance ($) from PY to CY	Variance (%) from PY to CY	YTD Variance Highlights
Enrollment	343	360	17	5.0%	Increased Enrollment
FY ADA	311	335	24	7.7%	Increased Enrollment/ADA
Total 8011-8096 Local Control Funding Formula Sources	$ 3,241,335	$ 3,769,051	$ 527,716	16.3%	Increased 8.22% LCFF and ADA increase
Total 8100-8299 Federal Income	$ 824,198	$ 163,649	$ (660,549)	-80.1%	No PY Employee Retention Credit
Total 8300-8599 State Income	$ 850,852	$ 1,024,339	$ 173,487	20.4%	State one time funds - Learning Recovery and Arts, Music IM Block Grants
Total 8600-8799 Local Income	$ 559,442	$ 660,112	$ 100,670	18.0%	Increased food sales and aftercare revenue based on PY actuals
TOTAL INCOME	$ 5,475,827	$ 5,617,151	$ 141,324	2.6%	
Total 1000 Certificated Salaries	$ 2,220,095	$ 2,302,310	$ 82,215	3.7%	4% ongoing COLA increase and salary schedule
Total 2000 Classified Salaries	$ 957,168	$ 1,156,468	$ 199,300	20.8%	Increased split of shared employees
Total 3000 Employee Benefits	$ 583,255	$ 627,197	$ 43,942	7.5%	4% ongoing COLA increase and salary schedule
Total 4000 Supplies	$ 430,534	$ 433,317	$ 2,783	0.6%	
Total 5000 Services and Other Operating Expenditures	$ 1,245,963	$ 1,074,181	$ (171,781)	-13.8%	No PY Employee Retention Credit Fees and reduced legal fees to PY actuals
Total 6000 Capital Outlay	$ 19,484	$ 19,484	$ -	0.0%	
TOTAL EXPENSE	$ 5,456,499	$ 5,612,957	$ 156,458	2.9%	
NET INCREASE (DECREASE) IN FUND BALANCE	$ 19,328	$ 4,194	$ (15,134)		
BEGINNING FUND BALANCE	$ 1,265,733	$ 1,756,623			
ENDING FUND BALANCE	$ 1,285,061	$ 1,760,817			
RESERVE (AS % OF EXPENSES)	24%	31%			

Multi Year Projections (MYP)

Multi Year Projections (MYP)

Result of mathematical calculations based on the following:

Industry standard economic assumptions

Prior board-approved decisions

Locally-determined assumptions
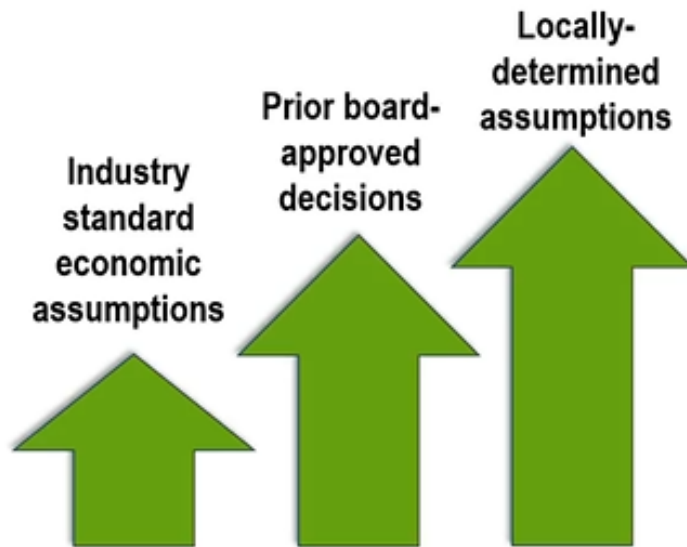
Should not be used or characterized as the following:

Measuring stick for "wrongness"

Crystal ball

Prediction or forecast

© 2023 School Services of California Inc.   60
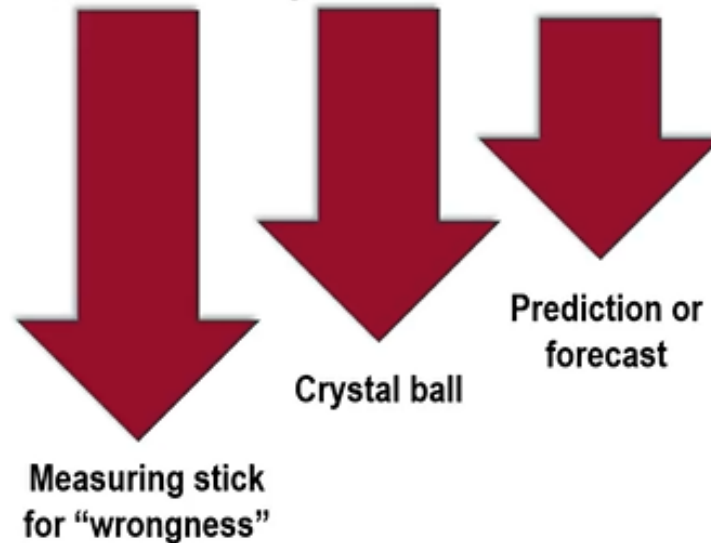
"MYP Budget is exactly wrong, but approximately right based on assumptions at the time" - SSCal

MYP Budget Assumptions

Revenue

- LCFF revenue assumptions per the Governor's May Revise were used including LCFF COLA increases each year

- Enrollment is increasing for AGLA

- Enrollment staying steady for ASL

- 93% Average Daily Attendance (ADA)

- One-time funds used according to need and expenditure requirements

AGLA MYP One Time Funds
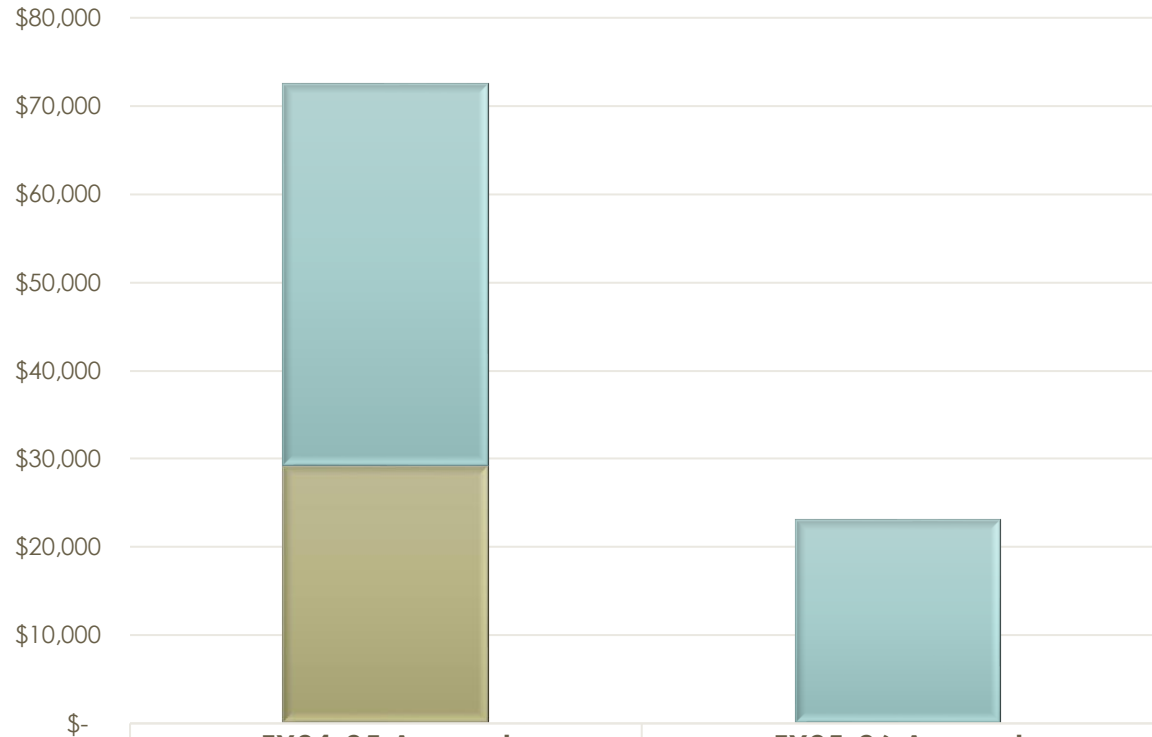
	FY24-25 Amount	FY25-26 Amount
▨ Educator's Effectiveness State Funds	$43,400	$23,068
▨ A-G Success Grant State Funds	$29,192	

ASL MYP One Time Funds
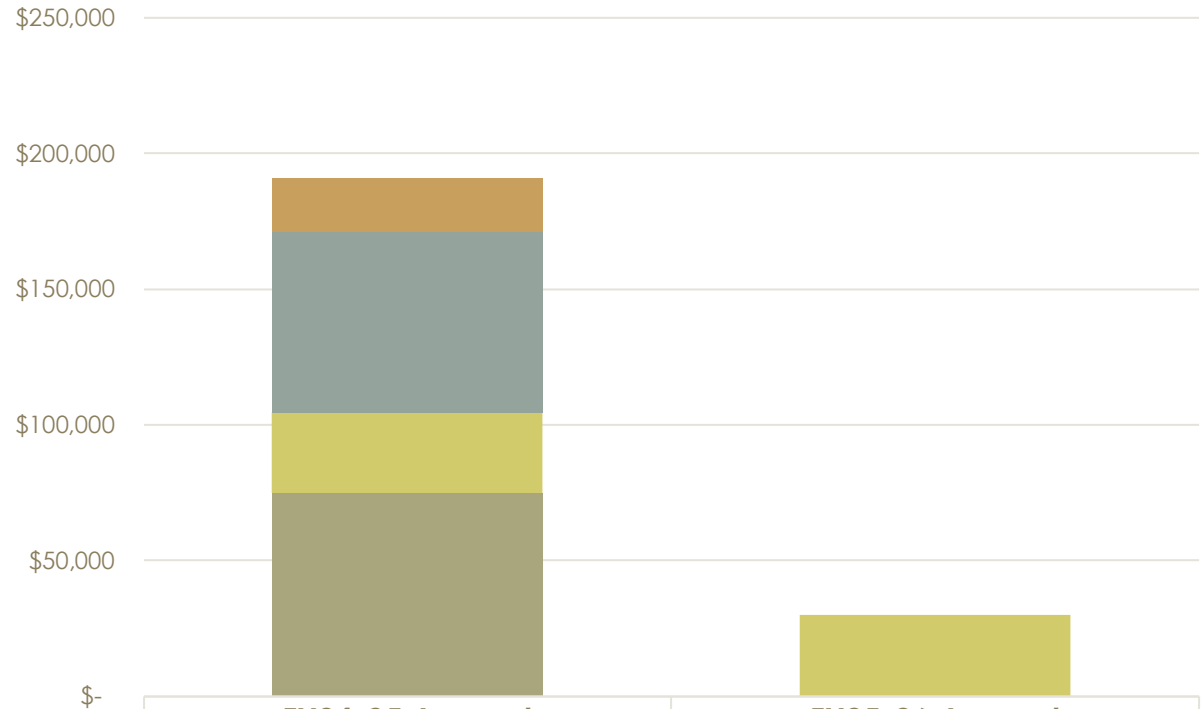
	FY24-25 Amount	FY25-26 Amount
■ UPK State Funds	$19,736	
■ 2600 ELO-P PY State Funds	$66,491	
■ Educator's Effectiveness State Funds	$29,956	$29,956
■ Arts. Music, Instructional Materials State Funds	$74,701	

MYP Budget Assumptions

Expenses

- Current Year to Date (YTD) Actuals were used to project out the remainder of the current school year and then used as the base for future years

- Adopted Salary Schedule for Certificated Teacher Staff included

- Minimum wage increases each January 1

- H&W cost increases

- CPI increases

FY23-27 Combined MYP Summary
As of June 2023

	FY23-24 PRELIM BUDGET	FY24-25 BUDGET	FY25-26 BUDGET	FY26-27 BUDGET
Enrollment	600	619	622	626
FY ADA	558	576	585	588
Total 8011-8096 Local Control Funding Formula Sources	$ 6,450,814	$ 6,947,781	$ 7,294,015	$ 7,591,580
Total 8100-8299 Federal Income	$ 288,509	$ 288,974	$ 289,041	$ 289,123
Total 8300-8599 State Income	$ 1,982,760	$ 1,661,656	$ 1,457,930	$ 1,405,104
Total 8600-8799 Local Income	$ 1,015,677	$ 950,565	$ 950,565	$ 950,565
TOTAL INCOME	$ 9,737,760	$ 9,848,976	$ 9,991,551	$ 10,236,372
Total 1000 Certificated Salaries	$ 3,755,146	$ 3,755,146	$ 3,820,146	$ 3,972,952
Total 2000 Classified Salaries	$ 1,751,150	$ 1,751,150	$ 1,751,150	$ 1,821,196
Total 3000 Employee Benefits	$ 977,886	$ 1,017,608	$ 1,034,493	$ 1,066,588
Total 4000 Supplies	$ 721,236	$ 721,752	$ 725,810	$ 724,912
Total 5000 Services and Other Operating Expenditures	$ 2,471,650	$ 2,521,854	$ 2,548,513	$ 2,544,686
Total 6000 Capital Outlay	$ 53,493	$ 53,493	$ 53,493	$ 53,493
TOTAL EXPENSE	$ 9,730,561	$ 9,821,003	$ 9,933,605	$ 10,183,827
NET INCREASE (DECREASE) IN FUND BALANCE	$ 7,199	$ 27,973	$ 57,946	$ 52,545
BEGINNING FUND BALANCE	$ 4,163,454	$ 4,170,653	$ 4,198,627	$ 4,256,573
ENDING FUND BALANCE	$ 4,170,653	$ 4,198,627	$ 4,256,573	$ 4,309,118
RESERVE (AS % OF EXPENSES)	43%	43%	43%	42%

FY23-27 AGLA MYP Summary
As of June 2023

	FY23-24 PRELIM BUDGET	FY24-25 BUDGET	FY25-26 BUDGET	FY26-27 BUDGET
Enrollment	240	253	256	260
FY ADA	223	235	238	242
Total 8011-8096 Local Control Funding Formula Sources	$ 2,681,763	$ 2,952,032	$ 3,088,811	$ 3,251,962
Total 8100-8299 Federal Income	$ 124,860	$ 125,325	$ 125,392	$ 125,474
Total 8300-8599 State Income	$ 958,421	$ 743,411	$ 698,843	$ 680,687
Total 8600-8799 Local Income	$ 355,565	$ 355,565	$ 355,565	$ 355,565
TOTAL INCOME	$ 4,120,609	$ 4,176,333	$ 4,268,610	$ 4,413,689
Total 1000 Certificated Salaries	$ 1,452,836	$ 1,452,836	$ 1,517,836	$ 1,578,549
Total 2000 Classified Salaries	$ 594,682	$ 594,682	$ 594,682	$ 618,470
Total 3000 Employee Benefits	$ 350,689	$ 362,509	$ 373,026	$ 385,835
Total 4000 Supplies	$ 287,920	$ 291,625	$ 292,865	$ 294,141
Total 5000 Services and Other Operating Expenditures	$ 1,397,469	$ 1,431,133	$ 1,441,610	$ 1,476,543
Total 6000 Capital Outlay	$ 34,009	$ 34,009	$ 34,009	$ 34,009
TOTAL EXPENSE	$ 4,117,604	$ 4,166,793	$ 4,254,028	$ 4,387,546
NET INCREASE (DECREASE) IN FUND BALANCE	$ 3,005	$ 9,539	$ 14,582	$ 26,143
BEGINNING FUND BALANCE	$ 2,406,831	$ 2,409,836	$ 2,419,375	$ 2,433,957
ENDING FUND BALANCE	$ 2,409,836	$ 2,419,375	$ 2,433,957	$ 2,460,100
RESERVE (AS % OF EXPENSES)	59%	58%	57%	56%

FY23-27 ASL MYP Summary
As of June 2023

	FY23-24 PRELIM BUDGET	FY24-25 BUDGET	FY25-26 BUDGET	FY26-27 BUDGET
Enrollment	360	366	366	366
FY ADA	335	340	347	347
Total 8011-8096 Local Control Funding Formula Sources	$ 3,769,051	$ 3,995,749	$ 4,205,204	$ 4,339,617
Total 8100-8299 Federal Income	$ 163,649	$ 163,649	$ 163,649	$ 163,649
Total 8300-8599 State Income	$ 1,024,339	$ 918,245	$ 759,088	$ 724,417
Total 8600-8799 Local Income	$ 660,112	$ 595,000	$ 595,000	$ 595,000
TOTAL INCOME	$ 5,617,151	$ 5,672,643	$ 5,722,941	$ 5,822,683
Total 1000 Certificated Salaries	$ 2,302,310	$ 2,302,310	$ 2,302,310	$ 2,394,402
Total 2000 Classified Salaries	$ 1,156,468	$ 1,156,468	$ 1,156,468	$ 1,202,727
Total 3000 Employee Benefits	$ 627,197	$ 655,099	$ 661,467	$ 680,754
Total 4000 Supplies	$ 433,317	$ 430,127	$ 432,944	$ 430,770
Total 5000 Services and Other Operating Expenditures	$ 1,074,181	$ 1,090,721	$ 1,106,903	$ 1,068,143
Total 6000 Capital Outlay	$ 19,484	$ 19,484	$ 19,484	$ 19,484
TOTAL EXPENSE	$ 5,612,957	$ 5,654,209	$ 5,679,577	$ 5,796,281
NET INCREASE (DECREASE) IN FUND BALANCE	$ 4,194	$ 18,434	$ 43,364	$ 26,402
BEGINNING FUND BALANCE	$ 1,756,623	$ 1,760,817	$ 1,779,252	$ 1,822,616
ENDING FUND BALANCE	$ 1,760,817	$ 1,779,252	$ 1,822,616	$ 1,849,018
RESERVE (AS % OF EXPENSES)	31%	31%	32%	32%

Monthly Financials
FY22-23
YTD April 2023

FY22-23 Combined Master Summary
Revised Budget Forecast

	FY22-23 AGLA BUDGET FORECAST	FY22-23 AGLA BUDGET FORECAST	FY22-23 COMBINED
Enrollment	220	343	563
FY ADA (93%)	196	311	507
Total 8011-8096 Local Control Funding Formula Sources	$ 2,163,107	$ 3,249,995	$ 5,413,102
Total 8100-8299 Federal Income	$ 1,281,242	$ 922,703	$ 2,203,945
Total 8300-8599 State Income	$ 2,047,813	$ 1,296,262	$ 3,344,075
Total 8600-8799 Local Income	$ 350,132	$ 630,934	$ 981,066
TOTAL INCOME	$ 5,842,294	$ 6,099,894	$ 11,942,188
Total 1000 Certificated Salaries	$ 1,834,640	$ 2,253,658	$ 4,088,298
Total 2000 Classified Salaries	$ 672,375	$ 1,006,750	$ 1,679,125
Total 3000 Employee Benefits	$ 436,511	$ 584,367	$ 1,020,878
Total 4000 Supplies	$ 339,750	$ 453,906	$ 793,656
Total 5000 Services and Other Operating Expenditures	$ 1,650,460	$ 1,290,839	$ 2,941,300
Total 6000 Capital Outlay	$ 34,009	$ 19,484	$ 53,493
TOTAL EXPENSE	$ 4,967,746	$ 5,609,004	$ 10,576,750
NET INCREASE (DECREASE) IN FUND BALANCE	$ 874,549	$ 490,890	$ 1,365,438
BEGINNING FUND BALANCE	$ 1,532,282	$ 1,265,733	$ 2,798,015
ENDING FUND BALANCE	$ 2,406,831	$ 1,756,623	$ 4,163,453
RESERVE (AS % OF EXPENSES)	48%	31%	39%

Aveson One Time Funds

One Time Funds	AGLA	ASL
A-G Success and LLM Grant	-	-
Charter School Facilities Incentive Grant	-	$16,553
Educator's Effectiveness Grant	-	-
Employee Retention Credit	$1,114,750	$624,728
ESSER III	-	$81,461
Expanded Learning Opportunities Program (ELOP)	$50,000	$50,000
FY21-22 Hold Harmless Declining Enrollment	$1,165,470	$572,527
Special Education Funds	$53,866	$39,884
Total*	$2,384,086	$1,385,153
Percent of Total Revenues	43%	23%

*Funds included in FY22-23 budget forecast

FY22-23 Budget Highlights – Combined YTD April 2023

	WORKING BUDGET FY22-23	YTD Actuals	2022-23 Projections	Budget VS Projections	($) Budget Remaining	(%) Budget Remaining
Total 8011-8096 Local Control Funding Formula Sources	$ 5,404,442	$ 4,493,068	$ 5,413,102	$ 8,660	$ 911,374	17%
Total 8100-8299 Federal Income	$ 2,104,028	$ 735,077	$ 2,203,945	$ 99,917	$ 1,368,951	65%
Total 8300-8599 State Income	$ 1,736,684	$ 2,578,352	$ 3,344,075	$ 1,607,391	$ (841,669)	-48%
Total 8600-8799 Local Income	$ 833,919	$ 889,827	$ 981,066	$ 147,147	$ (55,908)	-7%
TOTAL INCOME	$ 10,079,073	$ 8,696,325	$ 11,942,188	$ 1,863,116	$ 1,382,748	14%
Total 1000 Certificated Salaries	$ 4,054,735	$ 3,191,670	$ 4,088,298	$ 33,564	$ 863,064	21%
Total 2000 Classified Salaries	$ 1,629,543	$ 1,498,277	$ 1,679,125	$ 49,582	$ 131,266	8%
Total 3000 Employee Benefits	$ 1,013,144	$ 838,167	$ 1,020,878	$ 7,734	$ 174,977	17%
Total 4000 Supplies	$ 755,261	$ 658,849	$ 793,656	$ 38,395	$ 96,412	13%
Total 5000 Services and Other Operating Expenditures	$ 2,777,061	$ 2,226,766	$ 2,941,300	$ 164,239	$ 604,339	10
Total 6000 Capital Outlay	$ 53,493	$ 44,578	$ 53,493	$ 0	$ 8,915	17%
		0				
TOTAL EXPENSE	$ 10,283,236	$ 8,458,307	$ 10,576,750	$ 293,514	$ 1,878,974	18%
NET INCOME (LOSS)	$ (204,164)	$ 238,018	$ 1,365,438	$ 1,569,602	$ (496,226)	

FY22-23 Budget Highlights – AGLA YTD April 2023

	WORKING BUDGET FY22-23	YTD Actuals	2022-23 Projections	WORKING Budget VS Projections	($) Budget Remaining	(%) Budget Remaining	Comments
Total 8011-8096 Local Control Funding Formula Sources	$ 2,163,107	$ 1,883,885	$ 2,163,107	$ -	$ 279,222	13%	
Total 8100-8299 Federal Income	$ 1,279,830	$ 619,134	$ 1,281,242	$ 1,412	$ 660,697	52%	EE Retention Credit
Total 8300-8599 State Income	$ 885,831	$ 1,529,407	$ 2,047,813	$ 1,161,982	$ (673,923)	-76%	FY21-22 Hold Harmless Declining Enrollment, reduction of A-G grant and Educator Effectiveness
Total 8600-8799 Local Income	$ 274,477	$ 315,212	$ 350,132	$ 75,655	$ (40,735)	-15%	Local: Food Service, Field Trips, Donations
TOTAL INCOME	$ 4,603,246	$ 4,347,638	$ 5,842,294	$ 1,239,049	$ 225,261	5%	
Total 1000 Certificated Salaries	$ 1,834,640	$ 1,380,781	$ 1,834,640	$ -	$ 453,859	25%	
Total 2000 Classified Salaries	$ 672,375	$ 624,201	$ 672,375	$ -	$ 48,173	7%	
Total 3000 Employee Benefits	$ 429,889	$ 356,101	$ 436,511	$ 6,623	$ 73,787	17%	Increased workers comp
Total 4000 Supplies	$ 324,727	$ 275,026	$ 339,750	$ 15,023	$ 49,701	15%	Inst Materials and Supplies
Total 5000 Services and Other Operating Expenditures	$ 1,531,098	$ 1,336,724	$ 1,650,460	$ 119,362	$ 194,374	13%	Field Trips, SIS
Total 6000 Capital Outlay	$ 34,009	$ 28,341	$ 34,009	$ 0	$ 5,668	17%	
TOTAL EXPENSE	$ 4,826,738	$ 4,001,175	$ 4,967,746	$ 141,008	$ 825,562	17%	
NET INCOME (LOSS)	$ (223,492)	$ 346,463	$ 874,549	$ 1,098,041	$ (600,302)		

FY22-23 Budget Highlights – ASL YTD April 2023

	WORKING BUDGET FY22-23	YTD Actuals	2022-23 Projections	Working Budget VS Projections	($) Budget Remaining	(%) Budget Remaining	Comments
Total 8011-8096 Local Control Funding Formula Sources	$ 3,241,335	$ 2,609,184	$ 3,249,995	$ 8,660	$ 632,152	20%	PY adjustment
Total 8100-8299 Federal Income	$ 824,198	$ 115,944	$ 922,703	$ 98,505	$ 708,254	86%	EE Retention Credit
Total 8300-8599 State Income	$ 850,852	$ 1,048,945	$ 1,296,262	$ 445,410	$ (198,093)	-23%	FY21-22 Hold Harmless Declining Enrollment, reduction of A-G grant and Educator Effectiveness
Total 8600-8799 Local Income	$ 559,442	$ 574,615	$ 630,934	$ 71,492	$ (15,173)	-3%	Local: Food Service, Field Trips, Donations, Aftercare revenue
			0				
TOTAL INCOME	$ 5,475,827	$ 4,348,687	$ 6,099,894	$ 624,067	$ 1,127,140	21%	
Total 1000 Certificated Salaries	$ 2,220,095	$ 1,810,889	$ 2,253,658	$ 33,564	$ 409,206	18%	Subs
Total 2000 Classified Salaries	$ 957,168	$ 874,076	$ 1,006,750	$ 49,582	$ 83,093	9%	After school IA's, offset with increased revenue
Total 3000 Employee Benefits	$ 583,255	$ 482,066	$ 584,367	$ 1,112	$ 101,189	17%	Increased worker's comp
Total 4000 Supplies	$ 430,534	$ 383,823	$ 453,906	$ 23,372	$ 46,711	11%	Inst Materials and Supplies
Total 5000 Services and Other Operating Expenditures	$ 1,245,963	$ 890,041	$ 1,290,839	$ 44,877	$ 355,921	29%	Field Trips, SIS
Total 6000 Capital Outlay	$ 19,484	$ 16,237	$ 19,484	$ 0	$ 3,247	17%	
TOTAL EXPENSE	$ 5,456,499	$ 4,457,132	$ 5,609,004	$ 152,506	$ 999,367	18%	
NET INCOME (LOSS)	$ 19,328	$ (108,445)	$ 490,890	$ 471,561	$ 127,773		

Other Budget Considerations

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

- Additional revenue and timing from One Time Funds including Employee Retention Credit
- 8800 Donations
- 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

- One-time funds are not recommended to fund ongoing expenses

- Maintain a flexible budget as more information becomes available

Cash Flow

YTD April 2023 Cash on Hand

Cash Flow: Cash on Hand vs Recommended (3 months)
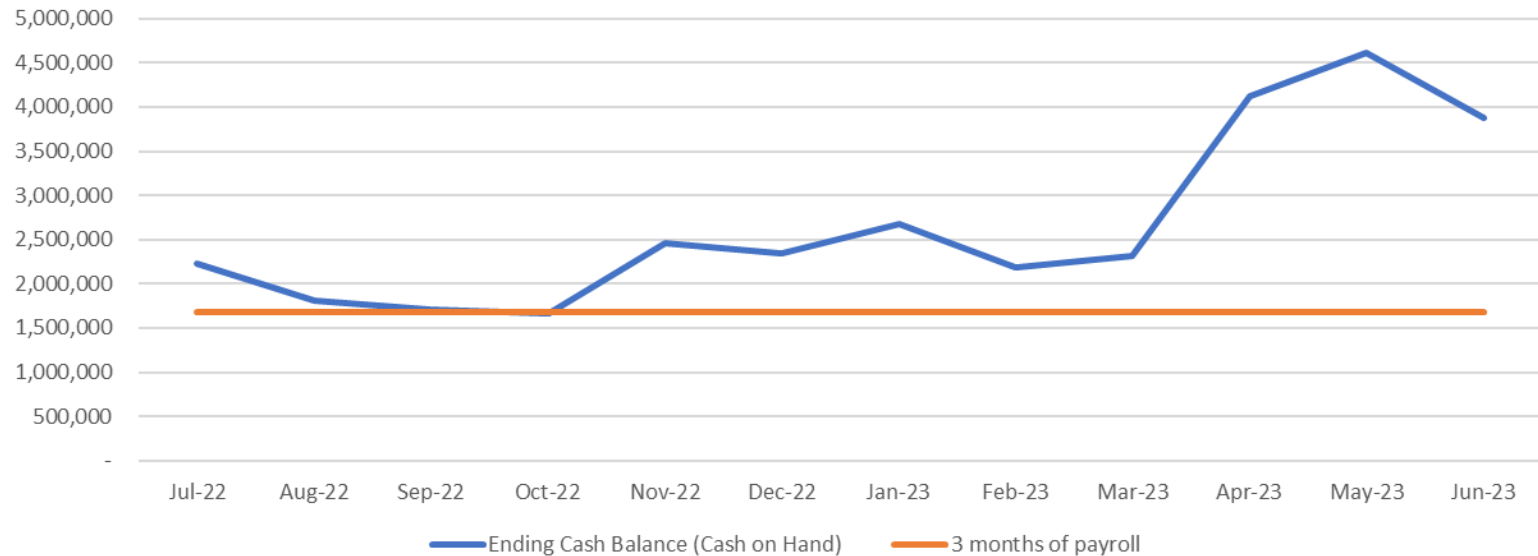
- Timing of receivables not included in this projection
  - Employee Retention Credit (ERC) 3rd apportionment
- Cash received: Hold harmless (April) and ERC #2 (May)
- Line of Credit available to draw down: $470,000
- Will be paying off remaining LOC by 6/30/2023

Cash Update – Cash is King

	Gold Standard	Cash Balance as of 4/30/2023	Projected Cash Balance as of 6/30/2023*
3 months of payroll	$1,633,922	$ 4,116,579	$ 3,872,815
Days Cash on Hand	60	147	138

Includes one time LOC payments

Other Cash Analysis		
Cash Balance	$ 4,116,579	$ 3,872,815
LOC Balance	30,000	-
Employee Retention Credit		1,739,478
FY21-22 Hold Harmless Declining Enrollment		1,737,997

Includes one time LOC payments

Budget vs. Cash Flow

Budget	Cash Flow
• Annual	• Monthly (sometimes weekly)
• <u>Anticipated</u> revenue/source, expenditures/uses and reserves	• <u>Actual</u> receipts, disbursements and available funds in the county treasury
• Generally Accepted Accounting Principles regarding recognizing revenues, accruals	✓ Forecast: annual data with time factors such as apportionment schedules
• 45-day and interim report updates	• Cash and budget are equalized with accruals (e.g., receivables and payables)
• Fund specific	• Monthly updates; first sign of fiscal distress
	• All funds

What is Cash and Cash Flow?

- Cash is the result of what actually happened-the real world
- Cash flow is the difference between the available cash balance at the beginning of the period (i.e. month) compared to the available cash balance at the end of the period
  - The actual inflow and outflow of funds
  - Cash Position is the balance at the end of the period
- Cash insolvency occurs when payroll expense exceeds available cash and all options for borrowing have been exhausted
- Cash insolvency is a function of deficit spending, erosion of fund balance and sustained negative cash flow over time
- Cash is king! Cash shows no mercy! Cash insolvency is the end of the road.

Fund Balance

- Reserves = Fund Balance
- Reserve % = ending fund balance/total expenses
- Why are schools recommended to keep at least 3 months of payroll in reserve?
  - Timing of Cash
    - Regular timing of state apportionments paid in arrear
    - Federal funds reimbursement based
    - Possible state deferrals
  - Limited borrowing options
    - Line of Credit = $500,000, only 61% of Aveson's projected per monthly expense

A look back – Feb 2023: Cash on Hand

Cash Flow: Cash on Hand vs Recommended (3 months)

27 days

Ending Cash Balance (Cash on Hand)   3 months of payroll
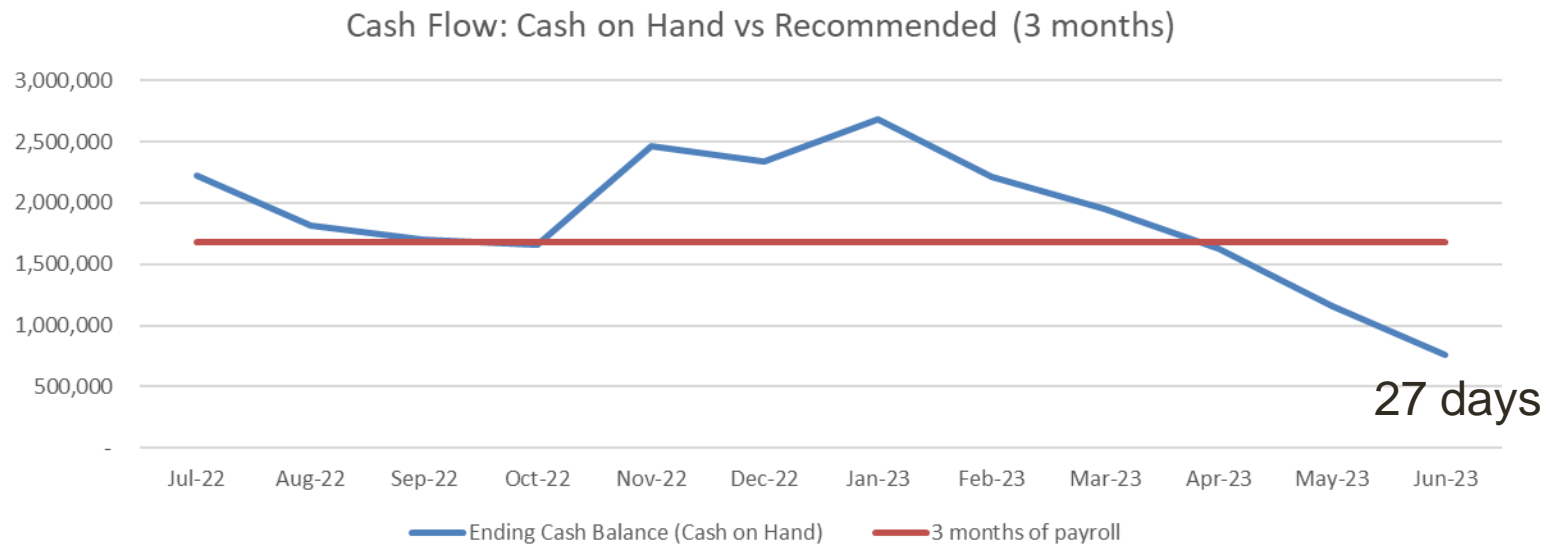
- Timing of receivables not included in this projection
  - Employee Retention Credit (2nd apportionment)
  - Hold harmless enrollment (TBD)
  - Reimbursement of state/federal funds spent in FY21-22

Components of Fund Balance

	FY23-24 AGLA BUDGET	FY23-24 ASL BUDGET	FY23-24 COMBINED
Beginning Fund Balance	$ 2,406,831	$ 1,756,623	$ 4,163,454
Employee Retention Credit 22-23	$ 1,114,750	$ 624,728	$ 1,739,478
One time Hold Harmless Declining Enrollment 22-23	$ 1,165,470	$ 572,527	$ 1,737,997
	$ 2,280,220	$ 1,197,255	$ 3,477,475
Fund Balance without one time COVID Funds	$ 129,616	$ 563,562	$ 693,178
	3%	10%	7%

- One-time funds related to COVID-19 Pandemic used to maintain programs, existing employment and needed for cash flow during pandemic related years with enrollment and ADA decreases

Aveson Charter Schools
BUDGET DETAIL - AGLA
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2023-24

charterwise MANAGEMENT
A CHRISTY WHITE SOLUTION™

		FY22-23 SECOND INTERIM BUDGET	FY23-24 PRELIM BUDGET	Unrestricted Budget	Restricted Budget	$ Variance from PY 22-23	% Variance from PY 22-23	Notes for Material Differences
	Enrollment	220	240			20	9%	Increased Enrollment
	ADA	196.41	223.20			27	14%	Increased Enrollment & 95% ADA
	Attendance Rate	89%	93%			0.04	4%	Increased ADA to 95%
INCOME								
8011-8096 Local Control Funding Formula Sources								
8011	Local Control Funding Formula	810,406	1,018,198	1,018,198		207,792	26%	Increased 8.22% LCFF and ADA increase
8011.1	Special Apportionment		-			-	0%	
8012	Education Protection Act EPA	240,968	100,511	100,511		(140,457)	-58%	Change in EPA calculations per LCFF calculator
8019	Charter Schools General Purpose - Prior Year		-			-	0%	
8096	In Lieu of Property Taxes	1,111,733	1,563,054	1,563,054		451,321	41%	Increased 8.22% LCFF and ADA increase
	Total 8011-8096 Local Control Funding Formula Sources	$ 2,163,107	$ 2,681,763	$ 2,681,763	$ -	518,656	24%	
	% Change from prior year	-11%	10%	10%				
8100-8299 Federal Income								
8181	Special Education - Entitlement	54,100	43,117	-	43,117	(10,983)	-20%	Per SELPA
8182	Special Ed: IDEA Mental Health	-	-	-		-	0%	
8220	Child Nutrition Programs	35,689	35,689	-	35,689	-	0%	
8291	Title I - Basic Grant	44,200	30,856	-	30,856	(13,344)	-30%	Per CDE PY actuals
8292	Title II - Teacher Quality	4,924	5,198	-	5,198	274	6%	Per CDE PY actuals
8294	Title IV - SDFSC	10,000	10,000	-	10,000	-	0%	
8297	Prior Year Federal Revenue			-		-	0%	
8299	All Other Federal Revenue	1,130,917		-	-	(1,130,917)	-100%	PY Employee Retention Credit
	Total 8100-8299 Federal Income	$ 1,279,830	$ 124,860	$ -	$ 124,860	(1,154,970)	-90%	
	% Change from prior year	-24%	-93%	-93%				
8300-8599 State Income								
8311	Special Education - Entitlement (State)	136,093	163,205	-	163,205	27,112	20%	COLA increase, higher ADA
8312	Mental Health-SPED	30,347	30,347		30,347	-	0%	
8519	Other State - Prior Years	29,421	29,421	29,421		-	0%	
8520	State Child Nutrition	81,000	81,000	-	81,000	-	0%	
8545	SB 740	231,814	269,483		269,483	37,669	16%	Higher ADA
8550	Mandated Block Grant	8,390	7,409	7,409		(981)	-12%	Per posted rates
8560	State Lottery	46,649	50,890	36,382	14,508	4,241	9%	Per posted rates
8590	All Other State Revenue	322,118	326,667	-	326,667	4,549	1%	
	Total 8300-8599 State Income	$ 885,831	$ 958,421	$ 73,212	$ 885,209	72,590	8%	
	% Change from prior year	7%	16%	16%				
8600-8799 Local Income								
8634	Food Service Sales	128,000	143,113	-	143,113	15,113	12%	Updated to PY Actuals
8693	Field Trips	44,025	110,000	110,000		65,975	150%	Updated with YTD actuals, misc income
8694	Enterprise Revenue	897	897	897		-	0%	
8801	Donations - Parents	50,000	50,000	50,000		-	0%	
8802	Donations - Private	25,000	25,000	25,000		-	0%	
8803	Fundraising	20,000	20,000	20,000		-	0%	
8804	Computer Repair Fundraising	500	500	500		-	0%	
8699	All Other Local Revenue	6,055	6,055	6,055		-	0%	
8792	SPED State/County	-	-			-	0%	
	Total 8600-8799 Local Income	$ 274,477	$ 355,565	$ 212,452	$ 143,113	81,088	30%	
	% Change from prior year	0%	30%	30%				
	TOTAL INCOME	$ 4,603,246	$ 4,120,609	$ 2,967,427	$ 1,153,182	(482,636)	-10%	
	% Change from prior year	-12%	-21%	-21%				
EXPENSE								
1100	Teachers' Salaries	1,059,370	925,181	772,951	152,230	(134,189)	-13%	Reduced staffing for lower enrollment; 4% ongoing COLA increase, salary schedule
1200	Substitute Expense	109,817	55,757	55,757	-	(54,060)	-49%	Reduced staffing for lower enrollment; 4% ongoing COLA increase, salary schedule
1300	Certificated Super/Admin	361,958	199,719	164,223	35,496	(162,239)	-45%	Reduced staffing for lower enrollment; 4% ongoing COLA increase, salary schedule
1900	Other Certificated	303,495	272,178	9,795	262,384	(31,317)	-10%	Reduced staffing for lower enrollment; 4% ongoing COLA increase, salary schedule
	Total 1000 Certificated Salaries	$ 1,834,640	$ 1,452,836	$ 1,002,726	$ 450,110	(381,804)	-21%	
	% Change from prior year	9%	-14%	-14%				
2000 Classified Salaries								
2100	Instructional Aide Salaries	377,238	367,537	-	367,537	(9,701)	-3%	
2200	Classified Support Salaries		-	-		-	0%	
2300	Classified Supervisor and Administrator Salaries	168,291	119,725	119,725	-	(48,566)	-29%	Reduced split of shared employees
2400	Clerical/Technical/Office Staff Salaries	-	-	-		-	0%	
2700	Classified Staff/ Maintenance	56,616	53,600	53,600	-	(3,016)	-5%	Updated to PY Actuals
2900	Other Classified Salaries	70,229	53,820	-	53,820	(16,409)	-23%	Reduced split of shared employees
	Total 2000 Classified Salaries	$ 672,375	$ 594,682	$ 173,325	$ 421,357	(77,692)	-12%	
	% Change from prior year	12%	-1%	-1%				
				0%				
3000 Employee Benefits								

Aveson Charter Schools
BUDGET DETAIL - AGLA
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2023-24

		FY22-23 SECOND INTERIM BUDGET	FY23-24 PRELIM BUDGET	Unrestricted Budget	Restricted Budget	$ Variance from PY 22-23	% Variance from PY 22-23	Notes for Material Differences
3301	OASDI - Social Security	155,435	126,946	72,308	54,638	(28,489)	-18%	Overall wages in 1000/2000 categories reduced
3302	MED - Medicare	36,352	29,689	16,911	12,778	(6,663)	-18%	Overall wages in 1000/2000 categories reduced
3401	H&W - Health & Welfare	182,656	145,770	98,652	47,118	(36,886)	-20%	Overall wages in 1000/2000 categories reduced
3501	FUTA/SUTA/ETT	12,535	10,238	5,831	4,406	(2,297)	-18%	Overall wages in 1000/2000 categories reduced
3601	Worker Compensation	29,332	23,956	13,645	10,311	(5,376)	-18%	Overall wages in 1000/2000 categories reduced
3700	403B	13,579	14,090	14,090	-	511	4%	
3800	Vacation Expense	-	-	-	-	-	0%	
	Total 3000 Employee Benefits	$ 429,889	$ 350,689	$ 221,437	$ 129,252	(79,200)	-18%	
	% Change from prior year	12%	-8%	-8%				
4000 Books and Supplies								
4100	Approved Textbooks and Core Curriculum Materials	-	-	-	-	-	0%	
4200	Books and Other Reference Materials	-	-	-	-	-	0%	
4300	Materials and Supplies	-	-	-	-	-	0%	
4315	Custodial Supplies	10,506	10,769	10,769	-	263	2%	
4320	Education Software	31,702	31,205	31,205	-	(497)	-2%	
4325	Instructional Materials & Supplies	42,000	26,000	541	25,459	(16,000)	-38%	PY one time expenditures
4326	SPED Instructional Materials	9,000	5,000	5,000	-	(4,000)	-44%	PY one time expenditures
4330	Office Supplies	8,000	8,000	8,000	-	-	0%	
4342	Athletics	-	-	-	-	-	0%	
4381	Plant Maintenance	-	-	-	-	-	0%	
4400	Noncap Equipment	-	-	-	-	-	0%	
4410	Classroom Furniture, Equipment & Supplies	4,600	4,600	4,600	-	-	0%	
4420	Computers (individual items < $5k)	18,959	2,500	2,500	-	(16,459)	-87%	PY one time expenditures
4430	Office Furniture, Equipment & Supplies	6,659	5,000	5,000	-	(1,659)	-25%	PY one time expenditures
4700	Food/Food Supplies	-	-	-	-	-	0%	
4710	Student Food Service	193,301	194,846	-	194,846	1,545	1%	
4720	Other Food	-	-	-	-	-	0%	
	Total 4000 Supplies	$ 324,727	$ 287,920	$ 67,615	$ 220,305	(36,807)	-11%	
	% Change from prior year	-31%	-39%	-39%				
5000 Services and Other Operating Expenditures								
5200	Conference Fees	5,000	5,000	5,000	-	-	0%	
5300	Dues and Memberships	8,000	8,300	8,300	-	300	4%	
5400	Insurance	65,000	80,500	80,500	-	15,500	24%	Rate increase
5510	Utilities-Gas and Electric	45,129	45,949	45,949	-	820	2%	
5515	Janitorial, Gardening Services	2,979	3,000	3,000	-	21	1%	
5520	Security	500	500	500	-	-	0%	
5525	Utilities- Waste	4,510	4,623	4,623	-	113	3%	
5530	Utilities - Water	5,535	5,673	5,673	-	138	2%	
5605	Equip Rental/Lease	15,000	15,450	15,450	-	450	3%	
5610	Rent	569,741	596,951	327,468	269,483	27,210	5%	Rate increase
5615	Repairs and Maintenance - Building	53,929	26,650	26,650	-	(27,279)	-51%	PY one time expenditures
5616	Repairs and Maintenance - Computers	1,000	1,025	1,025	-	25	3%	
5618	Repairs and Maintenance - Vehicles expense	2,761	1,576	1,576	-	(1,185)	-43%	PY one time expenditures
5800	Professional/ Consulting Services	-	-	-	-	-	0%	
5803	Auditing Fees	6,273	8,100	8,100	-	1,827	29%	Rate increase
5809	Banking/CC/Other Fees	6,976	5,500	5,500	-	(1,476)	-21%	PY one time expenditures
5811	AEC Expense	-	-	-	-	-	0%	
5812	Business Services	54,332	56,448	56,448	-	2,116	4%	Rate increase
5824	District Oversight Fees	21,631	26,818	26,818	-	5,187	24%	Due to ADA increase
5830	Field Trips	44,025	120,000	120,000	-	75,975	173%	Updated to PY Actuals
5833	Fines and Penalties	-	-	-	-	-	0%	
5836	Fingerprinting/ Livescan	256	263	263	-	6	3%	
5839	Fundraising Expenses	5,000	5,000	5,000	-	-	0%	
5843	Interest Expense	5,500	-	-	-	(5,500)	-100%	Paid off LOC in PY
5845	Legal Fees	10,000	10,250	10,250	-	250	3%	
5848	Licenses and Other fees	3,700	3,793	3,793	-	92	2%	
5851	Marketing and Student Recruiting	31,000	31,000	31,000	-	-	0%	
5854	Consultants - Other	266,565	68,000	68,000	-	(198,565)	-74%	PY EE retention credit fees
5855	Ed Consultants	8,100	8,100	8,100	-	-	0%	
5856	Enrichment	-	-	-	-	-	0%	
5857	Payroll Services	13,000	12,000	12,000	-	(1,000)	-8%	Payroll processor changes, reduced fees
5860	Printing and Reproduction	200	200	200	-	-	0%	
5861	PY Expenses (Unaccrued)	-	-	-	-	-	0%	
5862	Professional Development	40,000	28,000	-	28,000	(12,000)	-30%	PY one time budgeted expenditures
5874	SPED Encroachment	-	-	-	-	-	0%	
5875	SPED Consultants	101,927	101,927	-	101,927	-	0%	
5876	Sports	11,793	1,000	1,000	-	(10,793)	-92%	PY one time budgeted expenditures
5877	Staff Recruiting/Hiring	700	700	700	-	-	0%	
5878	Student Assessment	6,000	6,000	6,000	-	-	0%	
5881	Student Information System	12,000	12,000	12,000	-	-	0%	
5882	SPED SIS	-	-	-	-	-	0%	
5883	Subs	15,058	4,270	4,270	-	(10,788)	-72%	PY one time budgeted expenditures
5887	Technology Services	55,247	56,896	56,896	-	1,649	3%	
5893	Transportation- Student	-	-	-	-	-	0%	
5899	Misc Operating Expenses	8,787	9,007	9,007	-	220	2%	
5910	Communications- Internet/ Website Fees	15,000	15,000	15,000	-	-	0%	

		FY22-23 SECOND INTERIM BUDGET	FY23-24 PRELIM BUDGET	Unrestricted Budget	Restricted Budget	$ Variance from PY 22-23	% Variance from PY 22-23	Notes for Material Differences
5915	Communications-Postage and Delivery	1,000	1,000	1,000	-	-	0%	
5920	Communications- Telephone & Fax	7,944	11,000	11,000	-	3,056	38%	Rate increase
5999	Uncategorized Expenses	-	-	-	-	-	0%	
	Total 5000 Services and Other Operating Expenditures	$ 1,531,098	$ 1,397,469	$ 998,059	$ 399,410	(133,629)	-9%	
	% Change from prior year	0	-1%	-1%				
6000 Capital Outlay								
6900	Depreciation Expense	34,009	34,009	34,009		-	0%	
6901	Amortization Expense		-			-	0%	
	Total 6000 Capital Outlay	$ 34,009	$ 34,009	$ 34,009	$ -	-	0%	
						-	0%	
	TOTAL EXPENSE	$ 4,826,738	$ 4,117,604	$ 2,497,170	$ 1,620,434	(709,133)	-15%	
	% Change from prior year	5%	-10%	-10%				
	NET INCOME	(223,492)	$ 3,005	$ 470,256	$ (467,251)	$ 226,497		
	NET INCREASE (DECREASE) IN FUND BALANCE	$ (223,492)	$ 3,005					
	BEGINNING FUND BALANCE	$ 1,532,282	$ 2,406,831					
	ENDING FUND BALANCE	$ 1,308,790	$ 2,409,836					
	RESERVE (AS % OF EXPENSES)	27%	59%					

Aveson Charter Schools
BUDGET DETAIL - ASL
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2023-24

	FY22-23 SECOND INTERIM BUDGET	FY23-24 PRELIM BUDGET	Unrestricted Budget	Restricted Budget	$ Variance from PY 22-23	% Variance from PY 22-23	Notes for Material Differences
Enrollment	343	360			17	5%	Increased Enrollment
ADA	310.78	335			24	8%	Increased Enrollment & 95% ADA
Attendance Rate	91%	93%			0.02	3%	Increased ADA to 95%
INCOME							
8011-8096 Local Control Funding Formula Sources							
8011 Local Control Funding Formula	1,270,940	1,471,881	1,471,881		200,941	16%	Increased 8.22% LCFF and ADA increase
8011.1 Special Apportionment		-			-	0%	
8012 Education Protection Act EPA	101,254	309,969	309,969		208,715	206%	Change in EPA calculations per LCFF calculator
8019 Charter Schools General Purpose - Prior Year		-			-	0%	
8096 In Lieu of Property Taxes	1,869,141	1,987,201	1,987,201		118,060	6%	Increased 8.22% LCFF and ADA increase
Total 8011-8096 Local Control Funding Formula Sources	$ 3,241,335	3,769,051	$ 3,769,051	$ -	527,716	16%	
% Change from prior year	5%	22%	22%				
8100-8299 Federal Income							
8181 Special Education - Entitlement	48,304	40,109	-	40,109	(8,195)	-17%	Per SELPA
8182 Special Ed: IDEA Mental Health	-	-	-	-	-	0%	
8220 Child Nutrition Programs	95,785	95,785	-	95,785	-	0%	
8291 Title I - Basic Grant	25,116	12,503	-	12,503	(12,613)	-50%	Per CDE PY actuals
8292 Title II - Teacher Quality	7,767	5,252	-	5,252	(2,515)	-32%	Per CDE PY actuals
8294 Title IV - SDFSC	10,000	10,000	-	10,000	-	0%	
8297 Prior Year Federal Revenue			-		-	0%	
8299 All Other Federal Revenue	637,226		-		(637,226)	-100%	PY Employee Retention Credit
Total 8100-8299 Federal Income	$ 824,198	$ 163,649	$ -	$ 163,649	(660,549)	-80%	
% Change from prior year	-38%	-88%	-88%				
8300-8599 State Income							
8311 Special Education - Entitlement (State)	227,732	249,452	-	249,452	21,720	10%	COLA increase
8312 Mental Health-SPED	31,922	31,922	-	31,922	-	0%	
8519 Other State - Prior Years	21,046	21,046	21,046		-	0%	
8520 State Child Nutrition	224,005	224,005	-	224,005	-	0%	
8545 SB 740	5,021	4,922	-	4,922	(99)	-2%	
8550 Mandated Block Grant	6,208	6,208	6,208		-	0%	
8560 State Lottery	73,578	76,334	54,210	22,125	2,757	4%	Per posted rates
8590 All Other State Revenue	261,340	410,449	-	410,449	149,109	57%	State one time funds - Learning Recovery and Arts, Music IM Block Grants
Total 8300-8599 State Income	$ 850,852	$ 1,024,339	$ 81,464	$ 942,875	173,487	20%	
% Change from prior year	17%	41%	41%				
8600-8799 Local Income							
8634 Food Service Sales	152,000	170,000	-	170,000	18,000	12%	Updated to PY Actuals
8693 Field Trips	153	153	153		-	0%	
8694 Enterprise Revenue	247,330	330,000	330,000		82,670	33%	Updated to PY Actuals
8801 Donations - Parents	50,000	50,000	50,000		-	0%	
8802 Donations - Private	25,000	25,000	25,000		-	0%	
8803 Fundraising	20,000	20,000	20,000		-	0%	
8804 Computer Repair Fundraising	-	-	-		-	0%	
8699 All Other Local Revenue	64,959	64,959	64,959		-	0%	
8792 SPED State/County	-	-	-		-	0%	
Total 8600-8799 Local Income	$ 559,442	$ 660,112	$ 490,112	$ 170,000	100,670	18%	
% Change from prior year	16%	37%	37%				
TOTAL INCOME	$ 5,475,827	$ 5,617,151	$ 4,340,627	$ 1,276,524	141,324	3%	
% Change from prior year	-3%	0%	0%				
EXPENSE							
1100 Teachers' Salaries	1,328,509	1,318,430	1,169,818	148,611	(10,079)	-1%	
1200 Substitute Expense	51,068	135,183	135,183	-	84,115	165%	Additional subs
1300 Certificated Super/Admin	557,661	517,993	355,129	162,863	(39,669)	-7%	PY one time expenditure
1900 Other Certificated	282,856	330,704	80,039	250,665	47,848	17%	Direct hire vs contracted services
Total 1000 Certificated Salaries	$ 2,220,095	$ 2,302,310	$ 1,740,171	$ 562,140	82,215	4%	
% Change from prior year	8%	12%	12%				
2000 Classified Salaries							
2100 Instructional Aide Salaries	463,023	544,433	210,199	334,234	81,410	18%	Min wage increases and afterschool program staffing
2200 Classified Support Salaries		-	-		-	0%	
2300 Classified Supervisor and Administrator Salaries	259,275	347,105	307,716	39,388	87,830	34%	Increased split of shared employees
2400 Clerical/Technical/Office Staff Salaries	-	-	-	-	-	0%	
2700 Classified Staff/ Maintenance	124,099	139,350	139,350	-	15,251	12%	Increased split of shared employees
2900 Other Classified Salaries	110,771	125,580	-	125,580	14,809	13%	Increased split of shared employees
Total 2000 Classified Salaries	$ 957,168	$ 1,156,468	$ 657,265	$ 499,203	199,300	21%	
% Change from prior year	3%	25%	25%				
			0%				
3000 Employee Benefits							
3301 OASDI - Social Security	196,990	214,444	148,641	65,803	17,454	9%	Overall wages in 1000/2000 categories increased
3302 MED - Medicare	46,070	50,152	34,763	15,389	4,082	9%	Overall wages in 1000/2000 categories increased
3401 H&W - Health & Welfare	254,604	272,090	212,190	59,900	17,486	7%	Overall wages in 1000/2000 categories increased
3501 FUTA/SUTA/ETT	15,886	17,294	11,987	5,307	1,408	9%	Overall wages in 1000/2000 categories increased

		FY22-23 SECOND INTERIM BUDGET	FY23-24 PRELIM BUDGET	Unrestricted Budget	Restricted Budget	$ Variance from PY 22-23	% Variance from PY 22-23	Notes for Material Differences
3601	Worker Compensation	37,174	40,468	28,050	12,418	3,294	9%	Overall wages in 1000/2000 categories increased
3901	403B	32,530	32,749	32,749	-	218	1%	
3800	Vacation Expense	-	-	-	-	-	0%	
	Total 3000 Employee Benefits	$ 583,255	$ 627,197	$ 468,380	$ 158,817	43,942	8%	
	% Change from prior year	**23%**	**32%**	**32%**				
4000 Books and Supplies								
4100	Approved Textbooks and Core Curriculum Materials	-	-	-	-	-	0%	
4200	Books and Other Reference Materials	-	-	-	-	-	0%	
4300	Materials and Supplies	-	-	-	-	-	0%	
4315	Custodial Supplies	12,100	12,403	12,403	-	302	2%	
4320	Education Software	10,803	11,600	11,600	-	797	7%	
4325	Instructional Materials & Supplies	92,000	94,000	60,169	33,831	2,000	2%	
4326	SPED Instructional Materials	10,597	9,000	9,000	-	(1,597)	-15%	PY one time expenditures
4330	Office Supplies	12,611	16,000	16,000	-	3,389	27%	Updated with PY actuals
4342	Athletics	-	-	-	-	-	0%	
4381	Plant Maintenance	-	-	-	-	-	0%	
4400	Noncap Equipment	-	-	-	-	-	0%	
4410	Classroom Furniture, Equipment & Supplies	4,600	4,600	4,600	-	-	0%	
4420	Computers (individual items < $5k)	9,246	7,500	7,339	161	(1,746)	-19%	PY one time expenditures
4430	Office Furniture, Equipment & Supplies	11,363	11,000	11,000	-	(363)	-3%	
4700	Food/Food Supplies	-	-	-	-	-	0%	
4710	Student Food Service	267,214	267,214	-	267,214	-	0%	
4720	Other Food	-	-	-	-	-	0%	
	Total 4000 Supplies	$ 430,534	$ 433,317	$ 132,111	$ 301,206	2,783	1%	
	% Change from prior year	**13%**	**14%**	**14%**				
5000 Services and Other Operating Expenditures								
5200	Conference Fees	6,000	6,150	898	5,252	150	2%	
5300	Dues and Memberships	10,000	10,000	10,000	-	-	0%	
5400	Insurance	66,063	75,000	75,000	-	8,937	14%	Rate increase
5510	Utilities-Gas and Electric	73,800	75,645	75,645	-	1,845	3%	
5515	Janitorial, Gardening Services	6,745	6,750	6,750	-	5	0%	
5520	Security	500	500	500	-	-	0%	
5525	Utilities- Waste	13,816	14,161	14,161	-	345	3%	
5530	Utilities - Water	18,000	18,450	18,450	-	450	3%	
5605	Equip Rental/Lease	17,000	17,000	17,000	-	-	0%	
5610	Rent	113,465	115,406	110,484	4,922	1,941	2%	Increased rent on modulars
5615	Repairs and Maintenance - Building	39,787	10,000	10,000	-	(29,787)	-75%	PY one time expenditures
5616	Repairs and Maintenance - Computers	3,152	3,231	3,231	-	79	2%	
5618	Repairs and Maintenance - Vehicles expense	1,500	1,500	1,500	-	-	0%	
5800	Professional/ Consulting Services	-	-	-	-	-	0%	
5803	Auditing Fees	6,903	8,100	8,100	-	1,197	17%	Rate increase
5809	Banking/CC/Other Fees	7,900	7,900	7,900	-	-	0%	
5811	AEC Expense	-	-	-	-	-	0%	
5812	Business Services	66,406	68,993	68,993	-	2,587	4%	Rate increase
5824	District Oversight Fees	32,413	39,957	39,957	-	7,544	23%	Due to ADA increase
5830	Field Trips	4,010	12,033	12,033	-	8,023	200%	Updated with PY actuals
5833	Fines and Penalties	-	-	-	-	-	0%	
5836	Fingerprinting/ Livescan	256	263	263	-	6	3%	
5839	Fundraising Expenses	3,500	3,500	3,500	-	-	0%	
5843	Interest Expense	6,000	-	-	-	(6,000)	-100%	Paid off LOC
5845	Legal Fees	81,750	37,544	37,544	-	(44,206)	-54%	Reduced legal fees
5848	Licenses and Other fees	2,763	2,818	2,818	-	55	2%	
5851	Marketing and Student Recruiting	28,000	28,000	28,000	-	-	0%	
5854	Consultants - Other	164,500	70,000	70,000	-	(94,500)	-57%	PY EE retention credit fees
5855	Ed Consultants	19,443	9,003	9,003	-	(10,440)	-54%	Direct hire vs contracted services
5856	Enrichment	31,775	10,000	10,000	-	(21,775)	-69%	PY one time expenditures
5857	Payroll Services	12,750	12,000	12,000	-	(750)	-6%	Payroll processor changes, reduced fees
5860	Printing and Reproduction	-	-	-	-	-	0%	
5861	PY Expenses (Unaccrued)	-	-	-	-	-	0%	
5862	Professional Development	30,450	36,500	6,544	29,956	6,050	20%	PY one time budgeted expenditures
5874	SPED Encroachment	-	-	-	-	-	0%	
5875	SPED Consultants	204,025	204,025	-	204,025	-	0%	
5876	Sports	-	-	-	-	-	0%	
5877	Staff Recruiting/Hiring	1,000	1,000	1,000	-	-	0%	
5878	Student Assessment	20,482	21,740	21,740	-	1,258	6%	
5881	Student Information System	11,000	12,813	12,813	-	1,813	16%	Rate increase
5882	SPED SIS	-	-	-	-	-	0%	
5883	Subs	18,000	18,000	18,000	-	-	0%	
5887	Technology Services	83,004	85,037	85,037	-	2,033	2%	
5893	Transportation- Student	-	-	-	-	-	0%	
5899	Misc Operating Expenses	2,719	2,787	2,787	-	68	2%	
5910	Communications- Internet/ Website Fees	20,742	17,000	17,000	-	(3,742)	-18%	Updated with YTD actuals
5915	Communications-Postage and Delivery	1,342	1,375	1,375	-	34	2%	
5920	Communications- Telephone & Fax	15,000	10,000	10,000	-	(5,000)	-33%	PY one time expenditures
5999	Uncategorized Expenses	-	-	-	-	-	0%	
	Total 5000 Services and Other Operating Expenditures	$ 1,245,963	$ 1,074,181	$ 830,026	$ 244,156	(171,781)	-14%	$ -
	% Change from prior year	**0**	**-2%**	**-2%**				
6000 Capital Outlay								
6900	Depreciation Expense	19,484	19,484	19,484		-	0%	
6901	Amortization Expense					-	0%	
	Total 6000 Capital Outlay	$ 19,484	$ 19,484	$ 19,484	$ -	-	0%	
						-	0%	
	TOTAL EXPENSE	$ 5,456,499	$ 5,612,957	$ 3,847,436	$ 1,765,521	156,458	3%	
	% Change from prior year	**10%**	**13%**	**13%**				

	FY22-23 SECOND INTERIM BUDGET	FY23-24 PRELIM BUDGET	Unrestricted Budget	Restricted Budget	$ Variance from PY 22-23	% Variance from PY 22-23	Notes for Material Differences
NET INCOME	19,328	4,194	$ 493,191	$ (488,997)	$ (15,134)		
NET INCREASE (DECREASE) IN FUND BALANCE	$ 19,328	$ 4,194					
BEGINNING FUND BALANCE	$ 1,265,733	$ 1,756,623					
ENDING FUND BALANCE	$ 1,285,061	$ 1,760,817					
RESERVE (AS % OF EXPENSES)	24%	31%					

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		WORKING BUDGET FY23-24	Forecast Jul-23	Forecast Aug-23	Forecast Sep-23	Forecast Oct-23	Forecast Nov-23	Forecast Dec-23	Forecast Jan-24	Forecast Feb-24	Forecast Mar-24	Forecast Apr-24	Forecast May-24	Forecast Jun-24	Accrual	YTD Actuals	2023-24 Projections	Budget VS Projections	($) Budget Remaining	(%) Budget Remaining
					PRIOR YEAR P-2						P-1			P-2							
INCOME																				
8011-8096 Local Control Funding Formula Sources																				
8011	Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	2,490,079	67,833	67,833	122,099	122,099	122,099	122,099	122,099	348,783	348,783	348,783	348,783	348,783	-	2,490,079	2,490,079	-	-	0%
8012	Education Protection Act Funds	410,480	-	-	102,620	-	-	102,620	-	-	102,620	-	-	102,620	-	410,480	410,480	-	-	0%
8019	Charter Schools General Purpose - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8096	In Lieu Property Tax	3,550,255	-	213,015	426,031	284,020	284,020	284,020	284,020	284,020	497,036	248,518	248,518	248,518	248,518	3,550,255	3,550,255	-	-	0%
	Total 8011-8096 Local Control Funding Formula Sources	$ 6,450,814	$ 67,833	$ 280,848	$ 650,750	$ 406,120	$ 406,120	$ 508,740	$ 406,120	$ 632,803	$ 948,439	$ 597,301	$ 597,301	$ 699,921	$ 248,518	6,450,814	6,450,814	-	-	
		$ 6,450,814	$ 67,833	$ 280,848	$ 650,750	$ 406,120	$ 406,120	$ 508,740	$ 406,120	$ 632,803	$ 948,439	$ 597,301	$ 597,301	$ 699,921	248,518	$ 6,450,814	$ 6,450,814			
8100-8299 Federal Income																				
8181	Federal Special Education (IDEA) Part B, Sec 611	83,226	-	-	-	-	-	-	-	-	21,559	-	-	10,779	50,888	83,226	83,226	-	-	0%
8182	Special Ed: IDEA Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8220	Child Nutrition Programs - Federal	131,474	-	-	-	-	-	-	-	-	-	-	-	-	131,474	131,474	131,474	-	-	0%
8291	Title I, A Basic Grants Low-Income	43,359	-	-	-	-	8,672	-	8,672	-	-	8,672	-	8,672	8,672	43,359	43,359	-	-	0%
8295	ESSER II CRRSA & ESSER III ARPA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8292	Title II, A Teacher Quality	10,450	-	-	-	-	2,090	-	2,090	-	-	2,090	-	2,090	2,090	10,450	10,450	-	-	0%
8294	Title IV	20,000	-	-	5,000	-	-	5,000	-	-	-	5,000	-	5,000	-	20,000	20,000	-	-	0%
8290.1	One Time Loss Learning Mitigation Funds - SWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8299	All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
	Total 8100-8299 Federal Income	$ 288,509	$ -	$ -	$ 5,000	$ -	$ 10,762	$ 5,000	$ 10,762	$ -	$ 21,559	$ 15,762	$ -	$ 26,541	193,124	288,509	288,509	-	-	0%
		$ 288,509	$ -	$ -	$ 5,000	$ -	$ 10,762	$ 5,000	$ 10,762	$ -	$ 21,559	$ 15,762	$ -	$ 26,541	193,124	$ 288,509	$ 288,509			
8300-8599 State Income																				
8311	Special Education - Entitlement (State)	412,657	-	20,633	20,633	37,139	37,139	37,139	37,139	37,139	37,139	34,201	33,483	32,909	47,963	412,657	412,657	-	-	0%
8312	Mental Health-SPED	62,269	-	-	-	-	-	-	-	-	-	-	-	-	62,269	62,269	62,269	-	-	0%
8519	Prior Year Adjustment	50,467	-	-	-	-	-	-	-	-	-	-	-	-	50,467	50,467	50,467	-	-	0%
8520	State Child Nutrition	305,005	-	-	-	-	-	-	-	-	-	-	-	-	305,005	305,005	305,005	-	-	0%
8545	SB 740	274,405	-	-	-	-	137,202	-	-	-	68,601	-	-	68,601	-	274,405	274,405	-	-	0%
8550	Mandated Block Grant	13,617	-	-	-	-	-	13,617	-	-	-	-	-	-	13,617	13,617	-	-	0%
8560	State Lottery	127,224	-	-	-	-	-	-	31,806	-	-	31,806	-	-	63,612	127,224	127,224	-	-	0%
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	737,116	-	-	-	102,612	-	-	102,612	-	-	102,612	-	-	429,279	737,116	737,116	-	-	0%
	Total 8300-8599 State Income	$ 1,982,760	$ -	$ 20,633	$ 20,633	$ 139,751	$ 174,342	$ 50,757	$ 171,557	$ 37,139	$ 37,139	$ 237,221	$ 33,483	$ 32,909	1,027,196	$ 1,982,760	$ 1,982,760	$ -	$ -	0%
		$ 1,982,760	$ -	$ 20,633	$ 20,633	$ 139,751	$ 174,342	$ 50,757	$ 171,557	$ 37,139	$ 37,139	$ 237,221	$ 33,483	$ 32,909	1,027,196	$ 1,982,760	$ 1,982,760			
8600-8799 Local Income																				
8634	Food Service Sales	313,113	-	-	31,311	31,311	31,311	31,311	31,311	31,311	31,311	31,311	31,311	31,311	-	313,113	313,113	-	-	0%
8693	Field Trips	110,153	-	-	11,015	11,015	11,015	11,015	11,015	11,015	11,015	11,015	11,015	11,015	-	110,153	110,153	-	-	0%
8694	Enterprise Revenue	330,897	-	-	33,090	33,090	33,090	33,090	33,090	33,090	33,090	33,090	33,090	33,090	-	330,897	330,897	-	-	0%
8801	Dontaions - Parents	100,000	-	-	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-	100,000	100,000	-	-	0%
8802	Donations - Private	50,000	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	50,000	50,000	-	-	0%
8803	Fundraising	40,000	-	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	-	40,000	40,000	-	-	0%
8804	Computer Repair Fundraising	500	-	-	50	50	50	50	50	50	50	50	50	50	-	500	500	-	-	0%
8699	All Other Local Revenue	71,014	-	-	7,101	7,101	7,101	7,101	7,101	7,101	7,101	7,101	7,101	7,101	-	71,014	71,014	-	-	0%
8792	SPED State/County	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Total 8600-8799 Local Income	$ 1,015,677	$ -	$ -	$ 101,568	$ 101,568	$ 101,568	$ 101,568	$ 101,568	$ 101,568	$ 101,568	$ 101,568	$ 101,568	$ 101,568	$ -	1,015,677	1,015,677	-	-	0%
		$ 1,015,677	$ -	$ -	$ 101,568	$ 101,568	$ 101,568	$ 101,568	$ 101,568	$ 101,568	$ 101,568	$ 101,568	$ 101,568	$ 101,568	$ -	$ 1,015,677	$ 1,015,677			
	TOTAL INCOME	$ 9,737,760	$ 67,833	$ 301,481	$ 777,951	$ 647,439	$ 692,791	$ 666,064	$ 690,007	$ 771,510	$ 1,108,704	$ 951,851	$ 732,352	$ 860,939	$ 1,468,838	9,737,760	9,737,760	-	-	0%
		$ 9,737,760	$ 67,833	$ 301,481	$ 777,951	$ 647,439	$ 692,791	$ 666,064	$ 690,007	$ 771,510	$ 1,108,704	$ 951,851	$ 732,352	$ 860,939	$ 1,468,838	$ 9,737,760	$ 9,737,760			
EXPENSE		$ -	-																	
1000 Certificated Salaries																				
1100	Teachers' Salaries	2,243,611	-	186,968	186,968	186,968	186,968	186,968	186,968	186,968	186,968	186,968	186,968	186,968	186,968	2,243,611	2,243,611	-	-	0%
1200	Substitute Expense	190,940	-	17,358	17,358	17,358	17,358	17,358	17,358	17,358	17,358	17,358	17,358	17,358	-	190,940	190,940	-	-	0%
1300	Certificated Super/Admin	717,712	59,809	59,809	59,809	59,809	59,809	59,809	59,809	59,809	59,809	59,809	59,809	59,809	-	717,712	717,712	-	-	0%
1900	Other Certificated	602,883	-	50,240	50,240	50,240	50,240	50,240	50,240	50,240	50,240	50,240	50,240	50,240	50,240	602,883	602,883	-	-	0%
	Total 1000 Certificated Salaries	$ 3,755,146	$ 59,809	$ 314,375	$ 314,375	$ 314,375	$ 314,375	$ 314,375	$ 314,375	$ 314,375	$ 314,375	$ 314,375	$ 314,375	$ 314,375	237,208	3,755,146	3,755,146	-	-	0%
		$ 3,755,146	$ 59,809	$ 314,375	$ 314,375	$ 314,375	$ 314,375	$ 314,375	$ 314,375	$ 314,375	$ 314,375	$ 314,375	$ 314,375	$ 314,375	237,208	$ 3,755,146	$ 3,755,146			
2000 Classified Salaries																				
2100	Instructional Aide Salaries	911,971	-	82,906	82,906	82,906	82,906	82,906	82,906	82,906	82,906	82,906	82,906	82,906	-	911,971	911,971	-	-	0%
2200	Classified Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
2300	Classified Supervisor and Administrator Salaries	466,830	38,902	38,902	38,902	38,902	38,902	38,902	38,902	38,902	38,902	38,902	38,902	38,902	-	466,830	466,830	-	-	0%
2400	Clerical/Technical/Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
2700	Classified Staff/ Maintenance	192,950	-	17,541	17,541	17,541	17,541	17,541	17,541	17,541	17,541	17,541	17,541	17,541	-	192,950	192,950	-	-	0%
2900	Other Classified Salaries	179,400	14,950	14,950	14,950	14,950	14,950	14,950	14,950	14,950	14,950	14,950	14,950	14,950	-	179,400	179,400	-	-	0%
	Total 2000 Classified Salaries	$ 1,751,150	$ 53,852	$ 154,300	$ 154,300	$ 154,300	$ 154,300	$ 154,300	$ 154,300	$ 154,300	$ 154,300	$ 154,300	$ 154,300	$ 154,300	-	1,751,150	1,751,150	-	-	0%
		$ 1,751,150	$ 53,852	$ 154,300	$ 154,300	$ 154,300	$ 154,300	$ 154,300	$ 154,300	$ 154,300	$ 154,300	$ 154,300	$ 154,300	$ 154,300	$ -	$ 1,751,150	$ 1,751,150			
3000 Employee Benefits																				
3301	OASDI - Social Security/Medicare	341,390	7,047	29,058	29,058	29,058	29,058	29,058	29,058	29,058	29,058	29,058	29,058	29,058	14,707	341,390	341,390	-	-	0%
3302	MED - Medicare	79,841	1,648	6,796	6,796	6,796	6,796	6,796	6,796	6,796	6,796	6,796	6,796	6,796	3,440	79,841	79,841	-	-	0%
3401	H&W - Health & Welfare	417,860	34,822	34,822	34,822	34,822	34,822	34,822	34,822	34,822	34,822	34,822	34,822	34,822	-	417,860	417,860	-	-	0%
3501	FUTA/SUTA	27,531	2,294	2,294	2,294	2,294	2,294	2,294	2,294	2,294	2,294	2,294	2,294	2,294	-	27,531	27,531	-	-	0%
3601	Worker Compensation	64,424	5,369	5,369	5,369	5,369	5,369	5,369	5,369	5,369	5,369	5,369	5,369	5,369	-	64,424	64,424	-	-	0%
3901	403B	46,839	3,903	3,903	3,903	3,903	3,903	3,903	3,903	3,903	3,903	3,903	3,903	3,903	-	46,839	46,839	-	-	0%
	Total 3000 Employee Benefits	$ 977,886	$ 55,083	$ 82,241	$ 82,241	$ 82,241	$ 82,241	$ 82,241	$ 82,241	$ 82,241	$ 82,241	$ 82,241	$ 82,241	$ 82,241	18,146	977,886	977,886	-	-	0%
		$ 977,886	$ 55,083	$ 82,241	$ 82,241	$ 82,241	$ 82,241	$ 82,241	$ 82,241	$ 82,241	$ 82,241	$ 82,241	$ 82,241	$ 82,241	18,146	$ 977,886	$ 977,886			
4000 Books and Supplies																				
4100	Approved Textbooks and Core Curriculum Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
4200	Books and Other Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
4300	Materials and Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
4315	Custodial Supplies	23,171	1,931	1,931	1,931	1,931	1,931	1,931	1,931	1,931	1,931	1,931	1,931	1,931	-	23,171	23,171	-	-	0%
4320	Education Software	42,805	3,567	3,567	3,567	3,567	3,567	3,567	3,567	3,567	3,567	3,567	3,567	3,567	-	42,805	42,805	-	-	0%
4325	Instructional Materials & Supplies	120,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-	120,000	120,000	-	-	0%
4326	SPED Instructional Materials	14,000	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	-	14,000	14,000	-	-	0%
4330	Office Supplies	24,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000	24,000	-	-	0%
4342	Athletics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
4381	Plant Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
4400	Noncap Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
4410	Software/Licensing	9,200	767	767	767	767	767	767	767	767	767	767	767	767	-	9,200	9,200	-	-	0%
4420	Computers (individual items < $5k)	10,000	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000	10,000	-	-	0%
4430	Office Furniture, Equipment & Supplies	16,000	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	-	16,000	16,000	-	-	0%
4700	Food/Food Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%

AVESON -Combined
CASHFLOW PROJECTIONS
FISCAL YEAR 2023-24

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		WORKING BUDGET FY23-24	Forecast Jul-23	Forecast Aug-23	Forecast Sep-23	Forecast Oct-23	Forecast Nov-23	Forecast Dec-23	Forecast Jan-24	Forecast Feb-24	Forecast Mar-24	Forecast Apr-24	Forecast May-24	Forecast Jun-24	Accrual	YTD Actuals	2023-24 Projections	Budget VS Projections	($) Budget Remaining	(%) Budget Remaining
						PRIOR YEAR P-2				P-1				P-2						
4710	Studetnt Food Service	462,060	38,505	38,505	38,505	38,505	38,505	38,505	38,505	38,505	38,505	38,505	38,505	38,505	-	462,060	462,060	-	-	0%
4720	Other Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
	Total 4000 Supplies	**721,236**	60,103	60,103	60,103	60,103	60,103	60,103	60,103	60,103	60,103	60,103	60,103	-		721,236	721,236	-	-	**0%**
		721,236	60,103	60,103	60,103	60,103	60,103	60,103	60,103	60,103	60,103	60,103	60,103	-	-	721,236	721,236			
	5000 Services and Other Operating Expenditures																			
5200	Conference Fees	11,150	929	929	929	929	929	929	929	929	929	929	929	-		11,150	11,150	-	-	0%
5300	Dues and Memberships	18,300	1,525	1,525	1,525	1,525	1,525	1,525	1,525	1,525	1,525	1,525	1,525	-		18,300	18,300	-	-	0%
5400	Insurance	155,500	12,958	12,958	12,958	12,958	12,958	12,958	12,958	12,958	12,958	12,958	12,958	-		155,500	155,500	-	-	0%
5510	Utilities- Gas and Electric	121,594	10,133	10,133	10,133	10,133	10,133	10,133	10,133	10,133	10,133	10,133	10,133	-		121,594	121,594	-	-	0%
5515	Janitorial, Gardening Services	9,750	813	813	813	813	813	813	813	813	813	813	813	-		9,750	9,750	-	-	0%
5520	Security	1,000	83	83	83	83	83	83	83	83	83	83	83	-		1,000	1,000	-	-	0%
5525	Utilites - Waste	18,784	1,565	1,565	1,565	1,565	1,565	1,565	1,565	1,565	1,565	1,565	1,565	-		18,784	18,784	-	-	0%
5530	Utilities - Water	24,123	2,010	2,010	2,010	2,010	2,010	2,010	2,010	2,010	2,010	2,010	2,010	-		24,123	24,123	-	-	0%
5605	Equip Rental/Lease	32,450	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	-		32,450	32,450	-	-	0%
5610	Rent	712,357	59,363	59,363	59,363	59,363	59,363	59,363	59,363	59,363	59,363	59,363	59,363	-		712,357	712,357	-	-	0%
5615	Repairs and Maintenance - Buildings	36,650	3,054	3,054	3,054	3,054	3,054	3,054	3,054	3,054	3,054	3,054	3,054	-		36,650	36,650	-	-	0%
5616	Repairs and Maintenance - Computers	4,256	355	355	355	355	355	355	355	355	355	355	355	-		4,256	4,256	-	-	0%
5618	Repairs and Maintenance - Vehicles expense	3,076	256	256	256	256	256	256	256	256	256	256	256	-		3,076	3,076	-	-	0%
5800	Prof/Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5803	Auditing Fees	16,200	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	-		16,200	16,200	-	-	0%
5807	Legal Settlements	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5809	Banking Fees	13,400	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	-		13,400	13,400	-	-	0%
5810	Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5811	AEC	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5812	Business Services	125,441	10,453	10,453	10,453	10,453	10,453	10,453	10,453	10,453	10,453	10,453	10,453	-		125,441	125,441	-	-	0%
5824	District Oversight Fees	66,775	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	5,565	-		66,775	66,775	-	-	0%
5815	Advertising/Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	66,775	100%
5830	Field Trips	132,033	11,003	11,003	11,003	11,003	11,003	11,003	11,003	11,003	11,003	11,003	11,003	-		132,033	132,033	-	-	0%
5836	Fingerprinting/Livescan	525	44	44	44	44	44	44	44	44	44	44	44	-		525	525	-	-	0%
5839	Fundraising Expense	8,500	708	708	708	708	708	708	708	708	708	708	708	-		8,500	8,500	-	-	0%
5843	Interest Expense/Misc fee	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5845	Legal Fees	47,794	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	-		47,794	47,794	-	-	0%
5848	Licenses and Other Fees	6,611	551	551	551	551	551	551	551	551	551	551	551	-		6,611	6,611	-	-	0%
5851	Marketing and Student Recruiting	59,000	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	-		59,000	59,000	-	-	0%
5854	Consultants - Other	138,000	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	-		138,000	138,000	-	-	0%
5855	Ed Consultants	17,103	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	-		17,103	17,103	-	-	0%
5856	Enterprise	10,000	833	833	833	833	833	833	833	833	833	833	833	-		10,000	10,000	-	-	0%
5857	Payroll Services	24,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-		24,000	24,000	-	-	0%
5860	Printing and Reproduction	200	17	17	17	17	17	17	17	17	17	17	17	-		200	200	-	-	0%
5861	PY Expenses (Unaccrued)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-		0%
5862	Professional Development	64,500	5,375	5,375	5,375	5,375	5,375	5,375	5,375	5,375	5,375	5,375	5,375	-		64,500	64,500	-	-	0%
5873	Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5874	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5875	SPED Consultants	305,953	25,496	25,496	25,496	25,496	25,496	25,496	25,496	25,496	25,496	25,496	25,496	-		305,953	305,953	-	-	0%
5876	Sports	1,000	83	83	83	83	83	83	83	83	83	83	83	-		1,000	1,000	-	-	0%
5877	Staff Recruiting/Hiring	1,700	142	142	142	142	142	142	142	142	142	142	142	-		1,700	1,700	-	-	0%
5878	Student Assessment	27,740	2,312	2,312	2,312	2,312	2,312	2,312	2,312	2,312	2,312	2,312	2,312	-		27,740	27,740	-	-	0%
5881	Student Information System	24,813	2,068	2,068	2,068	2,068	2,068	2,068	2,068	2,068	2,068	2,068	2,068	-		24,813	24,813	-	-	0%
5883	Substitutes (Contracted)	22,270	1,856	1,856	1,856	1,856	1,856	1,856	1,856	1,856	1,856	1,856	1,856	-		22,270	22,270	-	-	0%
5887	Technology Services	141,934	11,828	11,828	11,828	11,828	11,828	11,828	11,828	11,828	11,828	11,828	11,828	-		141,934	141,934	-	-	0%
5893	Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5899	Misc Operating Expenses	11,794	983	983	983	983	983	983	983	983	983	983	983	-		11,794	11,794	-	-	0%
5910	Communications- Internet/Website Fees	32,000	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	-		32,000	32,000	-	-	0%
5915	Communications- Postage and Delivery	2,375	198	198	198	198	198	198	198	198	198	198	198	-		2,375	2,375	-	-	0%
5920	Communications- Telephone & Fax	21,000	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	-		21,000	21,000	-	-	0%
5999	Expense Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
	Total 5000 Services and Other Operating Expenditures	**2,471,650**	205,971	205,971	205,971	205,971	205,971	205,971	205,971	205,971	205,971	205,971	205,971	-		2,471,650	2,471,650	-	66,775	**1**
		2,471,650	205,971	205,971	205,971	205,971	205,971	205,971	205,971	205,971	205,971	205,971	205,971	-		2,471,650	2,471,650			
	6000 Capital Outlay		-																	
6900	Depreciation Expense	53,493	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	(0)		53,493	53,493	-	-	0%
6901	Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
	Total 6000 Capital Outlay	**53,493**	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	(0)		53,493	53,493	-	-	**0%**
		53,493	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	(0)		53,493	53,493			
7438	Debt Service - Bond Payments/ & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
	Total 6000 Capital Outlay	**-**	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	**0%**
		-	-	-	-	-	-	-	-	-	-	-	-	-		-	-			
															0					
	TOTAL EXPENSE	**9,730,561**	439,276	821,448	821,448	821,448	821,448	821,448	821,448	821,448	821,448	821,448	821,448	255,354		9,730,561	9,730,561	-	66,775	**1%**
		9,730,561	439,276	821,448	821,448	821,448	821,448	821,448	821,448	821,448	821,448	821,448	821,448	255,354		9,730,561	9,730,561			
	NET INCOME (LOSS)	**7,199**	(371,443)	(519,967)	(43,498)	(174,009)	(128,657)	(155,384)	(131,441)	(49,938)	287,256	130,403	(89,096)	39,490	1,213,484	7,199	7,199	-	(66,775)	
		7,199	(371,443)	(519,967)	(43,498)	(174,009)	(128,657)	(155,384)	(131,441)	(49,938)	287,256	130,403	(89,096)	39,490	1,213,484	7,199	7,199	-	66,775	
		0	-	-	-	-	-	(0)	-	(0)	-	-	(0)	0		0	0			

AVESON -Combined
CASHFLOW PROJECTIONS
FISCAL YEAR 2023-24

	WORKING BUDGET FY23-24	Forecast Jul-23	Forecast Aug-23	Forecast Sep-23	Forecast Oct-20	Forecast Nov-23	Forecast Dec-23	Forecast Jan-24	Forecast Feb-24	Forecast Mar-24	Forecast Apr-24	Forecast May-24	Forecast Jun-24	Accrual	YTD Actuals	2023-24 Projections	Budget VS Projections	($) Budget Remaining	(%) Budget Remaining
Beginning Cash Balance		3,872,815	3,501,372	2,981,405	2,937,907	2,763,898	2,635,241	2,479,856	2,348,415	2,298,477	2,585,733	2,716,136	2,627,040	2,666,530					
Cash Flow from Operating Activities																			
Net Income (Loss)		(371,443)	(519,967)	(43,498)	(174,009)	(128,657)	(155,384)	(131,441)	(49,938)	287,256	130,403	(89,096)	39,490	1,213,484					
Change in Accounts Receivable																			
Due from Grantor																			
Change in Accounts Payable																			
Clean Energy funds - refund														(134,000)					
Change in Other Liabilites (incl Due to Grantor)																			
Change in Payroll Liabilites																			
Change in Prepaid Expenditures																			
Change in Deferred Revenue																			
Depreciation Expense																			
Cash Flow from Investing Activities																			
Capital Expenditures																			
Change in Security Deposits																			
Cash Flow from Financing Activities																			
Source- Sale of Receivables																			
Use- Sale of Receivables																			
Source- Loans																			
Use- Loans																			
Ending Cash Balance (Cash on Hand)		3,501,372	2,981,405	2,937,907	2,763,898	2,635,241	2,479,856	2,348,415	2,298,477	2,585,733	2,716,136	2,627,040	2,666,530	3,746,014					

	WORKING BUDGET FY23-24	**PRIOR YEAR P-2** Forecast Jul-23	Forecast Aug-23	Forecast Sep-23	Forecast Oct-23	Forecast Nov-23	Forecast Dec-23	Forecast Jan-24	**P-1** Forecast Feb-24	Forecast Mar-24	Forecast Apr-24	Forecast May-24	**P-2** Forecast Jun-24	Accrual	YTD Actuals	2023-24 Projections	WORKING Budget VS Projections	($) Budget Remaining	(%) Budget Remaining
INCOME																			
8011-8096 Local Control Funding Formula Sources																			
8011 Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	1,018,198	23,616	23,616	42,510	42,510	42,510	42,510	42,510	151,684	151,684	151,684	151,684	151,684	-	1,018,198	1,018,198	-		0%
8012 Education Protection Act Funds	100,511	-	-	25,128	-	-	25,128	-	-	25,128	-	-	25,128	-	100,511	100,511	-		0%
8019 State Aid-Prior Years																			0%
8096 In Lieu Property Tax	1,563,054	-	93,783	187,566	125,044	125,044	125,044	125,044	125,044	218,828	109,414	109,414	109,414	109,414	1,563,054	1,563,054	-		0%
Total 8011-8096 Local Control Funding Formula Sources	2,681,763	23,616	117,400	255,204	167,554	167,554	192,682	167,554	276,728	395,639	261,097	261,097	286,225	109,414	2,681,763	2,681,763	-	-	0%
8100-8299 Federal Income	-																		
8181 Federal Special Education (IDEA) Part B, Sec 611	43,117	-	-	-	-	-	-	-	-	21,559	-	-	10,779	10,779	43,117	43,117	-		0%
8182 Special Ed: IDEA Mental Health	-													-	-	-			0%
8220 Child Nutrition Programs - Federal	35,689	-	-	-	-	-	-	-	-	-	-	-	-	35,689	35,689	35,689	-		0%
8291 Title I, A Basic Grants Low-Income	30,856	-	-	-	6,171	-	6,171	-	-	-	6,171	-	6,171	6,171	30,856	30,856	-		0%
8295 ESSER II CRRSA & ESSER III ARPA	-														-	-			0%
8292 Title II, A Teacher Quality	5,198	-	-	-	-	1,040	-	1,040	-	-	1,040	-	1,040	1,040	5,198	5,198	-		0%
8294 Title IV	10,000	-	-	2,500	-	-	2,500	-	-	-	2,500	-	2,500	-	10,000	10,000	-		0%
8290.1 One Time Loss Learning Mitigation Funds - SWD	-														-	-			0%
8299 All Other Federal Revenue	-														-	-			0%
Total 8100-8299 Federal Income	124,860	-	-	2,500	-	7,211	2,500	7,211	-	21,559	9,711	-	20,490	53,679	124,860	124,860	-	-	0%
8300-8599 State Income																			
8311 Special Education - Entitlement (State)	163,205	-	8,160	8,160	14,688	14,688	14,688	14,688	14,688	14,688	11,751	11,033	10,458	25,512	163,205	163,205	-		0%
8312 Mental Health-SPED	30,347	-	-	-	-	-	-	-	-	-	-	-	-	30,347	30,347	30,347	-		0%
8519 Prior Year Adjustment	29,421	-	-	-	-	-	-	-	-	-	-	-	-	29,421	29,421	29,421	-		0%
8520 State Child Nutrition	81,000	-	-	-	-	-	-	-	-	-	-	-	-	81,000	81,000	81,000	-		0%
8545 SB 740	269,483	-	-	-	-	134,741	-	-	-	-	67,371	-	-	67,371	269,483	269,483	-		0%
8550 Mandated Block Grant	7,409	-	-	-	-	-	7,409	-	-	-	-	-	-	-	7,409	7,409	-		0%
8560 State Lottery	50,890	-	-	-	-	-	-	12,722	-	-	12,722	-	-	25,445	50,890	50,890	-		0%
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	326,667	-	-	-	-	-	-	-	-	-	-	-	-	326,667	326,667	326,667	-		0%
Total 8300-8599 State Income	958,421	-	8,160	8,160	14,688	149,430	22,097	27,411	14,688	14,688	91,844	11,033	10,458	585,762	958,421	958,421	-	-	0%
8600-8799 Local Income																			
8634 Food Service Sales	143,113	-	-	14,311	14,311	14,311	14,311	14,311	14,311	14,311	14,311	14,311	14,311	-	143,113	143,113	-		0%
8693 Field Trips	110,000	-	-	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	-	110,000	110,000	-		0%
8694 Enterprise Revenue	897	-	-	90	90	90	90	90	90	90	90	90	90	-	897	897	-		0%
8801 Donations - Parents	50,000	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	50,000	50,000	-		0%
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	-	25,000	25,000	-		0%
8803 Fundraising	20,000	-	-	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	20,000	20,000	-		0%
8804 Computer Repair Fundraising	500	-	-	50	50	50	50	50	50	50	50	50	50	-	500	500	-		0%
8699 All Other Local Revenue	6,055	-	-	606	606	606	606	606	606	606	606	606	606	-	6,055	6,055	-		0%
8792 SPED State/County	-														-	-			0%
Total 8600-8799 Local Income	355,565	-	-	35,557	35,557	35,557	35,557	35,557	35,557	35,557	35,557	35,557	35,557	-	355,565	355,565	-	-	0%
TOTAL INCOME	4,120,609	23,616	125,560	301,420	217,799	359,751	252,836	237,732	326,973	467,442	398,208	307,686	352,730	748,855	4,120,609	4,120,609	-	-	0%
EXPENSE	-																		
1000 Certificated Salaries																			
1100 Teachers' Salaries	925,181	-	77,098	77,098	77,098	77,098	77,098	77,098	77,098	77,098	77,098	77,098	77,098	77,098	925,181	925,181	-		0%
1200 Tutor/Substitute Expense	55,757	-	5,069	5,069	5,069	5,069	5,069	5,069	5,069	5,069	5,069	5,069	5,069	-	55,757	55,757	-		0%
1300 Certificated Super/Admin	199,719	16,643	16,643	16,643	16,643	16,643	16,643	16,643	16,643	16,643	16,643	16,643	16,643	-	199,719	199,719	-		0%
1900 Other Certificated	272,178	-	22,682	22,682	22,682	22,682	22,682	22,682	22,682	22,682	22,682	22,682	22,682	22,682	272,178	272,178	-		0%
Total 1000 Certificated Salaries	1,452,836	16,643	121,492	121,492	121,492	121,492	121,492	121,492	121,492	121,492	121,492	121,492	121,492	99,780	1,452,836	1,452,836	-	-	0%
2000 Classified Salaries																			
2100 Instructional Aide Salaries	367,537	-	33,412	33,412	33,412	33,412	33,412	33,412	33,412	33,412	33,412	33,412	33,412	-	367,537	367,537	-		0%
2200 Classified Support Salaries	-														-	-			0%
2300 Classified Supervisor and Administrator Salaries	119,725	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	-	119,725	119,725	-		0%
2400 Clerical/Technical/Office Staff Salaries	-														-	-			0%
2700 Classified Staff/ Maintenance	53,600	-	4,873	4,873	4,873	4,873	4,873	4,873	4,873	4,873	4,873	4,873	4,873	-	53,600	53,600	-		0%
2900 Other Classified Salaries	53,820	4,485	4,485	4,485	4,485	4,485	4,485	4,485	4,485	4,485	4,485	4,485	4,485	-	53,820	53,820	-		0%
Total 2000 Classified Salaries	594,682	14,462	52,747	52,747	52,747	52,747	52,747	52,747	52,747	52,747	52,747	52,747	52,747	-	594,682	594,682	-	-	0%
3000 Employee Benefits																			
3301 OASDI - Social Security/Medicare	126,946	1,929	10,803	10,803	10,803	10,803	10,803	10,803	10,803	10,803	10,803	10,803	10,803	6,186	126,946	126,946	-		0%
3302 MED - Medicare	29,689	451	2,526	2,526	2,526	2,526	2,526	2,526	2,526	2,526	2,526	2,526	2,526	1,447	29,689	29,689	-		0%
3401 H&W - Health & Welfare	145,770	12,148	12,148	12,148	12,148	12,148	12,148	12,148	12,148	12,148	12,148	12,148	12,148	-	145,770	145,770	-		0%
3501 FUTA/SUTA/ETT	10,238	853	853	853	853	853	853	853	853	853	853	853	853	-	10,238	10,238	-		0%
3601 Worker Compensation	23,956	1,996	1,996	1,996	1,996	1,996	1,996	1,996	1,996	1,996	1,996	1,996	1,996	-	23,956	23,956	-		0%
3700 403B	14,090	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	-	14,090	14,090	-		0%
Total 3000 Employee Benefits	350,689	18,551	29,500	29,500	29,500	29,500	29,500	29,500	29,500	29,500	29,500	29,500	29,500	7,633	350,689	350,689	-	-	0%
4000 Books and Supplies																			
4100 Approved Textbooks and Core Curriculum Materials	-														-	-			0%
4200 Books and Other Reference Materials	-														-	-			0%
4300 Materials and Supplies	-														-	-			0%
4315 Custodial Supplies	10,769	897	897	897	897	897	897	897	897	897	897	897	897	-	10,769	10,769			0%
4320 Education Software	31,205	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	-	31,205	31,205			0%
4325 Instructional Materials & Supplies	26,000	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	-	26,000	26,000			0%
4326 SPED Instructional Materials	5,000	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000	5,000			0%
4330 Office Supplies	8,000	667	667	667	667	667	667	667	667	667	667	667	667	-	8,000	8,000			0%
4342 Athletics	-														-	-			0%
4381 Plant Maintenance	-														-	-			0%
4400 Noncap Equipment	-														-	-			0%
4410 Classroom Furniture, Equipment & Supplies	4,600	383	383	383	383	383	383	383	383	383	383	383	383	-	4,600	4,600			0%
4420 Computers (individual items < $5k)	2,500	208	208	208	208	208	208	208	208	208	208	208	208	-	2,500	2,500			0%
4430 Office Furniture, Equipment & Supplies	5,000	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000	5,000			0%
4700 Food/Food Supplies																			0%

charterwise MANAGEMENT
A CHRISTY WHITE SOLUTION

		WORKING BUDGET FY23-24	Forecast Jul-23	Forecast Aug-23	Forecast Sep-23	Forecast Oct-23	Forecast Nov-23	Forecast Dec-23	Forecast Jan-24	Forecast Feb-24	Forecast Mar-24	Forecast Apr-24	Forecast May-24	Forecast Jun-24	Accrual	YTD Actuals	2023-24 Projections	WORKING Budget VS Projections	($) Budget Remaining	(%) Budget Remaining
						PRIOR YEAR P-2					P-1			P-2						
4710	Student Food Service	194,846	16,237	16,237	16,237	16,237	16,237	16,237	16,237	16,237	16,237	16,237	16,237	16,237	-	194,846	194,846	-	-	0%
4720	Other Food	-													-					
	Total 4000 Supplies	$ 287,920	$ 23,993	$ 23,993	$ 23,993	$ 23,993	$ 23,993	$ 23,993	$ 23,993	$ 23,993	$ 23,993	$ 23,993	$ 23,993	$ 23,993	$ -	287,920	$ 287,920	$ -	$ -	0%
																	-			
5000 Services and Other Operating Expenditures																	-			
5200	Conference Fees	5,000	417	417	417	417	417	417	417	417	417	417	417	-		5,000	5,000	-	-	0%
5300	Dues and Memberships	8,300	692	692	692	692	692	692	692	692	692	692	692	-		8,300	8,300	-	-	0%
5400	Insurance	80,500	6,708	6,708	6,708	6,708	6,708	6,708	6,708	6,708	6,708	6,708	6,708	-		80,500	80,500	-	-	0%
5510	Utilities- Gas and Electric	45,949	3,829	3,829	3,829	3,829	3,829	3,829	3,829	3,829	3,829	3,829	3,829	-		45,949	45,949	-	-	0%
5515	Janitorial, Gardening Services	3,000	250	250	250	250	250	250	250	250	250	250	250	-		3,000	3,000	-	-	0%
5520	Security	500	42	42	42	42	42	42	42	42	42	42	42	-		500	500	-	-	0%
5525	Utilites - Waste	4,623	385	385	385	385	385	385	385	385	385	385	385	-		4,623	4,623	-	-	0%
5530	Utilities - Water	5,673	473	473	473	473	473	473	473	473	473	473	473	-		5,673	5,673	-	-	0%
5605	Equip Rental/Lease	15,450	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-		15,450	15,450	-	-	0%
5610	Rent	596,951	49,746	49,746	49,746	49,746	49,746	49,746	49,746	49,746	49,746	49,746	49,746	-		596,951	596,951	-	-	0%
5615	Repairs and Maintenance - Buildings	26,650	2,221	2,221	2,221	2,221	2,221	2,221	2,221	2,221	2,221	2,221	2,221	-		26,650	26,650	-	-	0%
5616	Repairs and Maintenance - Computers	1,025	85	85	85	85	85	85	85	85	85	85	85	-		1,025	1,025	-	-	0%
5618	Repairs and Maintenance - Vehicles expense	1,576	131	131	131	131	131	131	131	131	131	131	131	-		1,576	1,576	-	-	0%
5800	Prof/Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5803	Auditing Fees	8,100	675	675	675	675	675	675	675	675	675	675	675	-		8,100	8,100	-	-	0%
5807	Legal Settlements	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5809	Banking/CC/Other Fees	5,500	458	458	458	458	458	458	458	458	458	458	458	-		5,500	5,500	-	-	0%
5810	Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5811	AEC	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5812	Business Services	56,448	4,704	4,704	4,704	4,704	4,704	4,704	4,704	4,704	4,704	4,704	4,704	-		56,448	56,448	-	-	0%
5824	District Oversight Fees	26,818	2,235	2,235	2,235	2,235	2,235	2,235	2,235	2,235	2,235	2,235	2,235	-		26,818	26,818	-	-	0%
5815	Advertising/Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5830	Field Trips	120,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-		120,000	120,000	-	-	0%
5836	Fingerprinting/Livescan	263	22	22	22	22	22	22	22	22	22	22	22	-		263	263	-	-	0%
5839	Fundraising Expense	5,000	417	417	417	417	417	417	417	417	417	417	417	-		5,000	5,000	-	-	0%
5843	Interest Expense/Misc fee	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5845	Legal Fees	10,250	854	854	854	854	854	854	854	854	854	854	854	-		10,250	10,250	-	-	0%
5848	Licenses and Other Fees	3,793	316	316	316	316	316	316	316	316	316	316	316	-		3,793	3,793	-	-	0%
5851	Marketing and Student Recruiting	31,000	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	-		31,000	31,000	-	-	0%
5854	Consultants - Other	68,000	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	-		68,000	68,000	-	-	0%
5855	Ed Consultants	8,100	675	675	675	675	675	675	675	675	675	675	675	-		8,100	8,100	-	-	0%
5856	Enrichment	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5857	Payroll Services	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-		12,000	12,000	-	-	0%
5860	Printing and Reproduction	200	17	17	17	17	17	17	17	17	17	17	17	-		200	200	-	-	0%
5861	PY Expenses (Unaccrued)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5862	Professional Development	28,000	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	-		28,000	28,000	-	-	0%
5873	Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5874	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5875	SPED Consultants	101,927	8,494	8,494	8,494	8,494	8,494	8,494	8,494	8,494	8,494	8,494	8,494	-		101,927	101,927	-	-	0%
5876	Sports	1,000	83	83	83	83	83	83	83	83	83	83	83	-		1,000	1,000	-	-	0%
5877	Staff Recruiting/Hiring	700	58	58	58	58	58	58	58	58	58	58	58	-		700	700	-	-	0%
5878	Student Assessment	6,000	500	500	500	500	500	500	500	500	500	500	500	-		6,000	6,000	-	-	**0%**
5881	Student Information System	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-		12,000	12,000	-	-	**0%**
5883	Substitutes (Contracted)	4,270	356	356	356	356	356	356	356	356	356	356	356	-		4,270	4,270	-	-	0%
5887	Technology Services	56,896	4,741	4,741	4,741	4,741	4,741	4,741	4,741	4,741	4,741	4,741	4,741	-		56,896	56,896	-	-	0%
5893	Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5899	Misc Operating Expenses	9,007	751	751	751	751	751	751	751	751	751	751	751	-		9,007	9,007	-	-	0%
5910	Communications- Internet/Website Fees	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-		15,000	15,000	-	-	0%
5915	Communications- Postage and Delivery	1,000	83	83	83	83	83	83	83	83	83	83	83	-		1,000	1,000	-	-	0%
5920	Communications- Telephone & Fax	11,000	917	917	917	917	917	917	917	917	917	917	917	-		11,000	11,000	-	-	0%
5999	Expense Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
	Total 5000 Services and Other Operating Expenditures	$ 1,397,469	$ 116,456	$ 116,456	$ 116,456	$ 116,456	$ 116,456	$ 116,456	$ 116,456	$ 116,456	$ 116,456	$ 116,456	$ 116,456	$ -	1,397,469	$ 1,397,469	-	-	0%
6000 Capital Outlay																	-			
6900	Depreciation Expense	34,009	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	(0)		34,009	34,009	-	-	0%
6901	Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
	Total 6000 Capital Outlay	$ 34,009	$ 2,834	$ 2,834	$ 2,834	$ 2,834	$ 2,834	$ 2,834	$ 2,834	$ 2,834	$ 2,834	$ 2,834	$ 2,834	(0)	34,009	$ 34,009	-	-	0%
7438	Debt Service - Bond Payments/ & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-		-				0%
	Total Other Outgo	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-	$ -	-	-	
	TOTAL EXPENSE	$ 4,117,604	$ 192,939	$ 347,023	$ 347,023	$ 347,023	$ 347,023	$ 347,023	$ 347,023	$ 347,023	$ 347,023	$ 347,023	$ 347,023	$ 107,413	4,117,604	4,117,604	$ -	$ -	0%
	NET INCOME (LOSS)	$ 3,005	$ (169,323)	$ (221,463)	$ (45,602)	$ (129,224)	$ 12,728	$ (94,187)	$ (109,291)	$ (20,050)	$ 120,419	$ 51,186	$ (39,336)	$ 5,707	641,442	3,005	3,005	-	-	

Account	Description	WORKING BUDGET FY23-24	Forecast Jul-23	Forecast Aug-23	Forecast Sep-23	Forecast Oct-23	Forecast Nov-23	Forecast Dec-23	Forecast Jan-24	Forecast Feb-24	Forecast Mar-24	Forecast Apr-24	Forecast May-24	Forecast Jun-24	Accrual	YTD Actuals	2023-24 Projections	Working Budget VS Projections	($) Budget Remaining	(%) Budget Remaining
					PRIOR YEAR P-2						P-1			P-2						
INCOME																				
8011-8096 Local Control Funding Formula Sources																				
8011	Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	1,471,881	44,217	44,217	79,590	79,590	79,590	79,590	79,590	197,100	197,100	197,100	197,100	197,100	-	1,471,881	1,471,881	-	-	0%
8012	Education Protection Act Funds	309,969	-	-	77,492	-	-	77,492	-	-	77,492	-	-	77,492	-	309,969	309,969	-	-	0%
8019	State Aid-Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			0%
8096	In Lieu Property Tax	1,987,201	-	119,232	238,464	158,976	158,976	158,976	158,976	158,976	278,208	139,104	139,104	139,104	139,104	1,987,201	1,987,201	-	-	-
	Total 8011-8096 Local Control Funding Formula Sources	3,769,051	44,217	163,449	395,546	238,566	238,566	316,058	238,566	356,076	552,800	336,204	336,204	413,696	139,104	3,769,051	3,769,051	-	-	-
8100-8299 Federal Income		-																		
8181	Federal Special Education (IDEA) Part B, Sec 611	40,109	-	-	-	-	-	-	-	-	-	-	-	-	40,109	40,109	40,109	-	-	0%
8182	Special Ed: IDEA Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			0%
8220	Child Nutrition Programs - Federal	95,785	-	-	-	-	-	-	-	-	-	-	-	-	95,785	95,785	95,785	-	-	0%
8291	Title I, A Basic Grants Low-Income	12,503	-	-	-	-	2,501	-	2,501	-	-	2,501	-	2,501	2,501	12,503	12,503	-	-	0%
8295	ESSER II CRRSA & ESSER III ARPA (One time)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			0%
8292	Title II, A Teacher Quality	5,252	-	-	-	-	1,050	-	1,050	-	-	1,050	-	1,050	1,050	5,252	5,252	-	-	0%
8294	Title IV	10,000	-	-	2,500	-	-	2,500	-	-	-	2,500	-	2,500	-	10,000	10,000	-	-	0%
8290.1	One Time Loss Learning Mitigation Funds - SWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			0%
8299	All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			0%
	Total 8100-8299 Federal Income	163,649	-	-	2,500	-	3,551	2,500	3,551	-	-	6,051	-	6,051	139,445	163,649	163,649	-	-	0%
8300-8599 State Income		-																		
8311	Special Education - Entitlement (State)	249,452	-	12,473	12,473	22,451	22,451	22,451	22,451	22,451	22,451	22,451	22,451	22,451	22,451	249,452	249,452	-	-	0%
8312	Mental Health-SPED	31,922	-	-	-	-	-	-	-	-	-	-	-	-	31,922	31,922	31,922	-	-	0%
8519	Prior Year Adjustment	21,046	-	-	-	-	-	-	-	-	-	-	-	-	21,046	21,046	21,046	-	-	0%
8520	State Child Nutrition	224,005	-	-	-	-	-	-	-	-	-	-	-	-	224,005	224,005	224,005	-	-	0%
8545	SB 740	4,922	-	-	-	-	2,461	-	-	-	-	1,231	-	-	1,231	4,922	4,922	-	-	0%
8550	Mandated Block Grant	6,208	-	-	-	-	-	6,208	-	-	-	-	-	-	-	6,208	6,208	-	-	0%
8560	State Lottery	76,334	-	-	-	-	-	-	19,084	-	-	19,084	-	-	38,167	76,334	76,334	-	-	0%
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	410,449	-	-	-	102,612	-	-	102,612	-	-	102,612	-	-	102,612	410,449	410,449	-	-	0%
	Total 8300-8599 State Income	1,024,339	-	12,473	12,473	125,063	24,912	28,659	144,147	22,451	22,451	145,377	22,451	22,451	441,434	1,024,339	1,024,339	-	-	0%
8600-8799 Local Income																				
8634	Food Service Sales	170,000	-	-	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	-	170,000	170,000	-	-	0%
8693	Field Trips	153	-	-	15	15	15	15	15	15	15	15	15	15	-	153	153	-	-	0%
8694	Enterprise Revenue	330,000	-	-	33,000	33,000	33,000	33,000	33,000	33,000	33,000	33,000	33,000	33,000	-	330,000	330,000	-	-	0%
8801	Donations - Parents	50,000	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	50,000	50,000	-	-	0%
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	-	25,000	25,000	-	-	0%
8803	Fundraising	20,000	-	-	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	20,000	20,000	-	-	0%
8804	Computer Repair Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
8699	All Other Local Revenue	64,959	-	-	6,496	6,496	6,496	6,496	6,496	6,496	6,496	6,496	6,496	6,496	-	64,959	64,959	-	-	
8792	SPED State/County	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Total 8600-8799 Local Income	660,112	-	-	66,011	66,011	66,011	66,011	66,011	66,011	66,011	66,011	66,011	66,011	-	660,112	660,112	-	-	0%
	TOTAL INCOME	5,617,151	44,217	175,921	476,530	429,640	333,040	413,229	452,275	444,538	641,262	553,643	424,666	508,209	719,983	5,617,151	5,617,151	-	-	0%
EXPENSE		-																		
1000 Certificated Salaries																				
1100	Teachers' Salaries	1,318,430	-	109,869	109,869	109,869	109,869	109,869	109,869	109,869	109,869	109,869	109,869	109,869	109,869	1,318,430	1,318,430	-	-	0%
1200	Substitute Expense	135,183	-	12,289	12,289	12,289	12,289	12,289	12,289	12,289	12,289	12,289	12,289	12,289	-	135,183	135,183	-	-	0%
1300	Certificated Super/Admin	517,993	43,166	43,166	43,166	43,166	43,166	43,166	43,166	43,166	43,166	43,166	43,166	43,166	-	517,993	517,993	-	-	0%
1900	Other Certificated	330,704	-	27,559	27,559	27,559	27,559	27,559	27,559	27,559	27,559	27,559	27,559	27,559	27,559	330,704	330,704	-	-	0%
	Total 1000 Certificated Salaries	2,302,310	43,166	192,883	192,883	192,883	192,883	192,883	192,883	192,883	192,883	192,883	192,883	192,883	137,428	2,302,310	2,302,310	-	-	0%
2000 Classified Salaries																				
2100	Instructional Aide Salaries	544,433	-	49,494	49,494	49,494	49,494	49,494	49,494	49,494	49,494	49,494	49,494	49,494	-	544,433	544,433	-	-	0%
2200	Classified Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			0%
2300	Classified Supervisor and Administrator Salaries	347,105	28,925	28,925	28,925	28,925	28,925	28,925	28,925	28,925	28,925	28,925	28,925	28,925	-	347,105	347,105	-	-	0%
2400	Clerical/Technical/Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
2700	Classified Staff/ Maintenance	139,350	-	12,668	12,668	12,668	12,668	12,668	12,668	12,668	12,668	12,668	12,668	12,668	-	139,350	139,350	-	-	0%
2900	Other Classified Salaries	125,580	10,465	10,465	10,465	10,465	10,465	10,465	10,465	10,465	10,465	10,465	10,465	10,465	-	125,580	125,580	-	-	0%
	Total 2000 Classified Salaries	1,156,468	39,390	101,553	101,553	101,553	101,553	101,553	101,553	101,553	101,553	101,553	101,553	101,553	-	1,156,468	1,156,468	-	-	0%
3000 Employee Benefits																				
3301	OASDI - Social Security	214,444	5,119	18,255	18,255	18,255	18,255	18,255	18,255	18,255	18,255	18,255	18,255	18,255	8,521	214,444	214,444	-	-	0%
3302	MED - Medicare	50,152	1,197	4,269	4,269	4,269	4,269	4,269	4,269	4,269	4,269	4,269	4,269	4,269	1,993	50,152	50,152	-	-	0%
3401	H&W - Health & Welfare	272,090	22,674	22,674	22,674	22,674	22,674	22,674	22,674	22,674	22,674	22,674	22,674	22,674	-	272,090	272,090	-	-	0%
3501	SUI - State Unemployment Insurance	17,294	1,441	1,441	1,441	1,441	1,441	1,441	1,441	1,441	1,441	1,441	1,441	1,441	-	17,294	17,294	-	-	0%
3601	Worker Compensation	40,468	3,372	3,372	3,372	3,372	3,372	3,372	3,372	3,372	3,372	3,372	3,372	3,372	-	40,468	40,468	-	-	0%
3901	403B	32,749	2,729	2,729	2,729	2,729	2,729	2,729	2,729	2,729	2,729	2,729	2,729	2,729	-	32,749	32,749	-	-	0%
	Total 3000 Employee Benefits	627,197	36,532	52,741	52,741	52,741	52,741	52,741	52,741	52,741	52,741	52,741	52,741	52,741	10,513	627,197	627,197	-	-	0%
4000 Books and Supplies																				
4100	Approved Textbooks and Core Curriculum Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			0%
4200	Books and Other Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			0%
4300	Materials and Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			0%
4315	Custodial Supplies	12,403	1,034	1,034	1,034	1,034	1,034	1,034	1,034	1,034	1,034	1,034	1,034	1,034	-	12,403	12,403	-	-	0%
4320	Education Software	11,600	967	967	967	967	967	967	967	967	967	967	967	967	-	11,600	11,600	-	-	0%
4325	Instructional Materials & Supplies	94,000	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	-	94,000	94,000	-	-	0%
4326	SPED Instructional Materials	9,000	750	750	750	750	750	750	750	750	750	750	750	750	-	9,000	9,000	-	-	0%
4330	Office Supplies	16,000	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	-	16,000	16,000	-	-	0%
4342	Athletics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			0%
4381	Plant Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			0%
4400	Noncap Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			0%
4410	Classroom Furniture, Equipment & Supplies	4,600	383	383	383	383	383	383	383	383	383	383	383	383	-	4,600	4,600	-	-	0%
4420	Computers (individual items < $5k)	7,500	625	625	625	625	625	625	625	625	625	625	625	625	-	7,500	7,500	-	-	0%

charterwise MANAGEMENT
A CHRISTY WHITE SOLUTION™

	WORKING BUDGET FY23-24	Forecast Jul-23	Forecast Aug-23	Forecast Sep-23	Forecast Oct-23	Forecast Nov-23	Forecast Dec-23	Forecast Jan-24	Forecast Feb-24	Forecast Mar-24	Forecast Apr-24	Forecast May-24	Forecast Jun-24	Accrual	YTD Actuals	2023-24 Projections	Working Budget VS Projections	($) Budget Remaining	(%) Budget Remaining
					PRIOR YEAR P-2					P-1			P-2						
4430 Other Furniture, Equipment & Supplies	11,000	917	917	917	917	917	917	917	917	917	917	917	917		11,000	11,000	-	-	0%
4700 Food/Food Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-			0%
4710 Student Food Service	267,214	22,268	22,268	22,268	22,268	22,268	22,268	22,268	22,268	22,268	22,268	22,268	22,268		267,214	267,214			0%
4720 Other Food	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-			0%
Total 4000 Supplies	**433,317**	**36,110**	**36,110**	**36,110**	**36,110**	**36,110**	**36,110**	**36,110**	**36,110**	**36,110**	**36,110**	**36,110**	**36,110**	**-**	**433,317**	**433,317**	**-**	**-**	**0%**
5000 Services and Other Operating Expenditures																			
5200 Conference Fees	6,150	513	513	513	513	513	513	513	513	513	513	513	513		6,150	6,150	-	-	0%
5300 Dues and Memberships	10,000	833	833	833	833	833	833	833	833	833	833	833	833		10,000	10,000	-	-	0%
5400 Insurance	75,000	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250		75,000	75,000	-	-	0%
5510 Utilities- Gas and Electric	75,645	6,304	6,304	6,304	6,304	6,304	6,304	6,304	6,304	6,304	6,304	6,304	6,304		75,645	75,645	-	-	0%
5515 Janitorial, Gardening Services	6,750	563	563	563	563	563	563	563	563	563	563	563	563		6,750	6,750	-	-	0%
5520 Security	500	42	42	42	42	42	42	42	42	42	42	42	42		500	500	-	-	0%
5525 Utilities - Waste	14,161	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180		14,161	14,161	-	-	0%
5530 Utilities - Water	18,450	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538		18,450	18,450	-	-	0%
5605 Equip Rental/Lease	17,000	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417		17,000	17,000	-	-	0%
5610 Rent	115,406	9,617	9,617	9,617	9,617	9,617	9,617	9,617	9,617	9,617	9,617	9,617	9,617		115,406	115,406	-	-	0%
5615 Repairs and Maintenance - Buildings	10,000	833	833	833	833	833	833	833	833	833	833	833	833		10,000	10,000	-	-	0%
5616 Repairs and Maintenance - Computers	3,231	269	269	269	269	269	269	269	269	269	269	269	269		3,231	3,231	-	-	0%
5618 Repairs and Maintenance - Vehicles expense	1,500	125	125	125	125	125	125	125	125	125	125	125	125		1,500	1,500	-	-	0%
5800 Prof/Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5803 Auditing Fees	8,100	675	675	675	675	675	675	675	675	675	675	675	675		8,100	8,100	-	-	0%
5807 Legal Settlements	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5809 Banking/CC/Other Fees	7,900	658	658	658	658	658	658	658	658	658	658	658	658		7,900	7,900	-	-	0%
5810 Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5811 AEC	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5812 Business Services	68,993	5,749	5,749	5,749	5,749	5,749	5,749	5,749	5,749	5,749	5,749	5,749	5,749	-	68,993	68,993	-	-	0%
5824 District Oversight Fees	39,957	3,330	3,330	3,330	3,330	3,330	3,330	3,330	3,330	3,330	3,330	3,330	3,330	-	39,957	39,957	-	-	0%
5815 Advertising/Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5830 Field Trips	12,033	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003		12,033	12,033	-	-	0%
5836 Fingerprinting/Live scan	263	22	22	22	22	22	22	22	22	22	22	22	22		263	263	-	-	0%
5839 Fundraising Expense	3,500	292	292	292	292	292	292	292	292	292	292	292	292		3,500	3,500	-	-	0%
5843 Interest Expense/Misc. fee	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5845 Legal Fees	37,544	3,129	3,129	3,129	3,129	3,129	3,129	3,129	3,129	3,129	3,129	3,129	3,129		37,544	37,544	-	-	0%
5848 Licenses and Other Fees	2,818	235	235	235	235	235	235	235	235	235	235	235	235		2,818	2,818	-	-	0%
5851 Marketing and Student Recruiting	28,000	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333		28,000	28,000	-	-	0%
5854 Consultants - Other	70,000	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833		70,000	70,000	-	-	0%
5855 Ed Consultants	9,003	750	750	750	750	750	750	750	750	750	750	750	750		9,003	9,003	-	-	0%
5856 Enrichment	10,000	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000	10,000	-	-	0%
5857 Payroll Services	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		12,000	12,000	-	-	0%
5860 Printing and Reproduction	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5861 PY Expenses (Unaccrued)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5862 Professional Development	36,500	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,042		36,500	36,500	-	-	0%
5873 Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5874 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5875 SPED Consultants	204,025	17,002	17,002	17,002	17,002	17,002	17,002	17,002	17,002	17,002	17,002	17,002	17,002		204,025	204,025	-	-	0%
5876 Sports	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5877 Staff Recruiting/Hiring	1,000	83	83	83	83	83	83	83	83	83	83	83	83		1,000	1,000	-	-	0%
5878 Student Assessment	21,740	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812		21,740	21,740	-	-	0%
5881 Student Information System	12,813	1,068	1,068	1,068	1,068	1,068	1,068	1,068	1,068	1,068	1,068	1,068	1,068		12,813	12,813	-	-	0%
5883 Substitutes (Contracted)	18,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500		18,000	18,000	-	-	0%
5887 Technology Services	85,037	7,086	7,086	7,086	7,086	7,086	7,086	7,086	7,086	7,086	7,086	7,086	7,086		85,037	85,037	-	-	0%
5893 Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
5899 Misc. Operating Expenses	2,787	232	232	232	232	232	232	232	232	232	232	232	232		2,787	2,787	-	-	0%
5910 Communications- Internet/Website Fees	17,000	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417		17,000	17,000	-	-	0%
5915 Communications- Postage and Delivery	1,375	115	115	115	115	115	115	115	115	115	115	115	115		1,375	1,375	-	-	0%
5920 Communications- Telephone & Fax	10,000	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000	10,000	-	-	0%
5999 Expense Suspense																			
Total 5000 Services and Other Operating Expenditures	**1,074,181**	**89,515**	**89,515**	**89,515**	**89,515**	**89,515**	**89,515**	**89,515**	**89,515**	**89,515**	**89,515**	**89,515**	**89,515**	**-**	**1,074,181**	**1,074,181**	**-**	**-**	**0%**
6000 Capital Outlay																			
6900 Depreciation Expense	19,484	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624		19,484	19,484	-	-	0%
6901 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
Total 6000 Capital Outlay	**19,484**	**1,624**	**1,624**	**1,624**	**1,624**	**1,624**	**1,624**	**1,624**	**1,624**	**1,624**	**1,624**	**1,624**	**1,624**	**-**	**19,484**	**19,484**	**-**	**-**	**0%**
																$ -			
7438 Debt Service - Bond Payments/ & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	0%
Total Other Outgo	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**0%**
TOTAL EXPENSE	**5,612,957**	**246,337**	**474,425**	**474,425**	**474,425**	**474,425**	**474,425**	**474,425**	**474,425**	**474,425**	**474,425**	**474,425**	**474,425**	**147,941**	**5,612,957**	**5,612,957**	**-**	**-**	**0%**
NET INCOME (LOSS)	**4,194**	**(202,121)**	**(298,504)**	**2,105**	**(44,785)**	**(141,385)**	**(61,197)**	**(22,150)**	**(29,888)**	**166,837**	**79,218**	**(49,760)**	**33,783**	**572,042**	**4,194**	**4,194**	**-**	**-**	

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Aveson Global Leadership Academy
(continued)
CDS #: 19 64881 0113464
Charter Approving Entity: Pasadena Unified School District
County: Los Angeles
Charter #: 847
Budgeting Period: 2023/24

This charter school uses the following basis of accounting:

[x] **Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**

[ ] Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Rest.	Total
A. REVENUES					
1. Revenue Limit Sources					
State Aid - Current Year	8011				0.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015				0.00
Local Control Funding Formula	8011	810,405.78	1,018,198.00		1,018,198.00
Education Protection Account	8012	240,968.22	100,510.95		100,510.95
State Aid - Prior Years	8019				0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039				0.00
County and District Taxes (for rev. limit funded schools)	8040-8079				0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089				0.00
Revenue Limit Transfers (for rev. limit funded schools):					
PERS Reduction Transfer	8092				0.00
Charter Schools Funding in Lieu of Property Taxes	8096	1,111,732.78	1,563,054.05		1,563,054.05
Other Revenue Limit Transfers	8091, 8097				0.00
Total, Revenue Limit Sources		2,163,106.78	2,681,763.00	0.00	2,681,763.00
2. Federal Revenues					
No Child Left Behind	8290	59,124.18		46,054.00	46,054.00
Special Education - Federal	8181, 8182	45,355.00		43,117.00	43,117.00
Child Nutrition - Federal	8220	35,689.00		35,689.00	35,689.00
Other Federal Revenues	8110, 8260-8299	1,141,074.24		0.00	0.00
Total, Federal Revenues		1,281,242.42	0.00	124,860.00	124,860.00
3. Other State Revenues					
Charter Schools Categorical Block Grant	8480				0.00
Special Education - State	StateRevSE	311,585.00		193,552.00	193,552.00
All Other State Revenues	StateRevAO	1,736,228.30	73,211.65	691,657.49	764,869.14
Total, Other State Revenues		2,047,813.30	73,211.65	885,209.49	958,421.14
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	350,131.88	212,452.00	143,113.00	355,565.00
Total, Local Revenues		350,131.88	212,452.00	143,113.00	355,565.00
5. TOTAL REVENUES		5,842,294.38	2,967,426.65	1,153,182.49	4,120,609.14
B. EXPENDITURES					
1. Certificated Salaries					
Teachers' Salaries	1100	1,169,186.69	828,707.58	152,230.40	980,937.98
Certificated Pupil Support Salaries	1200				0.00
Certificated Supervisors' and Administrators' Salaries	1300	361,958.18	164,223.28	35,496.00	199,719.28
Other Certificated Salaries	1900	303,495.02	9,794.88	262,383.52	272,178.40
Total, Certificated Salaries		1,834,639.90	1,002,725.74	450,109.92	1,452,835.66
2. Non-certificated Salaries					
Instructional Aides' Salaries	2100	377,238.20	0.00	367,537.25	367,537.25
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	168,291.02	119,724.86	0.00	119,724.86
Clerical and Office Salaries	2400	0.00	0.00	0.00	0.00

Charter School Name: Aveson Global Leadership Academy

(continued)

Other Non-certificated Salaries	2900	126,845.40	53,600.16	53,820.00	107,420.16
Total, Non-certificated Salaries		672,374.62	173,325.02	421,357.25	594,682.27

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Rest.	Total
3. Employee Benefits					
STRS	3101-3102				0.00
PERS	3201-3202				0.00
OASDI / Medicare / Alternative	3301-3302	191,786.61	89,218.57	67,416.55	156,635.12
Health and Welfare Benefits	3401-3402	182,656.03	98,652.00	47,118.00	145,770.00
Unemployment Insurance	3501-3502	15,167.57	5,831.28	4,406.31	10,237.59
Workers' Compensation Insurance	3601-3602	29,332.07	13,645.19	10,310.77	23,955.96
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
PERS Reduction (for revenue limit funded schools)	3801-3802				0.00
Other Employee Benefits	3901-3902	17,569.04	14,089.99		14,089.99
Total, Employee Benefits		436,511.32	221,437.04	129,251.62	350,688.66
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100				0.00
Books and Other Reference Materials	4200				0.00
Materials and Supplies	4300	115,955.54	55,514.91	25,459.00	80,973.91
Noncapitalized Equipment	4400	30,493.50	12,100.00	0.00	12,100.00
Food	4700	193,301.00	0.00	194,846.00	194,846.00
Total, Books and Supplies		339,750.04	67,614.91	220,305.00	287,919.91
5. Services and Other Operating Expenditures					
Subagreements for Services	5100				0.00
Travel and Conferences	5200	5,000.00	5,000.00	0.00	5,000.00
Dues and Memberships	5300	8,234.44	8,300.00	0	8,300.00
Insurance	5400	80,498.52	80,500.00	0.00	80,500.00
Operations and Housekeeping Services	5500	59,364.57	59,745.13	0.00	59,745.13
Rentals, Leases, Repairs, and Noncap. Improvements	5600	649,968.22	372,169.11	269,482.75	641,651.86
Professional/Consulting Services & Operating Expend.	5800	821,768.54	445,344.52	129,927.16	575,271.68
Communications	5900	25,626.20	27,000.00	0.00	27,000.00
Total, Services and Other Operating Expenditures		1,650,460.49	998,058.75	399,409.91	1,397,468.67
6. Capital Outlay					
Sites and Improvements of Sites	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major					
Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual only)	*6900*	34,009.20	34,009.00		34,009.00
Total, Capital Outlay		34,009.20	34,009.00	0.00	34,009.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		4,967,745.57	2,497,170.46	1,620,433.71	4,117,604.16

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Aveson Global Leadership Academy

(continued)

		Est. Actuals Prior Year	Current Budget Year		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.					
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		874,548.81	470,256.19	(467,251.21)	3,004.98

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts					
(must net to zero)	8980-8999		(467,251.21)	467,251.21	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(467,251.21)	467,251.21	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		874,548.81	3,004.98	0.00	3,004.98
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	1,532,281.71	2,406,831.00		2,406,831.00
b. Adjustments to Beginning Balance	9793, 9795				0.00
c. Adjusted Beginning Balance		1,532,281.71	2,406,831.00	0.00	2,406,831.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,406,830.52	2,409,835.98	0.00	2,409,835.98
Components of Ending Fund Balance (Optional):					
Reserve for Revolving Cash (equals object 9130)	9711				0.00
Reserve for Stores (equals object 9320)	9712				0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713				0.00
Reserve for All Others	9719				0.00
General Reserve	9730				0.00
Legally Restricted Balance	9740				0.00
Designated for Economic Uncertainties	9770				0.00
Other Designations	9775, 9780				0.00
Undesignated / Unappropriated Amount	9790	2,406,830.52	2,409,835.98	0.00	2,409,835.98

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Aveson School of Leaders
(continued)
CDS #: 19 64881 0113472
Charter Approving Entity: Pasadena Unified School District
County: Los Angeles
Charter #: 848
Budgeting Period: 2023-2024

This charter school uses the following basis of accounting:

[x] **Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**

[ ] Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Rest.	Total
A. REVENUES					
1. Revenue Limit Sources					
State Aid - Current Year	8011				0.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015				0.00
Local Control Funding Formula	8011	1,279,600.13	1,471,881.00		1,471,881.00
Education Protection Account	8012	101,253.87	309,968.96		309,968.96
State Aid - Prior Years	8019				0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039				0.00
County and District Taxes (for rev. limit funded schools)	8040-8079				0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089				0.00
Revenue Limit Transfers (for rev. limit funded schools):					
PERS Reduction Transfer	8092				0.00
Charter Schools Funding in Lieu of Property Taxes	8096	1,869,141.13	1,987,201.04		1,987,201.04
Other Revenue Limit Transfers	8091, 8097				0.00
Total, Revenue Limit Sources		3,249,995.13	3,769,051.00	0.00	3,769,051.00
2. Federal Revenues					
No Child Left Behind	8290	42,882.77		27,755.00	27,755.00
Special Education - Federal	8181, 8182	42,191.00		40,109.00	40,109.00
Child Nutrition - Federal	8220	95,785.00		95,785.00	95,785.00
Other Federal Revenues	8110, 8260-8299	741,844.03		0.00	0.00
Total, Federal Revenues		922,702.80	0.00	163,649.00	163,649.00
3. Other State Revenues					
Charter Schools Categorical Block Grant	8480				0.00
Special Education - State	StateRevSE	317,937.00		281,374.00	281,374.00
All Other State Revenues	StateRevAO	978,324.69	81,464.10	661,501.09	742,965.19
Total, Other State Revenues		1,296,261.69	81,464.10	942,875.09	1,024,339.19
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	630,934.29	490,112.00	170,000.00	660,112.00
Total, Local Revenues		630,934.29	490,112.00	170,000.00	660,112.00
5. TOTAL REVENUES		6,099,893.92	4,340,627.10	1,276,524.09	5,617,151.19
B. EXPENDITURES					
1. Certificated Salaries					
Teachers' Salaries	1100	1,413,140.60	1,305,001.81	148,611.23	1,453,613.04
Certificated Pupil Support Salaries	1200		0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	557,661.26	355,129.49	162,863.23	517,992.72
Other Certificated Salaries	1900	282,856.43	80,039.23	250,665.08	330,704.31
Total, Certificated Salaries		2,253,658.29	1,740,170.53	562,139.54	2,302,310.08
2. Non-certificated Salaries					
Instructional Aides' Salaries	2100	512,605.00	210,198.93	334,234.47	544,433.40
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	259,274.97	307,716.30	39,388.43	347,104.72
Clerical and Office Salaries	2400	0.00	0.00	0.00	0.00

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Aveson School of Leaders

(continued)

Description	Object Code	Est. Actuals Prior Year			Total
Other Non-certificated Salaries	2900	234,869.96	139,350.00	125,580.00	264,930.00
Total, Non-certificated Salaries		1,006,749.93	657,265.23	499,202.90	1,156,468.12

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102				0.00
PERS	3201-3202				0.00
OASDI / Medicare / Alternative	3301-3302	244,172.25	183,403.84	81,192.70	264,596.53
Health and Welfare Benefits	3401-3402	254,603.97	212,190.00	59,900.00	272,090.00
Unemployment Insurance	3501-3502	15,886.31	11,987.18	5,306.71	17,293.89
Workers' Compensation Insurance	3601-3602	37,173.98	28,050.00	12,417.71	40,467.70
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
PERS Reduction (for revenue limit funded schools)	3801-3802				0.00
Other Employee Benefits	3901-3902	32,530.43	32,748.84	0.00	32,748.84
Total, Employee Benefits		584,366.94	468,379.85	158,817.12	627,196.97
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100				0.00
Books and Other Reference Materials	4200				0.00
Materials and Supplies	4300	155,599.08	109,171.80	33,830.70	143,002.50
Noncapitalized Equipment	4400	31,092.71	22,939.00	161.00	23,100.00
Food	4700	267,214.00	0.00	267,214.00	267,214.00
Total, Books and Supplies		453,905.79	132,110.80	301,205.70	433,316.50
5. Services and Other Operating Expenditures					
Subagreements for Services	5100				0.00
Travel and Conferences	5200	6,000.00	898.00	5,252.00	6,150.00
Dues and Memberships	5300	10,000.00	10,000.00	0.00	10,000.00
Insurance	5400	80,669.57	75,000.00	0.00	75,000.00
Operations and Housekeeping Services	5500	125,344.78	115,506.40	0.00	115,506.40
Rentals, Leases, Repairs, and Noncap. Improvements	5600	180,497.33	142,214.20	4,922.15	147,136.35
Professional/Consulting Services & Operating Expend.	5800	853,933.96	458,031.69	233,981.45	692,013.14
Communications	5900	34,393.60	28,375.27	0.00	28,375.27
Total, Services and Other Operating Expenditures		1,290,839.23	830,025.56	244,155.60	1,074,181.16
6. Capital Outlay					
Sites and Improvements of Sites	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major					
Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual only)	*6900*	19,484.16	19,484.00		19,484.00
Total, Capital Outlay		19,484.16	19,484.00	0.00	19,484.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		5,609,004.33	3,847,435.97	1,765,520.85	5,612,956.82

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Aveson School of Leaders

(continued)

		Est. Actuals Prior Year		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.				
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		490,889.58	493,191.13	(488,996.76)	4,194.37

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Rest.	Total
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts					
(must net to zero)	8980-8999		(488,996.76)	488,996.76	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(488,996.76)	488,996.76	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		490,889.58	4,194.37	0.00	4,194.37
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	1,265,733.00	1,756,623.00		1,756,623.00
b. Adjustments to Beginning Balance	9793, 9795				0.00
c. Adjusted Beginning Balance		1,265,733.00	1,756,623.00	0.00	1,756,623.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,756,622.58	1,760,817.37	0.00	1,760,817.37
Components of Ending Fund Balance (Optional):					
Reserve for Revolving Cash (equals object 9130)	9711				0.00
Reserve for Stores (equals object 9320)	9712				0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713				0.00
Reserve for All Others	9719				0.00
General Reserve	9730				0.00
Legally Restricted Balance	9740				0.00
Designated for Economic Uncertainties	9770				0.00
Other Designations	9775, 9780				0.00
Undesignated / Unappropriated Amount	9790	1,756,622.58	1,760,817.37	0.00	1,760,817.37

Aveson Charter Schools
BUDGET DETAIL - CONSOLIDATED
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2023-24

		FY23-24 PRELIM BUDGET	FY24-25 BUDGET	FY25-26 BUDGET	FY26-27 BUDGET
	Enrollment	600	619	622	626
	ADA	558	576	585	588
INCOME					
8011-8096 Local Control Funding Formula Sources					
8011	Local Control Funding Formula	2,490,079	2,697,537	3,606,436	3,880,034
8011.1	Special Apportionment	-	-	-	-
8012	Education Protection Act EPA	410,480	582,203	-	-
8019	Charter Schools General Purpose - Prior Year	-	-	-	-
8096	In Lieu of Property Taxes	3,550,255	3,668,041	3,687,579	3,711,546
	Total 8011-8096 Local Control Funding Formula Sources	**6,450,814**	**6,947,781**	**7,294,015**	**7,591,580**
	% Change from prior year				
8100-8299 Federal Income					
8181	Special Education - Entitlement	83,226	83,226	83,226	83,226
8182	Special Ed: IDEA Mental Health	-	-	-	-
8220	Child Nutrition Programs	131,474	131,474	131,474	131,474
8291	Title I - Basic Grant	43,359	43,359	43,359	43,359
8292	Title II - Teacher Quality	10,450	10,915	10,982	11,064
8294	Title IV - SDFSC	20,000	20,000	20,000	20,000
8297	Prior Year Federal Revenue	-	-	-	-
8299	All Other Federal Revenue	-	-	-	-
	Total 8100-8299 Federal Income	$ 288,509	$ 288,974	$ 289,041	$ 289,123
	% Change from prior year				
8300-8599 State Income					
8311	Special Education - Entitlement (State)	412,657	412,657	412,657	412,657
8312	Mental Health-SPED	62,269	62,269	62,269	62,269
8519	Prior Year Adjustment	50,467	-	-	-
8520	State Child Nutrition	305,005	305,005	305,005	305,005
8545	SB 740	274,405	289,002	292,370	291,580
8550	Mandated Block Grant	13,617	15,013	16,279	16,487
8560	State Lottery	127,224	131,253	133,344	134,124
8590	All Other State Revenue	737,116	446,458	236,006	182,982
	Total 8300-8599 State Income	$ 1,982,760	$ 1,661,656	$ 1,457,930	$ 1,405,104
	% Change from prior year				
8600-8799 Local Income					
8634	Food Service Sales	313,113	313,113	313,113	313,113
8693	Field Trips	110,153	110,000	110,000	110,000
8694	Enterprise Revenue	330,897	330,897	330,897	330,897
8801	Donations - Parents	100,000	100,000	100,000	100,000
8802	Donations - Private	50,000	50,000	50,000	50,000
8803	Fundraising	40,000	40,000	40,000	40,000
8804	Computer Repair Fundraising	500	500	500	500
8699	All Other Local Revenue	71,014	6,055	6,055	6,055
8792	SPED State/County	-	-	-	-
	Total 8600-8799 Local Income	$ 1,015,677	$ 950,565	$ 950,565	$ 950,565
	% Change from prior year				
	TOTAL INCOME	$ 9,737,760	$ 9,848,976	$ 9,991,551	$ 10,236,372
	% Change from prior year				
EXPENSE					
1100	Teachers' Salaries	2,243,611	2,243,611	2,308,611	2,400,955
1200	Substitute Expense	190,940	190,940	190,940	198,578
1300	Certificated Super/Admin	717,712	717,712	717,712	746,420
1900	Other Certificated	602,883	602,883	602,883	626,998
	Total 1000 Certificated Salaries	$ 3,755,146	$ 3,755,146	$ 3,820,146	$ 3,972,952
	% Change from prior year				

Aveson Charter Schools
BUDGET DETAIL - CONSOLIDATED
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2023-24

charterwise
MANAGEMENT
A CHRISTY WHITE SOLUTION™

	FY23-24 PRELIM BUDGET	FY24-25 BUDGET	FY25-26 BUDGET	FY26-27 BUDGET
Enrollment	600	619	622	626
ADA	558	576	585	588
2000 Classified Salaries				
2100 Instructional Aide Salaries	911,971	911,971	911,971	948,449
2200 Classified Support Salaries	-	-	-	-
2300 Classified Supervisor and Administrator Salaries	466,830	466,830	466,830	485,503
2400 Clerical/Technical/Office Staff Salaries				
2700 Classified Staff/ Maintenance	192,950	192,950	192,950	200,668
2900 Other Classified Salaries	179,400	179,400	179,400	186,576
Total 2000 Classified Salaries	$ 1,751,150	$ 1,751,150	$ 1,751,150	$ 1,821,196
% Change from prior year				
3000 Employee Benefits				
3301 OASDI - Social Security	341,390	341,390	345,420	359,237
3302 MED - Medicare	79,841	79,841	80,784	84,015
3401 H&W - Health & Welfare	417,860	426,643	435,860	445,668
3501 SUI - State Unemployment Insurance	27,531	28,119	28,731	29,384
3601 Worker Compensation	64,424	65,799	67,231	68,760
3901 403B	46,839	75,816	76,466	79,524
3800 Vacation Expense	-	-	-	-
Total 3000 Employee Benefits	$ 977,886	$ 1,017,608	$ 1,034,493	$ 1,066,588
% Change from prior year				
4000 Books and Supplies				
4100 Approved Textbooks and Core Curriculum Materials	-	-	-	-
4200 Books and Other Reference Materials	-	-	-	-
4300 Materials and Supplies	-	-	-	-
4315 Custodial Supplies	23,171	23,751	24,344	24,953
4320 Education Software	42,805	43,741	44,705	45,699
4325 Instructional Materials & Supplies	120,000	120,000	120,000	120,000
4326 SPED Instructional Materials	14,000	14,000	14,000	14,000
4330 Office Supplies	24,000	18,000	18,000	18,000
4342 Athletics	-	-	-	-
4381 Plant Maintenance	-	-	-	-
4400 Noncap Equipment	-	-	-	-
4410 Software/Licensing	9,200	9,200	9,200	9,200
4420 Computers (individual items < $5k)	10,000	15,000	17,500	15,000
4430 Office Furniture, Equipment & Supplies	16,000	16,000	16,000	16,000
4700 Food/Food Supplies	-	-	-	-
4710 Student Food Service	462,060	462,060	462,060	462,060
4720 Other Food	-	-	-	-
Total 4000 Supplies	$ 721,236	$ 721,752	$ 725,810	$ 724,912
% Change from prior year				
5000 Services and Other Operating Expenditures				
5200 Conference Fees	11,150	11,304	11,461	11,623
5300 Dues and Memberships	18,300	18,300	18,300	18,300
5400 Insurance	155,500	157,375	159,297	161,267
5510 Utilities- Gas and Electric	121,594	124,326	127,126	129,995
5515 Janitorial, Gardening Services	9,750	9,750	9,750	9,750
5520 Security	1,000	1,000	1,000	1,000
5525 Utiliites - Waste	18,784	19,254	19,735	20,228
5530 Utilities - Water	24,123	24,726	25,345	25,978
5605 Equip Rental/Lease	32,450	32,914	33,391	33,883
5610 Rent	712,357	739,697	768,096	797,596
5615 Repairs and Maintenance - Buildings	36,650	37,316	37,999	38,699
5616 Repairs and Maintenance - Computers	4,256	4,362	4,471	4,583
5618 Repairs and Maintenance - Vehicles expense	3,076	3,115	3,156	3,197
5800 Prof/Consulting	-	-	-	-
5803 Auditing Fees	16,200	16,686	17,187	17,702
5809 Banking Fees	13,400	13,565	13,735	13,910

Aveson Charter Schools
BUDGET DETAIL - CONSOLIDATED
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2023-24

		FY23-24 PRELIM BUDGET	FY24-25 BUDGET	FY25-26 BUDGET	FY26-27 BUDGET
	Enrollment	600	619	622	626
	ADA	558	576	585	588
5811	AEC	-	-	-	-
5812	Business Services	125,441	128,577	131,791	135,086
5824	District Oversight Fees	66,775	71,572	74,284	75,916
5830	Field Trips	132,033	132,334	132,642	132,958
5833	Fines and Penalties	-	-	-	-
5836	Fingerprinting/Livescan	525	538	552	566
5839	Fundraising Expense	8,500	8,500	8,500	8,500
5843	Interest Expense/Misc fee	-	-	-	-
5845	Legal Fees	47,794	48,989	50,213	26,469
5848	Licenses and Other Fees	6,611	6,762	6,917	7,075
5851	Marketing and Student Recruiting	59,000	59,000	59,000	59,000
5854	Consultants - Other	138,000	138,000	138,000	138,000
5855	Ed Consultants	17,103	17,103	17,103	17,103
5856	Enterprise	10,000	10,250	10,506	10,769
5857	Payroll Services	24,000	24,360	24,731	25,113
5860	Printing and Reproduction	200	200	200	200
5861	PY Expenses (Unaccrued)	-	-	-	-
5862	Professional Development	64,500	64,500	41,500	12,500
5874	SPED Encroachment	-	-	-	-
5875	SPED Consultants	305,953	305,953	305,953	305,953
5876	Sports	1,000	1,000	1,000	1,000
5877	Staff Recruiting/Hiring	1,700	1,700	1,700	1,700
5878	Student Assessment	27,740	27,740	27,740	27,740
5881	Student Information System	24,813	24,813	24,813	24,813
5882	SPED SIS	-	-	-	-
5883	Substitutes (Contracted)	22,270	22,270	22,270	22,270
5887	Technology Services	141,934	146,175	150,544	155,043
5893	Student Transportation	-	-	-	-
5899	Misc Operating Expenses	11,794	12,089	12,392	12,701
5910	Communications- Internet/Website Fees	32,000	32,000	32,000	32,000
5915	Communications- Postage and Delivery	2,375	2,410	2,445	2,481
5920	Communications- Telephone & Fax	21,000	21,330	21,670	22,020
5999	Uncategorized Expenses	-	-	-	-
	Total 5000 Services and Other Operating Expenditures	$ 2,471,650	$ 2,521,854	$ 2,548,513	$ 2,544,686
	% Change from prior year				
6000	**Capital Outlay**				
6900	Depreciation Expense	53,493	53,493	53,493	53,493
6901	Amortization Expense	-	-	-	-
	Total 6000 Capital Outlay	$ 53,493	$ 53,493	$ 53,493	$ 53,493
	TOTAL EXPENSE	$ 9,730,561	$ 9,821,003	$ 9,933,605	$ 10,183,827
	% Change from prior year				
	NET INCOME	7,199	27,973	57,946	52,545

	FY23-24 PRELIM BUDGET	FY24-25 BUDGET	FY25-26 BUDGET	FY26-27 BUDGET
Enrollment	240	253	256	260
ADA	223.20	235.29	238.08	241.50
Attendance Rate	93%	93%	93%	93%
% Change in ADA from PY		0.05	0.01	0.01
COLA% for expenditures	3.54%	3.02%	2.64%	2.89%
COLA% for salaries		1.00	1.00	1.04
INCOME				
8011-8096 Local Control Funding Formula Sources				
8011 Local Control Funding Formula	1,018,198	1,129,262	1,421,553	1,560,738
8011.1 Special Apportionment				
8012 Education Protection Act EPA	100,511	175,051	-	-
8019 Charter Schools General Purpose - Prior Year				
8096 In Lieu of Property Taxes	1,563,054	1,647,719	1,667,258	1,691,224
Total 8011-8096 Local Control Funding Formula Sources	$ 2,681,763	$ 2,952,032	$ 3,088,811	$ 3,251,962
% Change from prior year	10%	10%	5%	5%
8100-8299 Federal Income				
8181 Special Education - Entitlement	43,117	43,117	43,117	43,117
8182 Special Ed: IDEA Mental Health	-	-	-	-
8220 Child Nutrition Programs	35,689	35,689	35,689	35,689
8291 Title I - Basic Grant	30,856	30,856	30,856	30,856
8292 Title II - Teacher Quality	5,198	5,663	5,730	5,812
8294 Title IV - SDFSC	10,000	10,000	10,000	10,000
8297 Prior Year Federal Revenue				
8299 All Other Federal Revenue				
Total 8100-8299 Federal Income	$ 124,860	$ 125,325	$ 125,392	$ 125,474
% Change from prior year	-93%	0%	0%	0%
8300-8599 State Income				
8311 Special Education - Entitlement (State)	163,205	163,205	163,205	163,205
8312 Mental Health-SPED	30,347	30,347	30,347	30,347
8519 Other State - Prior Years	29,421	-	-	-
8520 State Child Nutrition	81,000	81,000	81,000	81,000
8545 SB 740	269,483	284,080	287,448	291,580
8550 Mandated Block Grant	7,409	8,541	9,492	9,492
8560 State Lottery	50,890	53,646	54,282	55,063
8590 All Other State Revenue	326,667	122,592	73,068	50,000
Total 8300-8599 State Income	$ 958,421	$ 743,411	$ 698,843	$ 680,687
% Change from prior year	16%	-22%	-6%	-3%
8600-8799 Local Income				
8634 Food Service Sales	143,113	143,113	143,113	143,113
8693 Field Trips	110,000	110,000	110,000	110,000
8694 Enterprise Revenue	897	897	897	897
8801 Donations - Parents	50,000	50,000	50,000	50,000
8802 Donations - Private	25,000	25,000	25,000	25,000
8803 Fundraising	20,000	20,000	20,000	20,000
8804 Computer Repair Fundraising	500	500	500	500
8699 All Other Local Revenue	6,055	6,055	6,055	6,055
8792 SPED State/County	-	-	-	-
Total 8600-8799 Local Income	$ 355,565	$ 355,565	$ 355,565	$ 355,565

Aveson Charter Schools
BUDGET DETAIL - AGLA
PREPARED BY CHARTERWISE MANAGEMENT
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		FY23-24 PRELIM BUDGET	FY24-25 BUDGET	FY25-26 BUDGET	FY26-27 BUDGET
	% Change from prior year	30%	0%	0%	0%
	TOTAL INCOME	$ 4,120,609	$ 4,176,333	$ 4,268,610	$ 4,413,689
	% Change from prior year	-21%	1%	2%	3%
EXPENSE					
1100	Teachers' Salaries	925,181	925,181	990,181	1,029,788
1200	Substitute Expense	55,757	55,757	55,757	57,987
1300	Certificated Super/Admin	199,719	199,719	199,719	207,708
1900	Other Certificated	272,178	272,178	272,178	283,066
	Total 1000 Certificated Salaries	$ 1,452,836	$ 1,452,836	$ 1,517,836	$ 1,578,549
	% Change from prior year	-14%	0%	4%	4%
2000 Classified Salaries					
2100	Instructional Aide Salaries	367,537	367,537	367,537	382,239
2200	Classified Support Salaries	-	-	-	-
2300	Classified Supervisor and Administrator Salaries	119,725	119,725	119,725	124,514
2400	Clerical/Technical/Office Staff Salaries	-	-	-	-
2700	Classified Staff/ Maintenance	53,600	53,600	53,600	55,744
2900	Other Classified Salaries	53,820	53,820	53,820	55,973
	Total 2000 Classified Salaries	$ 594,682	$ 594,682	$ 594,682	$ 618,470
	% Change from prior year	-1%	0%	0%	4%
3000 Employee Benefits					
3301	OASDI - Social Security	126,946	126,946	130,976	136,215
3302	MED - Medicare	29,689	29,689	30,632	31,857
3401	H&W - Health & Welfare	145,770	150,172	154,137	158,591
3501	FUTA/SUTA/ETT	10,238	10,547	10,825	11,138
3601	Worker Compensation	23,956	24,679	25,331	26,063
3700	403B	14,090	20,475	21,125	21,970
3800	Vacation Expense				
	Total 3000 Employee Benefits	$ 350,689	$ 362,509	$ 373,026	$ 385,835
	% Change from prior year	-8%	3%	3%	3%
4000 Books and Supplies					
4100	Approved Textbooks and Core Curriculum Materials	-	-	-	-
4200	Books and Other Reference Materials	-	-	-	-
4300	Materials and Supplies	-	-	-	-
4315	Custodial Supplies	10,769	11,038	11,314	11,597
4320	Education Software	31,205	32,141	33,105	34,099
4325	Instructional Materials & Supplies	26,000	26,000	26,000	26,000
4326	SPED Instructional Materials	5,000	5,000	5,000	5,000
4330	Office Supplies	8,000	8,000	8,000	8,000
4342	Athletics	-	-	-	-
4381	Plant Maintenance	-	-	-	-
4400	Noncap Equipment	-	-	-	-

		FY23-24 PRELIM BUDGET	FY24-25 BUDGET	FY25-26 BUDGET	FY26-27 BUDGET
4410	Classroom Furniture, Equipment & Supplies	4,600	4,600	4,600	4,600
4420	Computers (individual items < $5k)	2,500	5,000	5,000	5,000
4430	Office Furniture, Equipment & Supplies	5,000	5,000	5,000	5,000
4700	Food/Food Supplies	-	-	-	-
4710	Student Food Service	194,846	194,846	194,846	194,846
4720	Other Food	-	-	-	-
	Total 4000 Supplies	**$ 287,920**	**$ 291,625**	**$ 292,865**	**$ 294,141**
	% Change from prior year	**-39%**	**1%**	**0%**	**0%**
5000 Services and Other Operating Expenditures					
5200	Conference Fees	5,000	5,000	5,000	5,000
5300	Dues and Memberships	8,300	8,300	8,300	8,300
5400	Insurance	80,500	80,500	80,500	80,500
5510	Utilities-Gas and Electric	45,949	46,790	47,651	48,534
5515	Janitorial, Gardening Services	3,000	3,000	3,000	3,000
5520	Security	500	500	500	500
5525	Utilities- Waste	4,623	4,738	4,857	4,978
5530	Utilities - Water	5,673	5,815	5,961	6,110
5605	Equip Rental/Lease	15,450	15,914	16,391	16,883
5610	Rent	596,951	620,829	645,662	671,489
5615	Repairs and Maintenance - Building	26,650	27,316	27,999	28,699
5616	Repairs and Maintenance - Computers	1,025	1,051	1,077	1,104
5618	Repairs and Maintenance - Vehicles expense	1,576	1,615	1,656	1,697
5800	Professional/ Consulting Services	-	-	-	-
5803	Auditing Fees	8,100	8,343	8,593	8,851
5809	Banking/CC/Other Fees	5,500	5,665	5,835	6,010
5811	AEC Expense	-	-	-	-
5812	Business Services	56,448	57,860	59,306	60,789
5824	District Oversight Fees	26,818	29,520	30,888	32,520
5830	Field Trips	120,000	120,000	120,000	120,000
5833	Fines and Penalties	-	-	-	-
5836	Fingerprinting/ Livescan	263	269	276	283
5839	Fundraising Expenses	5,000	5,000	5,000	5,000
5843	Interest Expense	-	-	-	-
5845	Legal Fees	10,250	10,506	10,769	11,038
5848	Licenses and Other fees	3,793	3,887	3,984	4,084
5851	Marketing and Student Recruiting	31,000	31,000	31,000	31,000
5854	Consultants - Other	68,000	68,000	68,000	68,000
5855	Ed Consultants	8,100	8,100	8,100	8,100
5856	Enrichment	-	-	-	-
5857	Payroll Services	12,000	12,360	12,731	13,113
5860	Printing and Reproduction	200	200	200	200
5861	PY Expenses (Unaccrued)	-	-	-	-
5862	Professional Development	28,000	28,000	5,000	5,000
5874	SPED Encroachment	-	-	-	-
5875	SPED Consultants	101,927	101,927	101,927	101,927
5876	Sports	1,000	1,000	1,000	1,000
5877	Staff Recruiting/Hiring	700	700	700	700
5878	Student Assessment	6,000	6,000	6,000	6,000
5881	Student Information System	12,000	12,000	12,000	12,000
5882	SPED SIS	-	-	-	-
5883	Subs	4,270	4,270	4,270	4,270
5887	Technology Services	56,896	58,595	60,344	62,145
5893	Transportation- Student	-	-	-	-

Aveson Charter Schools
BUDGET DETAIL - AGLA
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2023-24

		FY23-24 PRELIM BUDGET	FY24-25 BUDGET	FY25-26 BUDGET	FY26-27 BUDGET
5899	Misc Operating Expenses	9,007	9,232	9,463	9,700
5910	Communications- Internet/ Website Fees	15,000	15,000	15,000	15,000
5915	Communications-Postage and Delivery	1,000	1,000	1,000	1,000
5920	Communications- Telephone & Fax	11,000	11,330	11,670	12,020
5999	Uncategorized Expenses	-	-	-	-
	Total 5000 Services and Other Operating Expenditures	$ 1,397,469	$ 1,431,133	$ 1,441,610	$ 1,476,543
	% Change from prior year	-1%	2%	1%	2%
6000 Capital Outlay					
6900	Depreciation Expense	34,009	34,009	34,009	34,009
6901	Amortization Expense				
	Total 6000 Capital Outlay	$ 34,009	$ 34,009	$ 34,009	$ 34,009
	TOTAL EXPENSE	$ 4,117,604	$ 4,166,793	$ 4,254,028	$ 4,387,546
	% Change from prior year	-10%	1%	2%	3%
	NET INCOME	$ 3,005	$ 9,539	$ 14,582	$ 26,143
	NET INCREASE (DECREASE) IN FUND BALANCE	$ 3,005	$ 9,539	$ 14,582	$ 26,143
	BEGINNING FUND BALANCE	$ 2,406,831	$ 2,409,836	$ 2,419,375	$ 2,433,957
	ENDING FUND BALANCE	$ 2,409,836	$ 2,419,375	$ 2,433,957	$ 2,460,100
	RESERVE (AS % OF EXPENSES)	59%	58%	57%	56%

	FY23-24	FY24-25	FY25-26	FY26-27
	PRELIM BUDGET	BUDGET	BUDGET	BUDGET
Enrollment	360	366	366	366
ADA	335	340	347	347
Attendance Rate	93%	93%	95%	95%
% Change in ADA from PY		0.02	0.02	0.00
COLA% for expenditures	1.28%	1.61%	1.90%	1.90%
COLA% for salaries		1.00	1.00	1.04
INCOME				
8011-8096 Local Control Funding Formula Sources				
8011 Local Control Funding Formula	1,471,881	1,568,275	2,184,883	2,319,296
8011.1 Special Apportionment				
8012 Education Protection Act EPA	309,969	407,153	-	-
8019 Charter Schools General Purpose - Prior Year				
8096 In Lieu of Property Taxes	1,987,201	2,020,321	2,020,321	2,020,321
Total 8011-8096 Local Control Funding Formula Sources	**3,769,051**	**3,995,749**	**4,205,204**	**4,339,617**
% Change from prior year	**22%**	**6%**	**5%**	**3%**
8100-8299 Federal Income				
8181 Special Education - Entitlement	40,109	40,109	40,109	40,109
8182 Special Ed: IDEA Mental Health	-	-	-	-
8220 Child Nutrition Programs	95,785	95,785	95,785	95,785
8291 Title I - Basic Grant	12,503	12,503	12,503	12,503
8295 ESSER II CRRSA & ESSER III ARPA (One time)			-	-
8292 Title II - Teacher Quality	5,252	5,252	5,252	5,252
8294 Title IV - SDFSC	10,000	10,000	10,000	10,000
8290.1 One Time Loss Learning Mitigation Funds - SWD				
8290.2 One Time Loss Learning Mitigation Funds - Supp/Conc				
8297 Prior Year Federal Revenue				
8299 All Other Federal Revenue				
Total 8100-8299 Federal Income	**$ 163,649**	**$ 163,649**	**$ 163,649**	**$ 163,649**
% Change from prior year	**-88%**	**0%**	**0%**	**0%**
8300-8599 State Income				
8311 Special Education - Entitlement (State)	249,452	249,452	249,452	249,452
8312 Mental Health-SPED	31,922	31,922	31,922	31,922
8519 Other State - Prior Years	21,046	-	-	-
8520 State Child Nutrition	224,005	224,005	224,005	224,005
8545 SB 740	4,922	4,922	4,922	-
8550 Mandated Block Grant	6,208	6,472	6,787	6,995
8560 State Lottery	76,334	77,607	79,061	79,061
8591 One Time Loss Learning Mitigation Funds - LCFF	-	-	-	-
8593 CA SB95 (In Person Instruction and Expanded Learning Opp Grant)		-	-	-
8590 All Other State Revenue	410,449	323,866	162,938	132,982
Total 8300-8599 State Income	**$ 1,024,339**	**$ 918,245**	**759,088**	**724,417**
% Change from prior year	**41%**	**-10%**	**-17%**	**-5%**
8600-8799 Local Income				
8634 Food Service Sales	170,000	170,000	170,000	170,000
8693 Field Trips	153	-	-	-
8694 Enterprise Revenue	330,000	330,000	330,000	330,000
8801 Donations - Parents	50,000	50,000	50,000	50,000
8802 Donations - Private	25,000	25,000	25,000	25,000
8803 Fundraising	20,000	20,000	20,000	20,000

Aveson Charter Schools
BUDGET DETAIL - ASL
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2023-24

charterwise MANAGEMENT
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		FY23-24 PRELIM BUDGET	FY24-25 BUDGET	FY25-26 BUDGET	FY26-27 BUDGET
8804	Computer Repair Fundraising	-	-	-	-
8699	All Other Local Revenue	64,959	-	-	-
8792	SPED State/County	-	-	-	-
	Total 8600-8799 Local Income	$ 660,112	$ 595,000	595,000	595,000
	% Change from prior year	37%	-10%	0%	0%
	TOTAL INCOME	$ 5,617,151	$ 5,672,643	$ 5,722,941	$ 5,822,683
	% Change from prior year	0%	1%	1%	2%
EXPENSE					
1100	Teachers' Salaries	1,318,430	1,318,430	1,318,430	1,371,167
1200	Substitute Expense	135,183	135,183	135,183	140,591
1300	Certificated Super/Admin	517,993	517,993	517,993	538,712
1900	Other Certificated	330,704	330,704	330,704	343,932
	Total 1000 Certificated Salaries	$ 2,302,310	$ 2,302,310	2,302,310	2,394,402
	% Change from prior year	12%	0%	0%	4%
2000 Classified Salaries					
2100	Instructional Aide Salaries	544,433	544,433	544,433	566,211
2200	Classified Support Salaries		-	-	-
2300	Classified Supervisor and Administrator Salaries	347,105	347,105	347,105	360,989
2400	Clerical/Technical/Office Staff Salaries	-	-	-	-
2700	Classified Staff/ Maintenance	139,350	139,350	139,350	144,924
2900	Other Classified Salaries	125,580	125,580	125,580	130,603
	Total 2000 Classified Salaries	$ 1,156,468	$ 1,156,468	1,156,468	1,202,727
	% Change from prior year	25%	0%	0%	4%
3000 Employee Benefits					
3301	OASDI - Social Security	214,444	214,444	214,444	223,022
3302	MED - Medicare	50,152	50,152	50,152	52,158
3401	H&W - Health & Welfare	272,090	276,471	281,724	287,076
3501	FUTA/SUTA/ETT	17,294	17,572	17,906	18,246
3601	Worker Compensation	40,468	41,119	41,901	42,697
3901	403B	32,749	55,340	55,340	57,554
3800	Vacation Expense				
	Total 3000 Employee Benefits	$ 627,197	$ 655,099	661,467	680,754
	% Change from prior year	32%	4%	1%	3%
4000 Books and Supplies					
4100	Approved Textbooks and Core Curriculum Materials	-	-	-	-
4200	Books and Other Reference Materials	-	-	-	-
4300	Materials and Supplies	-	-	-	-
4315	Custodial Supplies	12,403	12,713	13,030	13,356
4320	Education Software	11,600	11,600	11,600	11,600
4325	Instructional Materials & Supplies	94,000	94,000	94,000	94,000
4326	SPED Instructional Materials	9,000	9,000	9,000	9,000
4330	Office Supplies	16,000	10,000	10,000	10,000
4342	Athletics	-	-	-	-
4381	Plant Maintenance	-	-	-	-
4400	Noncap Equipment	-	-	-	-
4410	Classroom Furniture, Equipment & Supplies	4,600	4,600	4,600	4,600
4420	Computers (individual items < $5k)	7,500	10,000	12,500	10,000
4430	Office Furniture, Equipment & Supplies	11,000	11,000	11,000	11,000

		FY23-24 PRELIM BUDGET	FY24-25 BUDGET	FY25-26 BUDGET	FY26-27 BUDGET
4700	Food/Food Supplies	-	-	-	-
4710	Student Food Service	267,214	267,214	267,214	267,214
4720	Other Food	-	-	-	-
	Total 4000 Supplies	$ 433,317	$ 430,127	432,944	430,770
	% Change from prior year	14%	-1%	1%	-1%
5000 Services and Other Operating Expenditures					
5200	Conference Fees	6,150	6,304	6,461	6,623
5300	Dues and Memberships	10,000	10,000	10,000	10,000
5400	Insurance	75,000	76,875	78,797	80,767
5510	Utilities-Gas and Electric	75,645	77,536	79,475	81,461
5515	Janitorial, Gardening Services	6,750	6,750	6,750	6,750
5520	Security	500	500	500	500
5525	Utilities- Waste	14,161	14,515	14,878	15,250
5530	Utilities - Water	18,450	18,911	19,384	19,869
5605	Equip Rental/Lease	17,000	17,000	17,000	17,000
5610	Rent	115,406	118,868	122,434	126,107
5615	Repairs and Maintenance - Building	10,000	10,000	10,000	10,000
5616	Repairs and Maintenance - Computers	3,231	3,311	3,394	3,479
5618	Repairs and Maintenance - Vehicles expense	1,500	1,500	1,500	1,500
5800	Professional/ Consulting Services	-	-	-	-
5803	Auditing Fees	8,100	8,343	8,593	8,851
5809	Banking/CC/Other Fees	7,900	7,900	7,900	7,900
5811	AEC Expense	-	-	-	-
5812	Business Services	68,993	70,717	72,485	74,297
5824	District Oversight Fees	39,957	42,052	43,396	43,396
5830	Field Trips	12,033	12,334	12,642	12,958
5833	Fines and Penalties	-	-	-	-
5836	Fingerprinting/ Livescan	263	269	276	283
5839	Fundraising Expenses	3,500	3,500	3,500	3,500
5843	Interest Expense	-	-	-	-
5845	Legal Fees	37,544	38,482	39,444	15,431
5848	Licenses and Other fees	2,818	2,874	2,932	2,991
5851	Marketing and Student Recruiting	28,000	28,000	28,000	28,000
5854	Consultants - Other	70,000	70,000	70,000	70,000
5855	Ed Consultants	9,003	9,003	9,003	9,003
5856	Enrichment	10,000	10,250	10,506	10,769
5857	Payroll Services	12,000	12,000	12,000	12,000
5860	Printing and Reproduction	-	-	-	-
5861	PY Expenses (Unaccrued)	-	-	-	-
5862	Professional Development	36,500	36,500	36,500	7,500
5874	SPED Encroachment	-	-	-	-
5875	SPED Consultants	204,025	204,025	204,025	204,025
5876	Sports	-	-	-	-
5877	Staff Recruiting/Hiring	1,000	1,000	1,000	1,000
5878	Student Assessment	21,740	21,740	21,740	21,740
5881	Student Information System	12,813	12,813	12,813	12,813
5882	SPED SIS	-	-	-	-
5883	Subs	18,000	18,000	18,000	18,000
5887	Technology Services	85,037	87,581	90,200	92,897
5893	Transportation- Student	-	-	-	-
5899	Misc Operating Expenses	2,787	2,857	2,928	3,002
5910	Communications- Internet/ Website Fees	17,000	17,000	17,000	17,000
5915	Communications-Postage and Delivery	1,375	1,410	1,445	1,481
5920	Communications- Telephone & Fax	10,000	10,000	10,000	10,000
5999	Uncategorized Expenses				
	Total 5000 Services and Other Operating Expenditures	$ 1,074,181	$ 1,090,721	$ 1,106,903	$ 1,068,143

	FY23-24 PRELIM BUDGET	FY24-25 BUDGET	FY25-26 BUDGET	FY26-27 BUDGET
% Change from prior year	-2%	2%	1%	-4%
6000 Capital Outlay				
6900 Depreciation Expense	19,484	19,484	19,484	19,484
6901 Amortization Expense				
Total 6000 Capital Outlay	$ 19,484	$ 19,484	$ 19,484	$ 19,484
TOTAL EXPENSE	$ 5,612,957	$ 5,654,209	$ 5,679,577	$ 5,796,281
% Change from prior year	13%	1%	0%	2%
NET INCOME	4,194	$ 18,434	$ 43,364	$ 26,402
NET INCREASE (DECREASE) IN FUND BALANCE	$ 4,194	$ 18,434	$ 43,364	$ 26,402
BEGINNING FUND BALANCE	$ 1,756,623	$ 1,760,817	$ 1,779,252	$ 1,822,616
ENDING FUND BALANCE	$ 1,760,817	$ 1,779,252	$ 1,822,616	$ 1,849,018
RESERVE (AS % OF EXPENSES)	31%	31%	32%	32%

LCFF Budget Overview for Parents

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

CDS Code: 19648810113472

School Year: 2023-24

LEA contact information:

Ian McFeat

Executive Director/Superintendent

ianmcfeat@aveson.org

626-797-1440

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $179,001 , 3%

All local funds, $559,442 , 10%

All other state funds, $948,744 , 18%

Total LCFF funds $3,769,051 69 %

LCFF supplemental & concentration grants, $151,238 , 3%

All Other LCFF funds, $3,617,813 , 66%

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

The text description for the above chart is as follows: The total revenue projected for Aveson School of Leaders is $5,456,238, of which $3,769,051 is Local Control Funding Formula (LCFF), $948,744 is other state funds, $559,442 is local funds, and $179,001 is federal funds. Of the $3,769,051 in LCFF Funds, $151,238 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

This chart provides a quick summary of how much Aveson School of Leaders plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aveson School of Leaders plans to spend $5,421,121 for the 2023-24 school year. Of that amount, $3,495,500 is tied to actions/services in the LCAP and $1,925,621 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Aveson School of Leaders is projecting it will receive $151,238 based on the enrollment of foster youth, English learner, and low-income students. Aveson School of Leaders must describe how it intends to increase or improve services for high needs students in the LCAP. Aveson School of Leaders plans to spend $314,500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP — $311,000

Actual Expenditures for High Needs Students in LCAP — $328,500

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

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

The text description of the above chart is as follows: In 2022-23, Aveson School of Leaders's LCAP budgeted $311,000 for planned actions to increase or improve services for high needs students. Aveson School of Leaders actually spent $328,500 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aveson School of Leaders	Ian McFeat Executive Director/Superintendent	ianmcfeat@aveson.org 626-797-1440

Plan Summary [2023-24]

General Information

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

Aveson School of Leaders (ASL) provides over 340 TK-5th-grade students with an innovative educational experience that encourages them to be self-motivated lifelong learners and prepared to make a difference in the world they live. Aveson focuses on personalized mastery learning, social leadership and healthy living. Through an academically challenging, project-based program, students become inquisitive and confident learners who are prepared to be successful leaders in the global community.

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

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

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

these experiences, thereby fostering responsibility to others which in turn creates leaders.

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

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

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

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

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

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

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

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

Reflections: Successes

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

A review of the California School Dashboard indicates that Aveson School of Leaders is successful in the following: showing above grade-level standards in English Language Arts on the Smarter Balanced Summative Assessment as well performing above the state average in ELA and Math SBAC assessments for all students and subgroups.

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

Additionally, local iReady assessment data shows that just about half of students identified at the beginning of the school year at Tier 3 academic risk for ELA and Math were no longer at risk by the end of the school year. Of noteworthy importance, 29% of our first grade class were at grade level at the beginning of the year and 64% were at grade level by the end of the school year.

Reflections: Identified Need

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

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

1.In the area of mathematics, ASL was 7 points below standard. However, the last year of available SBAC data, which was from 2019, showed that we were 26.4 points below standard. While we have demonstrated significant growth, SBAC math scores continue to show a need for continuous improvement for all students and a performance gap for Hispanic students, students with disabilities and socioeconomically disadvantaged students. Since the fall of 2020, several actions have been taken to begin to address this identified need. First, we adopted a new math curriculum, Eureka math. The Eureka math curriculum is the most widely used math curriculum in the United States. Eureka offers our staff, students and families a wealth of resources and professional development that has helped our school accomplish several best practices: vertical integration and alignment, home-to-school communication and on-going, consistent assessment and data collection. Secondly, we adopted the iReady comprehensive assessment tool to help us triangulate our Eureka math data scores. This has helped us see gaps across grade levels and student groups so that we can design tier 1, 2 and 3 learning and teaching strategies that are strategically aligned to student needs. Lastly, we realigned our grade level spans from multi-age to grade alike classrooms across our TK-5 grade classrooms. Grade alike classrooms have allowed our teaching staff to teach the Eureka math curriculum with fidelity;

additionally allowing for teachers to personalize the curriculum for their students as needed. Additionally, Extended Learning Opportunities grant monies will be used to create summer and school year programming to address math intervention needs through summer 2023. Since these strategies have shown to be effective, based on our SBAC data score, we will continue to use these strategies to continuously improve our math scores for all students. Additionally in the 2022-2023 school year, we added on-going math professional development from Teacher's Development Group which focused on strategies to increase students mathematical metacognition and teacher rigor and will continue this work through the 2023-2024 school year.

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

2. During the 2019-2020 school year, an unfortunate event occurred when a student with identified special education needs used a racial slur towards an African American staff member. This event launched an investigation and complete audit of our school's Diversity, Equity and Inclusion (DEI) policies and practices. It was identified that our school was not serving our students, staff and families of color in inclusive ways and that our school community did not know how to adequately address issues of racism on our campus. While this continues to be an area of identified need per local survey data, since the Spring of 2020 several actions have been taken to begin to address this important need. First, we created a professional learning community (PLC) called the Antiracist Educators Team (ARE), now called the Aveson Advocacy Alliance (AAA) that meets monthly with the support of an independent contractor who helps frame and guide the ARE team's work. Additionally, this team was subdivided into four teams that focus monthly on policy, curriculum, professional development and community engagement. Secondly, a school-wide social justice curriculum was adopted that is taught weekly in all grade levels, TK-5th grade. Lastly, all staff members in the school from teachers to custodians have engaged in monthly professional development on DEI, with some members of the staff earning a certification in DEI from Cornell University. Additionally, Extended Learning Opportunities grant monies will be used to create summer and school year programming to address the social and emotional needs of students, families and staff through enrichment, professional development and family education to support DEI work for all of our stakeholder groups. Local data from the 2022-2023 school culture and climate survey shows that while we have improved in our overall response to addressing DEI challenges, many student support issues still had themes of DEI that needed to be addressed. Survey data indicated that student support protocols were not implemented with fidelity or consistently across all staff stakeholders. To help address this, two student discipline action nights were held to develop strategies and solutions. More professional development will be implemented as well as a streamlined process for how to enact our protocols will be developed for staff and families during the 2023-2024 school year.

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

3. Aveson School of Leaders is proud to be a school that welcomes a full inclusion model for all students. We believe that all students thrive when neurodiversity is recognized, honored and celebrated. Students who have been identified as neurodiverse through the 504 or IEP process learn alongside students who present as neurotypical. Local survey data from staff and family stakeholder groups have identified that while our community can define what a full inclusion model is and why it is important, the data suggests that these stakeholder groups are less able to describe what a full inclusion model looks like in practice when considering how to also engage all students in personalized

mastery learning. Families and staff would like to see more personalized professional development and family education in some of the areas in which we see frequent neurodivergence: autism, sensory processing, ADHD, anxiety and dyslexia. Current actions to begin to address this need include the creation of the Diversity, Equity and Inclusion Action Team, a parent-led group that developed to address all issues of DEI at ASL, including accessibility to the academic and social and emotional curricula for students who are neurodiverse. Additionally, student support data showed a need for additional training and support for working with behavior challenges from neurodiverse students. Local data from the 2022-2023 school culture and climate survey shows that we have yet to meet this identified need, however, the DEI action team was very active in supporting community work and as since been converted into a committee with our Aveson Community Organization (ACO) and the ACO has dedicated funds for parent and staff education nights for the 2023-2024 school year. Additionally, four new professional development sessions have been added to the 2023-2024 staff professional development calendar which will include specific professional development regarding inclusion.

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

4. The Dashboard indicates Chronic Absenteeism falls into the high band for White and Hispanic students and very high for socioeconomically disadvantaged students, students with disabilities and students with two or more races. We attribute this to Covid-19 policies that required students to be quarantined. Although Covid-19 restrictions have been mostly lifted, we continue to address absenteeism through our SARB processes.

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

LCAP Highlights

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

The Aveson School of Leaders LCAP highlights three areas of need that should be addressed:

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

2. It was identified that our school is not yet fully serving our students, staff and families of color in inclusive ways and that our school community needs to learn how to embrace diversity and equity while adequately addressing issues of racism on our campus especially in the area of student support and discipline.

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

Key features of the LCAP include:
*On going professional development in the areas of mathematics, DEI, students discipline and inclusion.
*On going community engagement including new grade alike family meetings and parent education nights.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

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

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

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

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

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

In the spring of 2022 families and staff were asked to fill out a culture and climate survey in order to progress monitor our LCAP goals. Additionally, two community nights with a range of stakeholders including staff and families, were held to engage in dialogue surrounding our behavior and discipline policies which have informed our decision making around our LCAP priorities and goals for the 2023-2024 school year.

A summary of the feedback provided by specific educational partners.

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

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

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

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

Other feedback on race, diversity, and inclusion highlights the need to improve school leadership's transparency in regard to communicating about issues of race, inclusion and equity, and to ensure that Black parents, students and staff feel seen and heard. Additionally, there is a

significant need to increase BIPOC representation in our educator and director level positions and increase awareness and understanding in our community about the importance of embracing anti-racist policies, practices, and curriculum.

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

Reported incidents related to race, diversity and inclusion are most prevalent during non-instructional campus hours. Examples include: the hallway, on the playground, during lunch, dismissal/after school. Educators desire instructional resources to support policy and practice implementation and parents, students and staff desire more consequences for inappropriate student behavior. Approximately 42 percent of Race, Diversity and Inclusion survey respondents expressed an interest in learning more about Culturally Responsive Teaching and Parenting Strategies as well as attending Diversity, Equity and Inclusion Informative Events. 50 percent of staff are confident that the adults on campus can have honest conversations with students about race.

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

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

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

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

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

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

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

We are choosing to leave the previously reported data as part of this year's LCAP in order to show a comparison with this year's culture and climate data for progress monitoring purposes. The 2022-2023 staff culture and climate survey shows that staff generally feel safe, happy and engaged while at work. They also generally feel effective at their jobs and view their work as meaningful. However, overall job satisfaction was lower than expected. This could be attributed to specific feedback we received regarding math and discipline professional development needs, especially for new teachers. Staff continue to identify that there is a need for more professional development about students with disabilities.

The two community action nights during the 2022-2023 school year identified that families understand our discipline philosophy and practices and are generally aligned with these philosophies and practices. However, they identified that the greatest need is for consistent practice and implement of the policies as well as more robust professional development for all staff as well as increased opportunities for family engagement and education nights.

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

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

Stakeholder input greatly influenced the development of the LCAP, especially in regard to the development of the identified areas of need and the subsequent goals associated with each area of need. Through rich analysis of local iReady data as well as the family and survey data, clear themes emerged that helped the LCAP team understand that mastery in math, DEI work in student support and discipline and a

stronger understanding of full inclusion in regard to common areas of neurodivergence are needed in order to fully realize Aveson's commitment to see every child and that it is not an option to systemically overlook any individual or groups of students within its schools.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math Scores for All Students	(-8) Compared to State Mean DFS	(-7) Compared to State Mean DFS	TBD		(+5) Compared to State Mean DFS

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	iReady Math Diagnostics	Continue to utilize iReady Math Diagnostics three times a year to provide data for Math Data Teams.	$28,500.00	No
1.2	SBAC Interim Assessments	Administer SBAC Math interim assessments at least twice yearly for data to be analyzed in Math Data Teams.	$28,500.00	No
1.3	Math Data Teams	Hold regular Math data analysis meetings (Math Data Teams) to identify needs and set goals and strategies for targeted instruction	$143,500.00	No

Action #	Title	Description	Total Funds	Contributing
		(Personalized Mastery Learning) for all students, with emphasis on students from marginalized populations.		
1.4	Math Professional Development	Develop Advisor (Teacher) expertise in best Math instructional practices and effective implementation of the Eureka Math Curriculum. Provide Professional Development on culturally-relevant Math instruction	$57,500.00	No
1.5	Personalized Mastery Learning Advisor	Personalized Mastery Learning Advisor (TOSA) will provide additional direct Math instructional support and progress monitoring to identified students and student groups.	$95,000.00	No
1.6	Math Instructional Parent Communication and Resources	Increase parent communication regarding and involvement in Math instruction and student progress towards goals by maximizing use of Eureka parent tip sheets, Eureka In Sync video access, and iReady Math Diagnostic Family Reports.	$28,500.00	No

Goal Analysis [2022-23]

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

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

There were no substantive differences in planned actions and actual implementations of these actions.

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

There were no material differences.

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

These actions were effective. We showed growth towards our goal.

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

We will continue with ongoing math professional development with the Teacher's Development group.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

- Stakeholder input from the DEI survey brought to light that our school was not serving our BIPOC students, staff and families in inclusive ways and that our school community did not know how to adequately address issues of racism on our campus.

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

- having honest conversations with students about race,

- strategies to address sensitive issues of diversity in class, including exclusion of students due to membership in a marginalized social group,

- having a student who could not communicate well with anyone in class because their home language was unique In addition, 3 out of 24 staff members reported that they feel that some of the time, they are marginalized or treated unfairly due to the membership in a particular social group

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community survey will reflect 75% of BIPOC respondents feel seen, heard and a sense of belonging within the Aveson Charter School community	2021 - less than 50%	55%	unreportable		75%
80% of staff will report that when a sensitive issue of diversity arises in class, they can confidently think of strategies to address the situation.	2021 - 61% were quite/extremely confident)	67%	86%		80% are quite/extremely confident
Learning for Justice Standards (Identity, Diversity, Justice, Action) are integrated into the current SEL curriculum in all classrooms.	Learning for Justice Standards have not been discussed with staff	Learning for Justice Standards will be introduced and advisors will include one lesson for students from each standard (Identity, Diversity, Justice, Action)	The social justice curriculum was taught each week, however, the social justice standards in particular were not introduced and remain a top priority for the next school year.		Advisors will be fully familiar with Learning for Justice Standards and will include 3-4 lessons for students from each standard (Identity, Diversity, Justice, Action)
90% of staff will report that if a certain student was being consistently excluded, it would be quite/extremely easy to assess whether it is due to their membership in a	2021 - 70% reported that is would be quite/extremely easy	77%	82%		90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
particular social group.					
70% of Aveson Community members will report that ASL's decisions are communicated with transparency	2021 - 38% of staff believe that hiring, advancement or appointment to leadership roles are transparent and equitable. Audit reported that Aveson Community members felt Aveson's Director's communication style lacked transparency.	38.5% of faculty believe that their perspectives are valued by the organization.	41%		70% of Aveson Community members will report that ASL's decisions are communicated with transparency.
Assess, adjust and monitor behavioral as well as instructional policies, procedures and practices to ensure BIPOC inclusion is the norm.		50% accomplished. This is an ongoing goal and will need to continue year to year.	This continues to be a work in progress. This year we adjusted our harmful incident protocol and provided staff professional development on this protocol and tracked behavior data by BIPOC demographics.		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Continuation of Anti Racist Education (ARE) Team (now	To improve appreciation for the value of diversity and inclusion as well as an understanding of the unique experiences/circumstances of marginalized populations, the ARE Team (now AAA team) will	$57,500.00	No

Action #	Title	Description	Total Funds	Contributing
	AAA team), including 4 advisors and one leader.	continue to provide leadership in the areas of PD, Policy, Curriculum and Community Engagement.		
2.2	Continue to offer monthly PD for all staff centered on DEI and Anti Racism topics.	With support from Administration, the ARE Team (now the AAA Team) will plan PD focused on Policy, Curriculum and Community Engagement. This PD will include, but is not limited to: building Anti-racist knowledge and understanding, integration of Learning for Justice Standards into the current SEL curriculum as well as Pollyanna Curriculum, dissemination of information regarding ASL's updated policies and procedures as well as the rationale behind any changes, and opportunities to engage with the community around DEI and Anti Racist Topics.	$200,500.00	No
2.3	Provide Parent Education / Community Involvement Opportunities	To build community, evolve beliefs, increase knowledge and establish safety/belonging for BIPOC community, Aveson will offer opportunities for community discourse and education focused on Culturally Responsive Teaching and Parenting Strategies as well as Diversity, Equity and Inclusion Informative Events.	$28,500.00	No
2.4	Provide targeted DEI, SpEd, and Anti-Racist PD to Aides and support staff.	Many behavior incidents, including those related to race, diversity and inclusion are most prevalent during non-instructional campus hours (hallway, on the playground, during lunch, dismissal). To reduce these occurrences, Aides and support staff should receive high quality PD to learn how to prevent these incidents as well as respond appropriately when they do occur.	$86,000.00	No
2.5	Bi-annually, assess and adjust behavioral as well as instructional policies, practices, and procedures to ensure	This action will address community and staff concerns about inconsistent, unfair and racist policies, practices, and procedures at ASL. The work started by the ARE Policy Team needs to be continued and implemented with integrity and consistency. In addition, data regarding behavior incidents needs to be managed and assessed with consistency and insight.	$43,000.00	No

Action #	Title	Description	Total Funds	Contributing
	BIPOC inclusion is the norm. Procedures to ensure that inclusion of all marginalized groups is the norm.			
2.6	On a monthly basis, staff will monitor academic, social and emotional performance of students from marginalized social groups.	This action will raise awareness, increase conversation, lead to problem-solving and improve the personalized instruction provided to BIPOC students.	$200,500.00	No
2.7	Continue to diversify recruiting efforts to attract and retain more teaching staff and directors of color that represent or exceed current student demographic.		$15,000.00	No

Goal Analysis [2022-23]

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

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

We stated that we would provide monthly PD on DEI topics. We were unable to meet this action due to other professional development demands. We do hope that in the next school year we will be able to return to monthly DEI PD with the addition of four more PD sessions throughout the year.

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

No material differences.

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

The introduction of the harmful incident protocol and subsequent PDs on the protocol supported growth toward our goal. In addition the behavior tracking document allowed us to analyze behavior from a DEI lens.

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

It is recognized that more professional development is needed and will be incorporated next school year.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

ASL Staff Culture and Climate Survey showed that staff could be more confident in:
- helping their most challenging students to learn,
- successfully supporting a student with significant social and behavioral challenges, perhaps due to a learning difference, such as autism or ADHD, to allow teaching and learning to take place.
- feeling knowledgeable about finding resources for working with students who have unique learning and/or behavioral needs.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Monthly collaboration time between GenEd and SPED staff	Monthly meetings between GenEd and SPED staff ('19-'20)	1 monthly meeting between GenEd and SPED staff	1 monthly meeting between GenEd and SPED staff		Continued monthly collaboration time between GenEd and SPED staff focusing on inclusion, access and consistency.
Professional Development seminars focused on Inclusion	No PDs centered around inclusion ('19-'20)	2 PDs per year	1 PD took place for the 2022-2023 school year.		3 PDs per school year focused on inclusion.
Inclusion assistants	One IA per classroom ('19-'20), No IAs '20-'21.	50% year over year	We currently have 9 IAs shared across grade levels. We need to have 13 IAs in order to have one IA each classroom.		One IA per classroom.
75% of staff will report that they feel knowledgeable about finding resources for working with students who have unique learning and/or behavioral needs.	42%	53%	86%		75% of staff will report that they feel knowledgeable about finding resources for working with students who have unique learning and/or behavioral needs.
70% of families surveyed will report that students receive the resources and	38.6%	45%	27%		70% of families surveyed will report that students receive the resources and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
support they need to be successful.					support they need to be successful.
Inclusion Assistants will be trained and have regular professional development in order to aide in providing PML to all students.	No PDs centered around inclusion or student support ('20-'21)	2 PDs per year plus regular meeting time with GenEd staff.	2 PDs took place for the 2022-2023 school year.		Inclusion Assistants will have no less than 4 professional developments per year, and meet monthly with their GenEd staff in order to provide resources and support for Inclusion PML.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development for staff with trained professionals	Increase working knowledge to staff in our areas of most frequent neurodivergence, increasing accessibility and social emotional well being for all students. Increase skills and knowledge in providing PML to all students.	$143,500.00	No
3.2	General Education and Inclusion Collaboration Time	ASL will provide regular collaboration time between the GenEd instructor and the SPED instructor. This provides consistency for students and ensures proper access and instruction are being implemented. Collaboration time will include planning PML and SEL for students as well as continued support for the GenEd instructor.	$286,500.00	No
3.3	Inclusion Assistants	ASL will provide inclusion assistants to achieve personalized mastery learning, increasing academic, social emotional and accessibility support.	$485,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Materials and tools to improve classroom spaces for accessibility	Improvements to increase accessibility for all students. Examples but not limited too: furniture, wall/anchor chart space, individual student materials.	$94,500.00	No
3.5	Professional Development and monthly meetings with GenEd staff for Inclusion Assistants.	ASL will provide regular professional development for Inclusion Assistants to ensure consistency, proper access and instruction are being implemented. Additionally, they will provide time for Inclusion Assistants to meet with the GenEd staff they work directly with in order to provide continued, up-to-date, support.	$143,500.00	No

Goal Analysis [2022-23]

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

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

We have yet to be able to hire an IA for every classroom due to budget constraints. Additionally, we were not able to meet our goal of more inclusion PD due to a change in our PD schedule for this school year. We plan to address this by adding more PD days back into the calendar for the 2023-2024 school year.

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

No material differences.

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

Our actions continue to need growth in order to meet this goal.

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

No changes to the goal.

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

Goals and Actions

Goal

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Classroom observations that follow the PML model	Inconsistent across content areas	Inconsistent this year, yet with our new PML Director and support from our Assistant Site Director, we anticipate this to be done with fidelity.	Inconsistent this year due to large increase in new hires as well as PML Director being redirected to other tasks due to staffing changes.		All ASL content classrooms will model the PML approach.
Design of course of study for each content course	Inconsistent across content areas	Some courses have accomplished this while others will need to update this goal to be achieved the next year.	There is a course of study for each content area in Literacy, Math and Projects and SEL.		Each content course will have a clearly defined course of study detailing the standards required for instruction, learning outcomes necessary for student mastery.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data analysis reflecting individual learning and student mastey	Current practices are shown at only 42% of ongoing methodized data implementation	We have made progress towards the completion of this goal. We hired a new Director of PML We plan to utilize this position moving forward to ensure fidelity to our PML process for all.	We conducted several staff PDs focused on analyzing data in the areas of math and literacy using iReady data as well as writing rubrics, SIPPs data and spelling inventories.		All content teachers are well equipped to use developed assessment data to analyze for the planning of student learning outcomes and to provide high quality instruction, support, and resources to students to develop mastery
Learning outcomes aligned to each essential content standard	Inconsistent across content areas	Learning outcome work will need to continue to develop as this year it remained inconsistent. Next year, given alignment and particular supports already in place, we anticipate learning outcomes to become more prominent and developed.	This goal has been met.		All content classes will have established "I can…" student centered learning outcomes aligned to each essential content standard as identified by course of study designed for each course
Rigorous project based learning	Inconsistent across content areas	Next year, we will have dedicated Professional Development to project based learning that will include full days out of the classroom for teachers to work on	We conducted four staff PDs and provided additional push-in support from the projects advisor coach.		As identified by developed rubrics, students will be able to show mastery of learning outcomes through reading, research, presentations and defense

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Course of study	Development/revision of course of study	$562,000.00	No
4.2	Personalized mastery learning student plan	Development/revision of personalized mastery learning student plan	$286,500.00	No
4.3	Project based rubrics	Development/revision of project based rubrics	$1,000.00	No
4.4	Progress Monitoring	Development/revision of assessments to monitor student progress towards goal mastery	$215,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Learning outcomes	Development/revision of student learning outcomes	$215,000.00	No
4.6	Expanded Learning Opportunities	TK-5th Grade Expanded Learning Opportunities to include summer learning and enrichment and extended learning days.	$50,000.00	No

Goal Analysis [2022-23]

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

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

Due to large increase in new hires as well as PML Director being redirected to other tasks due to staffing changes, some actions were harder to implement than anticipated.

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

No material differences.

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

Data driven small group instruction increased across all grade levels due to the increase in data analysis PD.

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

No changes to the goal.

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$151,238	0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.23%	0.00%	$0.00	4.23%

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

Required Descriptions

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

The use of the $151,238 Supplemental & Concentration Grant Funds of the LCFF, will be used in the budget categories of 2000-2999 Classified Salaries. For Aveson School of Leaders, the increased and improved services to unduplicated student groups will be realized through Inclusion Assistants providing supplemental supports for English Learner and Socioeconomically Disadvantaged students. This funding constitutes more than the required 4.23% increase or improved service for all students.

Summer Programs

Intervention

IAs

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

Unduplicated Eligible/Free Reduced Meal Counts: 17%

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

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

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

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

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,787,000.00	$669,500.00		$39,000.00	$3,495,500.00	$3,386,000.00	$109,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	iReady Math Diagnostics	All	$24,500.00	$4,000.00			$28,500.00
1	1.2	SBAC Interim Assessments	All	$24,500.00	$4,000.00			$28,500.00
1	1.3	Math Data Teams	All	$123,500.00	$20,000.00			$143,500.00
1	1.4	Math Professional Development	All	$49,500.00	$8,000.00			$57,500.00
1	1.5	Personalized Mastery Learning Advisor	All	$81,500.00	$13,500.00			$95,000.00
1	1.6	Math Instructional Parent Communication and Resources	All	$24,500.00	$4,000.00			$28,500.00
2	2.1	Continuation of Anti Racist Education (ARE) Team (now AAA team), including 4 advisors and one leader.	All	$49,500.00	$8,000.00			$57,500.00
2	2.2	Continue to offer monthly PD for all staff centered on DEI and Anti Racism topics.	All	$169,000.00	$28,000.00		$3,500.00	$200,500.00
2	2.3	Provide Parent Education / Community Involvement Opportunities	All	$24,000.00	$4,000.00		$500.00	$28,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Provide targeted DEI, SpEd, and Anti-Racist PD to Aides and support staff.	All	$72,500.00	$12,000.00		$1,500.00	$86,000.00
2	2.5	Bi-annually, assess and adjust behavioral as well as instructional policies, practices, and procedures to ensure BIPOC inclusion is the norm. Procedures to ensure that inclusion of all marginalized groups is the norm.	All	$36,500.00	$6,000.00		$500.00	$43,000.00
2	2.6	On a monthly basis, staff will monitor academic, social and emotional performance of students from marginalized social groups.	All	$169,000.00	$28,000.00		$3,500.00	$200,500.00
2	2.7	Continue to diversify recruiting efforts to attract and retain more teaching staff and directors of color that represent or exceed current student demographic.	All	$15,000.00				$15,000.00
3	3.1	Professional Development for staff with trained professionals	All	$121,000.00	$20,000.00		$2,500.00	$143,500.00
3	3.2	General Education and Inclusion Collaboration Time	All	$242,000.00	$40,000.00		$4,500.00	$286,500.00
3	3.3	Inclusion Assistants	English Learners Foster Youth	$314,500.00	$163,000.00		$8,000.00	$485,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.4	Materials and tools to improve classroom spaces for accessibility	All	$81,000.00	$13,500.00			$94,500.00
3	3.5	Professional Development and monthly meetings with GenEd staff for Inclusion Assistants.	All	$123,500.00	$20,000.00			$143,500.00
4	4.1	Course of study	All	$428,500.00	$123,500.00		$10,000.00	$562,000.00
4	4.2	Personalized mastery learning student plan	All	$242,000.00	$40,000.00		$4,500.00	$286,500.00
4	4.3	Project based rubrics	All	$1,000.00				$1,000.00
4	4.4	Progress Monitoring	All	$185,000.00	$30,000.00			$215,000.00
4	4.5	Learning outcomes	All	$185,000.00	$30,000.00			$215,000.00
4	4.6	Expanded Learning Opportunities	Unduplicated All Students with Disabilities		$50,000.00			$50,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,575,346	$151,238	4.23%	0.00%	4.23%	$314,500.00	8.34%	17.14 %	**Total:**	$314,500.00
								LEA-wide Total:	$314,500.00
								Limited Total:	$314,500.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Inclusion Assistants	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$314,500.00	8.34%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,400,000.00	$3,484,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	iReady Math Diagnostics	No	$27,500.00	$28,000
1	1.2	SBAC Interim Assessments	No	$27,500.00	$28,000
1	1.3	Math Data Teams	No	$138,000.00	$141,000
1	1.4	Math Professional Development	No	$55,000.00	$56,500
1	1.5	Personalized Mastery Learning Advisor	No	$91,500.00	$93,500
1	1.6	Math Instructional Parent Communication and Resources	No	$27,500.00	$28,000
2	2.1	Continuation of Anti Racist Education (ARE) Team, including 4 advisors and one leader.	No	$55,000.00	$56,500
2	2.2	Continue to offer monthly PD for all staff centered on DEI and Anti Racism topics.	No	$193,000.00	$197,500
2	2.3	Provide Parent Education / Community Involvement Opportunities	No	$27,500.00	$28,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Provide targeted DEI, SpEd, and Anti-Racist PD to Aides and support staff.	No	$83,000.00	$84,500
2	2.5	Bi-annually, assess and adjust behavioral as well as instructional policies, practices, and procedures to ensure BIPOC inclusion is the norm. Procedures to ensure that inclusion of all marginalized groups is the norm.	No	$41,500.00	$42,500
2	2.6	On a monthly basis, staff will monitor academic, social and emotional performance of students from marginalized social groups.	No	$193,000.00	$197,500
2	2.7	Continue to diversify recruiting efforts to attract and retain more teaching staff and directors of color that represent or exceed current student demographic.	No	$15,000.00	$16,500
3	3.1	Professional Development for staff with trained professionals	No	$138,000.00	$141,000
3	3.2	General Education and Inclusion Collaboration Time	No	$276,000.00	$282,500
3	3.3	Inclusion Assistants	Yes	$485,500.00	$491,000
3	3.4	Materials and tools to improve classroom spaces for accessibility	No	$94,500.00	$114,000
3	3.5	Professional Development and monthly meetings with GenEd staff for Inclusion Assistants.	No	$138,000.00	$141,000
4	4.1	Course of study	No	$552,000.00	$553,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Personalized mastery learning student plan	No	$276,000.00	$282,500
4	4.3	Project based rubrics	No	$1,000.00	$500
4	4.4	Progress Monitoring	No	$207,000.00	$212,000
4	4.5	Learning outcomes	No	$207,000.00	$212,000
4	4.6	Expanded Learning Opportunities	No	$50,000.00	$56,500

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$119,298	$311,000.00	$328,500.00	($17,500.00)	8.30%	10.70%	2.40%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Inclusion Assistants	Yes	$311,000.00	$328,500	8.3%	10.7%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,071,538	$119,298	0%	3.88%	$328,500.00	10.70%	21.39%	$0.00	0.00%

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

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

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

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

California Department of Education
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Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Aveson School of Leaders	Ian McFeat Executive Director/Superintendent	ianmcfeat@aveson.org 626-797-1440

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

    Rating Scale (lowest to highest) -
        1 - Exploration and Research Phase
        2 - Beginning Development
        3 - Initial Implementation
        4 - Full Implementation
        5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language	1				

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

    Rating Scale (lowest to highest) -
        1 - Exploration and Research Phase
        2 - Beginning Development
        3 - Initial Implementation
        4 - Full Implementation
        5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

> We self-rated ourselves as a 1 in CTE and World Language because we are an elementary school and those areas do not apply.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			3		
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

> The district maintains frequent, proactive communication with families through various channels and languages.
> The district ensures multiple avenues for families and staff to offer their input in diverse formats.
> The district fosters numerous opportunities to establish relationships and partnerships.
> Schools within the district create inviting environments that embrace and welcome families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

> We strongly advocate for teachers and families to work together in creating objectives for students' growth and progress. Ongoing professional development is essential for teachers to effectively engage with families and address students' specific needs and goals. We must also explore ways to enhance the involvement of underrepresented families and improve their engagement in the educational process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

> (1) We will increase the number of family engagement activities through our DEIC committee of the PTA

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The district actively involved parents and families in their child's education through initiatives such as parent-teacher associations, family engagement workshops, and home-school communication platforms. We also met several times a year with families for triads and student led conferences, as well as school learning celebrations.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While we have clear progress reporting periods, we would like to personalize the family experience of progress reports with more specific data driven comments to help families better understand their child's progress.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The district will proactively reach out to underrepresented families and build relationships based on trust and mutual respect. This can involve home visits, community events, or culturally relevant workshops. Engage community leaders, organizations, and cultural liaisons to bridge the gap between schools and families.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.		2			
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.		2			
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.		2			
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.		2			

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The district identifies relevant stakeholders: Identify and engage stakeholders directly affected by or have expertise or knowledge related to the decision. The district considered diverse perspectives, including individuals or groups who may have historically been marginalized or underrepresented. The district also provided multiple avenues for input: Offered various channels for stakeholders to provide feedback. This can include surveys, focus groups, public forums, online platforms, or one-on-one meetings. Providing multiple avenues ensures that different preferences and accessibility needs are accommodated.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The district will continue to attempt various engagement strategies to reach a broad range of stakeholders. This can include surveys, focus groups, interviews, workshops, town hall meetings, online forums, or social media campaigns. A mix of strategies will help us capture input from different stakeholders and encourage diverse participation.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The district will proactively reach out to underrepresented families and build relationships based on trust and mutual respect. This can involve home visits, community events, or culturally relevant workshops. Engage community leaders, organizations, and cultural liaisons to bridge the gap between schools and families.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Curriculum: All curriculum is vetted and standards based. A two teacher specialty model in first-fifth grades allows teachers to focus on their subject area and become experts to provide higher quality curriculum access to students.

Individualized Education Programs (IEPs), 504 plans, Student Study Teams (SSTs): For students with exceptional needs, our school implements IEPs and 504 plans. These documents outline specific accommodations, modifications, and support services required to ensure that students can access a broad course of study. Regular monitoring and review of these plans help ensure that they are up to date. Teachers or family members can also refer a student to our SST process, which uses a data driven system to support additional individualized support.

Data tracking systems: Our school utilizes data tracking systems to monitor student achievement in literacy and math over time. This data allows us to track achievement gaps. In addition, our literacy intervention program tracks data over time to support additional needs for student intervention.

Student support services: Our school provides daily social emotional learning opportunities and an instructional assistant dedicated to behavior support as well as MFT trainees available for all students.

Equity audits: Periodic equity audits are conducted to assess the distribution and availability of courses across grade spans and student groups. These audits help identify any gaps or disparities in access and enrollment and guide decision-making to ensure equitable opportunities for all students.

Parent and student feedback: Our school actively seeks feedback from parents and students regarding their school experience. Surveys, focus groups, and individual meetings provide valuable insights into the perceptions and experiences of different student groups. This feedback is used to make informed decisions and improvements to enhance access to educational opportunity.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As a school, based on the locally selected measures and tools, we have determined the extent to which all students have access to and are enrolled in a comprehensive course of study. The summary reveals the following information:

Overall access and enrollment: Our analysis of the locally selected measures indicates that most students across school sites have access to and are enrolled in a comprehensive course of study. The selected curriculum for each grade and subject area are vetted and standards based.

Differences across school sites: We are an LEA made up of one school site. Therefore, there are no differences.

Differences among student groups: Our analysis reveals achievement gaps. We plan on continuing our SST process and working on quickly identifying students in need of higher levels of support in order to lessen this gap.

Progress over time: Through ongoing data collection and analysis, we have observed improvement over time in the extent to which all students have access to and are enrolled in a broad course of study. By implementing strategies to address disparities and promote inclusivity, we have seen enrollment rates improved among historically underserved student groups. However, we recognize that more work needs to be done to ensure equitable access and enrollment for all students.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

As a school, based on the tool's results or locally selected measures, we have identified several barriers that prevent the LEA (Local Education Agency) from providing access to a comprehensive course of study for all students. These barriers include:

Limited resources: One of the primary barriers is limited resources, both financial and human. There needs to be more funding to allow diverse courses, specialized programs, and support services to be available. Additionally, more qualified teachers and staff may be required to offer a wide range of courses or provide individualized attention to students.

Lack of teacher expertise and training: Another barrier is the need for teacher expertise and training in delivering a comprehensive course of study. Many teachers come to us within their first year or two of entering the profession.

Limited student support services: Insufficient student support services, such as additional behavior support services, limit our ability to proactively support positive behavior. Hiring difficulties and a lower pay rate have limited our pool of applicants for the instructional assistant position, leading to these support staff to be spread thin.

Systemic biases and cultural barriers: Systemic biases and cultural barriers can create barriers to accessing a comprehensive course of study for specific student groups. Historical inequities, stereotypes, or cultural prejudices may influence course recommendations, placement decisions, or tracking practices, limiting opportunities for some students. Addressing these barriers requires a concerted effort to promote equity, cultural sensitivity, and inclusive practices throughout the LEA.

Limited awareness and engagement: Some students and their families may need more awareness of the options available to their student or face barriers to actively engaging with the school. Language barriers, lack of communication channels, or inadequate outreach efforts can hinder students' and families' ability to access information about course options, enrollment procedures, and available support services.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Resource reallocation: The LEA has revisited its resource allocation strategy to ensure a more equitable distribution of resources across schools. Additional funding has been allocated to schools with limited course offerings, allowing them to expand their curriculum and provide a broader range of courses. This includes investing in instructional materials, technology, and teacher professional development opportunities.

Professional development: The LEA plans to expand our learning opportunities for teachers, especially new teachers, to include specific instruction on each of our designated curriculum. We believe that this will increase teacher efficacy, leading to higher student achievement and access.

Expanded student support services: The LEA has developed student support services to ensure all students can access necessary services. Social emotional needs will be supported so that students are all able to access the curriculum.

Inclusive course placement policies: The LEA has reviewed and revised its policies to promote equitable access to instruction.

Community partnerships and outreach: The LEA has partnered with local organizations, businesses, and higher education institutions to expand course options and provide students with enriched learning experiences inside and outside of the classroom.

Improved communication and engagement: The LEA has enhanced communication and engagement efforts with students and families to raise awareness about available opportunities and support services. This includes regular communication through newsletters, websites, and social media platforms and targeted outreach to underrepresented communities. The goal is to ensure that all students and families are informed, involved, and empowered to make choices that align with their educational goals.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					

Coordinating Instruction	1	2	3	4	5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

2023-24 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Aveson School of Leaders
CDS Code:	19648810113472
LEA Contact Information:	Name: Ian McFeat Position: Executive Director/Superintendent Email: ianmcfeat@aveson.org Phone: 626-797-1440
Coming School Year:	2023-24
Current School Year:	2022-23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023-24 School Year	Amount
Total LCFF Funds	$3,769,051
LCFF Supplemental & Concentration Grants	$151,238
All Other State Funds	$948,744
All Local Funds	$559,442
All federal funds	$179,001
Total Projected Revenue	$5,456,238

Total Budgeted Expenditures for the 2023-24 School Year	Amount
Total Budgeted General Fund Expenditures	$5,421,121
Total Budgeted Expenditures in the LCAP	$3,495,500
Total Budgeted Expenditures for High Needs Students in the LCAP	$314,500
Expenditures not in the LCAP	$1,925,621

Expenditures for High Needs Students in the 2022-23 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$311,000
Actual Expenditures for High Needs Students in LCAP	$328,500

Funds for High Needs Students	Amount
2023-24 Difference in Projected Funds and Budgeted Expenditures	$163,262
2022-23 Difference in Budgeted and Actual Expenditures	$17,500

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General operational costs (facilities, utilities, maintence) and operational staffing (nutrition, custodial and clerical)

LCFF Budget Overview for Parents

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

CDS Code: 19648810113472

School Year: 2023-24

LEA contact information:

Ian McFeat

Executive Director/Superintendent

ianmcfeat@aveson.org

626-797-1440

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $179,001 , 3%

All local funds, $559,442 , 10%

All other state funds, $948,744 , 18%

Total LCFF funds $3,769,051 69 %

All Other LCFF funds, $3,617,813 , 66%

LCFF supplemental & concentration grants, $151,238 , 3%

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

The text description for the above chart is as follows: The total revenue projected for Aveson School of Leaders is $5,456,238, of which $3,769,051 is Local Control Funding Formula (LCFF), $948,744 is other state funds, $559,442 is local funds, and $179,001 is federal funds. Of the $3,769,051 in LCFF Funds, $151,238 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $5,421,121

Total Budgeted Expenditures in the LCAP $3,495,500

This chart provides a quick summary of how much Aveson School of Leaders plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aveson School of Leaders plans to spend $5,421,121 for the 2023-24 school year. Of that amount, $3,495,500 is tied to actions/services in the LCAP and $1,925,621 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Aveson School of Leaders is projecting it will receive $151,238 based on the enrollment of foster youth, English learner, and low-income students. Aveson School of Leaders must describe how it intends to increase or improve services for high needs students in the LCAP. Aveson School of Leaders plans to spend $314,500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $311,000

☐ Actual Expenditures for High Needs Students in LCAP — $328,500

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

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

The text description of the above chart is as follows: In 2022-23, Aveson School of Leaders's LCAP budgeted $311,000 for planned actions to increase or improve services for high needs students. Aveson School of Leaders actually spent $328,500 for actions to increase or improve services for high needs students in 2022-23.

2023-24 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Aveson Global Leadership Academy
CDS Code:	19648810113464
LEA Contact Information:	Name: Ian McFeat Position: Executive Director/Superintendent Email: ianmcfeat@aveson.org Phone: 626-797-1440
Coming School Year:	2023-24
Current School Year:	2022-23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023-24 School Year	Amount
Total LCFF Funds	$2,681,763
LCFF Supplemental & Concentration Grants	$151,798
All Other State Funds	$941,372
All Local Funds	$340,452
All federal funds	$138,378
Total Projected Revenue	$4,101,965

Total Budgeted Expenditures for the 2023-24 School Year	Amount
Total Budgeted General Fund Expenditures	$4,094,015
Total Budgeted Expenditures in the LCAP	$2,436,500
Total Budgeted Expenditures for High Needs Students in the LCAP	$265,000
Expenditures not in the LCAP	$1,657,515

Expenditures for High Needs Students in the 2022-23 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$316,500
Actual Expenditures for High Needs Students in LCAP	$318,000

Funds for High Needs Students	Amount
2023-24 Difference in Projected Funds and Budgeted Expenditures	$113,202
2022-23 Difference in Budgeted and Actual Expenditures	$1,500

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General operational costs (facilities, utilities, maintence) and operational staffing (nutrition, custodial and clerical)

LCFF Budget Overview for Parents

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

CDS Code: 19648810113464

School Year: 2023-24

LEA contact information:

Ian McFeat

Executive Director/Superintendent

ianmcfeat@aveson.org

626-797-1440

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $138,378 , 3%

All local funds, $340,452 , 8%

All other state funds, $941,372 , 23%

Total LCFF funds $2,681,763 65 %

All Other LCFF funds, $2,529,965 , 62%

LCFF supplemental & concentration grants, $151,798 , 4%

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

The text description for the above chart is as follows: The total revenue projected for Aveson Global Leadership Academy is $4,101,965, of which $2,681,763 is Local Control Funding Formula (LCFF), $941,372 is other state funds, $340,452 is local funds, and $138,378 is federal funds. Of the $2,681,763 in LCFF Funds, $151,798 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $4,094,015	Total Budgeted Expenditures in the LCAP $2,436,500

This chart provides a quick summary of how much Aveson Global Leadership Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aveson Global Leadership Academy plans to spend $4,094,015 for the 2023-24 school year. Of that amount, $2,436,500 is tied to actions/services in the LCAP and $1,657,515 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Aveson Global Leadership Academy is projecting it will receive $151,798 based on the enrollment of foster youth, English learner, and low-income students. Aveson Global Leadership Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aveson Global Leadership Academy plans to spend $265,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Category	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$316,500
☐ Actual Expenditures for High Needs Students in LCAP	$318,000

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aveson Global Leadership Academy
CDS Code: 19648810113464
School Year: 2023-24
LEA contact information:
Ian McFeat
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LCFF Budget Overview for Parents

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Prior Year Expenditures: Increased or Improved Services for High Needs Students

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Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

Aveson Global Leadership Academy serves just over 270 6th-12th grade students from diverse backgrounds in a setting that received national recognition for delivering on the ambitious promise to personalized mastery learning for all students. Aveson's highly dedicated staff worked hard to both target instruction for every student's distinct needs and set the conditions for students to take agency over their learning. Community engagement continued its robust and diverse tradition of forging strong relationships with parents and community members as well as realizing extraordinary experiences for all students including student-led conferences, community days, and celebrations of learning. Aveson's culture is created and sustained through our community's commitment to the Aveson Way:

The Aveson Way asks students and staff to:

Appreciate
Empathize
Persevere
Reflect
Explore
Know
Imagine
Shine

AGLA implements a challenging curriculum based on California Common Core standards and covers all core subject areas with a special focus on mastering essential literacy and math skills. A second area of focus is in the development of social leadership skills which aims at

communication skills, self-managed projects, and cooperative learning. A third area of instruction is in healthy living practices which focuses on social, emotional, and physical well-being.

Reflections: Successes

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

Dashboard data:
AGLA's graduation rate is 100%, while ELA is at 50%, and math is 21%. All local indicators continued to be met across the past two school years.

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

Over 75% of families reported attending Student Led Conferences (SLC) and Celebrations of Learning (COL). 88% of families reported understanding the purpose of SLC is to encourage students to own their learning and show mastery and 86% understanding the purpose of COL is to celebrate student accomplishments.

Sixty-three (63) percent of families say AGLA encourages students to strive for personal excellence while nearly 70% of families, 66% of students and 80% of staff agree that advisors collaborate with students on how students show their learning and reach mastery. Approximately 62% of families report that AGLA effectively educates their children.

Reflections: Identified Need

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

Needed areas of significant improvement according to Dashboard data include classified student demographic areas. Dashboard data suggested that overall, AGLA is 3 percentage points above the state average at 50/47 in Language Arts. We are heading in the right direction in Language Arts, but there is still work to be done in this area. We find that our student groups perform at different levels of proficiency. African Americans score at 36%, Hispanic at 32% and White at 70%. AGLA is 12 percentage points below the state average at 21/33 in math. Specifically, when analyzing math scores for our various student populations, African American students performed at a 20%

proficiency rate, Hispanic at a 9% proficiency rate, and White at a 30% proficiency rate. There needs to be improvement our students with disabilities. They are scoring at a 14% proficiency rate.

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

Next year, projections indicate increased enrollment, and this is an area that our school will need to continue to bolster. We anticipate an increase in student enrollment, and retention will be an important aspect of our work moving forward.

LCAP Highlights

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

AGLA's LCAP is being developed during an exciting and unprecedented time. The areas identified are essential in ensuring student safety, increased student achievement, and retention and recruitment of AGLA students. An additional highlight is the revamping and revitalization of personalized mastery learning (PML) and teacher-personalized professional development (PPD) to meet the needs of today's and future learners. Additionally, our school will have 9-12 students explore yearly internships that will take place one day each week, starting in the fall of 2023.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

LCAP SURVEY

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

Staff were given the opportunity to fill out the survey in weekly staff meetings. The link to the survey was then included in weekly staff communication for several weeks. Students received the survey and advisors provided time in advisory for students to complete the survey. The student survey was also pushed out via ParentSquare. Families received the survey via ParentSquare available in English and Spanish. As of June 3, 2022, 38 students, 5 staff members and 46 families completed the survey.

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

A summary of the feedback provided by specific educational partners.

Teachers desired more PD sessions. As a result, Advisors will have full day PD sessions once students are connected with their internships. Students wanted more involvement in outside learning experiences. As a result, students engaged in multiple Rites of Passage trips this year, and will continue to do so in the following years. Additionally, the Site Director now meets with members of Aveson's parent organization, the ACO, every Friday after the ACO's general meeting to discuss needs and project partnerships. Other influences are addressed in the section below.

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

CONNECT WITH KELLY FINLEY

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

Personalized Mastery Learning, Student-Centered Education
Family surveys highlighted many successes as well as needs. Our families understand the basic essentials behind a personalized mastery learning, student-centered education and believe their children are receiving an effective education. Sixty-one (61) percent of families indicated they believe Aveson effectively educates their students with over two-thirds of both families and students saying students can

explain strategies for learning, collaborate with their advisor to learn, and learn how to identify their strengths. Over 70% of families responding to surveys said their students could effectively explain what they learned.

Areas needing improvement include the deeper benefits of a personalized mastery learning, student-centered approach. These include supporting students to learn resilience and flexibility in learning, understanding how to gauge their progress, and how they know when they've successfully mastered learning content and skills. FIfty-four (54) percent of staff report student's continue trying when faced with learning challenges and 50% of students indicate their advisors have provided instruction on how to engage students along the PML continuum. Sixty (60) percent of families and students, and less 50% of staff mention they feel students are learning and growing at a necessary pace to move to the next level.

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Quarterly stakeholder survey to gauge improvement and needs	Staff 15% agree bullying is not a problem Families 34% agree bullying is not a problem Students 38% agree bullying is not a problem				80% or more of all stakeholders indicate that bullying is not a problem.
Student assemblies for educating on bullying prevention	Implemented 2022	Two assemblies conducted	Three assemblies conducted to support diversity and inclusion and for supporting anti-bullying policies.		Annual student assemblies to educate students on bullying prevention led by student ambassadors.
Utilize "Stop It" anonymous bullying reporting app	Implemented 2022	Reduction in reports of bullying	Restorative conversations and support groups implemented that		More student "Stop It" utilization

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			have resulted in less bullying issues.		
Advisors and students train on how to use "Stop It" app	Advisory period used	More conversations around community building (Anti-Bullying)	Character Strong Advisory curriculum that supports healthy relationship boundaries.		A more harmonious school culture

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	SEL curriculum	Purchase, training and implementation of Character Strong SEL curriculum across MS and HS to support students and advisors in ongoing building of resilient, self-advocating, and aware students.	$10,000.00	No
1.2	Development of prevention goals aligned with bullying policy	School leadership in conjunction with student ambassadors will develop prevention goals, which are actionable items for staff and student awareness as defined by Seth's Law AB 9	$4,000.00	No
1.3	Student-led assemblies	Frequency based on school climate and need (but held at least annually) student led assemblies will be held to support the unification of AGLA students and staff in our commitment to bullying prevention and awareness	$56,000.00	No
1.4	Parent engagement and support	Frequency based on school climate and need (but held at least annually) student and school leadership led meetings will be held to support the unification of AGLA students and staff with the support of families in our commitment to bullying prevention and awareness	$56,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Staff training on policy and prevention	Frequency based on student climate and need (but held at least annually) school leadership led trainings will be held to support the unification of AGLA students and staff in our commitment to bullying prevention and awareness and to explicitly define expectations and guidelines of policy implementation outlined as defined by Seth's Law AB 9	$56,000.00	No
1.6	Restorative Practices	Training of staff in restorative practices to address repairment of the harm caused by bullying and/or other incidents which contribute to an unsafe/unhealthy learning environment	$113,000.00	No

Goal Analysis [2022-23]

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

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

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

Goal 1 Action 1 - Renewal of Character Strong SEL curriculum in FY22-23 was less than initial budget which included implementation costs. Kept $10,000 in budget for replacement materials and training for new staff.

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Classroom observations that follow the PML model	Inconsistent across content areas	PML PD Scheduled for August 2022 PML Coordinator hired to assist Advisors	The Director of PML had 1-on-1 meetings with new teachers and scheduled observations with all teachers to model and support PML instruction. The Aveson Hub was created to help teachers implement new teaching modalities that were later observed with reflective practices for		All AGLA content classrooms will model the PML approach.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			teacher practice goal setting.		
Design of course of study for each content course	Inconsistent across content areas	PD Scheduled for 2022 -23	Teachers had to plan their units back and were given planning and professional development time to support this requirement with a deadline set early in the beginning of the year. Templates, resources, and director-modeled pacing plans were supplied as guides for teachers to emulate.		Each content course will have a clearly defined course of study detailing the standards required for instruction, learning outcomes necessary for student mastery
Data analysis reflecting individual learning and student mastey	Current practices are shown at only 42% of ongoing methodized data implementation	PD Scheduled for 2022-23

PML Coordinator hired to assist Advisors | Professional development to support data talks occurred, and the Director of PML supported teachers in reviewing data and supporting curriculum development using structured inquiry-based approaches such as formative and summative data. More intentional and consistent data talks will be implemented during full- | | All content teachers are well equipped to use developed assessment data to analyze for the planning of student learning outcomes and to provide high quality instruction, support, and resources to students to develop mastery |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			professional development days in the following academic year.		
Learning outcomes aligned to each essential content standard	Inconsistent across content areas	PD Scheduled for 2022-23 PML Coordinator hired to assist Advisors	PML Director and Site Director began have reviewed standard alignment for particular units and are using rubrics, standard-based curriculum to		All content classes will have established "I can…" student centered learning outcomes aligned to each essential content standard as identified by course of study designed for each course
Rigorous project based learning	Inconsistent across content areas	PD Scheduled for 2022-23 PML Coordinator hired to assist Advisors	Teachers attended multiple full-day PBL professional development workshops that offered scaffolded resources for teachers to explore PBL--based on philosophy that could then be translated into authentic practice in their current lesson planning. Teachers then progressively applied new PBL learning theory to their coursework while their products were being vetted and provided		As identified by developed rubrics, students will be able to show mastery of learning outcomes through reading, research, presentations and defense

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			feedback from the administration to improve and evolve their implementation.		
Evidence of student mastery from a cross curricular approach	Not currently implemented	PD Scheduled for 2022-23	Teachers and advisors have collaborated across multiple content areas to design interdisciplinary projects requiring students to apply knowledge and skills from multiple subjects. For example, students studying history and science could work together on a project exploring the scientific advancements during a particular historical era which is then presented in front of an authentic audience at our Celebration of Learning.		Students and advisors will work collaboratively across content courses (ELA to History, History to Science, Science to Math, etc) to establish relevant connections to learning outcomes across content areas

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Course of study	Development/revision of course of study	$549,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Personalized mastery learning student plan	Development/revision of personalized mastery learning student plan	$356,500.00	Yes
2.3	Project based rubrics	Development/revision of project based rubrics	$88,000.00	No
2.4	Progress Monitoring	Development/revision of assessments to monitor student progress towards goal mastery	$328,000.00	No
2.5	Learning outcomes	Development/revision of student learning outcomes	$221,000.00	
2.6	Expanded Learning Opportunities	Expanded Learning Opportunities for AGLA 6th Grade Students (Extended Day and Summer Learning)	$50,000.00	No

Goal Analysis [2022-23]

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

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

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Personalized Professional Development	Advisors are not currently participating in individual professional growth plans	Advisors completed a growth plan and received an evaluation with feedback.	Advisors receive two evaluations with 1-1 meetings to communicate strengths and challenges in their craft along with specific direction on how to improve their practice. PML coach is also available to model, observe and give feedback to support advisors to evolve their pedagogy and professional practice for their final evaluation.		All advisors will participate in the development of professional growth plans outlining areas of identified need, owning participation in appropriate and robust professional development opportunities evidenced by classroom implementation practices and/or providing staff development on acquired skills.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Analysis	42% Implementation rate according to data driven instruction and assessment implementation rubric	Many teachers have implemented having rubrics attached to assignments. A PD is scheduled to teach data analysis for student PML plan conversations and goal setting.	Advisors are beginning to curate self-created rubrics using their content and state standards along with 21st century skills to assess students and collect authentic data that will guide their future instruction.		Through methodical and structured ongoing data analysis meetings, discussions, reflections, etc. AGLA staff will increase data implementation practices with 100% efficiency and consistency as outlined by the data driven instruction assessment implementation rubric.
Formative Assessments	Inconsistent development and use of course assessments	AGLA has partnered with NWEA for assessments.	AGLA continues to partner with NWEA assessments and implements the three times a year. Professional development to review the data and to support student engagement with data was held mid year. Math courses use summative formative assessments at the end of every module to monitor progress and guide instruction. English advisors use pre/post assessments that align to state-		Formative assessments will be developed and implemented across all content courses as part of ongoing practices that measure student proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			standard expectations of writing narrative, opinion and informational writing content.		
Cross-curricular learning outcomes	Not currently implemented	A PD has been planned for cross curricular training and support.	Advisors have received seven full-day professional developments support their knowledge in curating course work that utilizes cross-curricular learning outcomes. Middle school teachers have begun collaborating to combine different coursework outcomes into different content through projects-based outputs, essays, and presentations.		Student learning outcomes will be expanded and utilized across at least two content areas for students to express mastery learning to a higher degree.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Personalized Professional Development	Advisors work individually with designated administrators to develop their professional growth plans aligned to the 5 components of the Personalized Mastery Learning Continuum, becoming active professional learners in professional development opportunities as both participant and trainer.	$89,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Data analysis	Ongoing collaboration amongst advisors and with administrators to review data, reflect on outcomes, and execute plans for necessary adjustments and instructional improvements.	$89,000.00	No
3.3	Summative and formative assessments	Staff training in production of summative and formative assessments (CAASPP, iReady, NWEA Map, and advisor generated assessments)	$99,000.00	No
3.4	Cross-curricular learning outcomes	Staff training in development of cross-curricular learning outcomes and mastery based projects	$113,000.00	No

Goal Analysis [2022-23]

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

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

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.
AGLA math scores have been inconsistent since 2017 dashboard reporting going from yellow to orange and back to yellow in 2019. We must strive toward the green level for the 2022-23 academic year. Thus, the need for the steps in goal 4.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2020 Dashboard	Yellow- 43.3 points below standard				Dashboard math performance in green for all students and student groups.
NWEA Map	Fall 2019 43.3 6th graders low (0-20) and 23.3 6th graders low average (21-40)	Fall 2021 29% low, 19% low ave, 23% ave, 10% high ave, 19% high	6th grade: Fall 2022 28% low, 27% low ave, 21% ave, 18% high ave, 6% high 10th grade: Fall 2022 16% low, 21% low ave, 26% ave, 26% high ave, 11% high		These students will be 10th graders. Increasing achievement with zero students scoring in the low to low average range. 100% of students scoring in the average to high average range. Students in 6th grade during 2023-24 will be the low average and above range by spring assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Map	Fall 2019 26.2 7th graders low (0-20) and 29.2 low average (21-40)	Fall 2021 12% low, 30% low ave, 21% ave, 21% high ave, 15% high	7th grade: Fall 2022 54% low, 21% low ave, 4% ave, 17% high ave, 4% high 11th grade: Fall 2022 47% low, 33% low ave, 13% ave, 7% high ave.		These students will be 11th graders. Increasing achievement with zero students scoring in the low to low average range. 100% of students scoring in the average to high average range. Students in 7th grade during 2023-24 will be the low average and above range by spring assessment.
NWEA Map	Fall 2019 24 8th graders low (0-20) and 22 low average (21-40)	Fall 2021 38% low, 15% low ave, 16% ave, 18% high ave, 13% high	8th graders: Fall 2022 40% low, 20% low ave, 24% ave, 8% high ave, 8% high 12th graders: Fall 2022: 25% low ave, 50% ave, 25% high ave		These students will be 12th graders. Increasing achievement with zero students scoring in the low to low average range. 100% of students scoring in the average to high average range. Students in 8th grade during 2023-24 will be the low average and above range by spring assessment.
NWEA Map	Fall 2019 25.7 9th graders low (0-20) and 31.4 low average (21-40)	Fall 2021 32% low, 28% low ave, 20% ave, 16% high ave, 4% high	Fall 2022: 47% low, 32% low ave, 5% ave, 11% high ave, 5% high ave		These students will be graduates. 2023-24 9th grade students increasing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					achievement with zero students scoring in the low to low average range. 100% of students scoring in the average to high average range.
NWEA Map	Fall 2019 18.4 10th graders low (0-20) and 23.7 low average (21-40)	Fall 2021 53% low, 18% low ave, 18% ave, 12% high ave, 0% high	Fall 2022: 34% low, 22% low ave, 11% ave, 11% high ave, 22% high ave		These students will be graduates. 2023-2410th grade students increasing achievement with zero students scoring in the low to low average range. 100% of students scoring in the average to high average range.
Teacher Development Group (TDG)	Provide math PD for advisors	Increased in math scores on assessments.	Advisors participated in eight full-day professional developments with TDG to investigate current pedagogy practices in each class and how to better utilize the Habits of Mind to develop deeper mathematic thinking, incorporate math discussions to offer multiple modalities to explore math content,		See a substantial increase in student achievement and effective teacher instructional delivery.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			and engage students in dynamic instruction. Advisors were also coached by a representative from TDG once a month which offered guided/modeled teaching practices and reflection to strengthen content engagement.		

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Math Intervention	Students grades 6-8 performing below grade expectancy in math will be provided with math intervention via iReady	$5,000.00	No
4.2	Math Curriculum	Purchasing of math curriculum for grades 6-8 and Integrated 1-3 courses.	$18,500.00	No
4.3	Data Analysis	Math advisors will work with designated administrators and within the math department to analyze math data on a weekly basis to determine immediate adjustments and/or strategies that are working well to drive student achievement and effective instruction	$59,500.00	No
4.4	Weekly Observations	Administrators will conduct observations with math advisors on a weekly basis to share feedback and discuss the observed lesson within 24 hours with the intent to determine what went well in the lesson and what adjustments can be made	$59,500.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enrollment increase of 10% annually	AGLA's enrollment is currently on the decline with approximately 262 students enrolling for the 2021-22 school year.	We have increased our enrollment by over 10%.	Enrollment has maintained.		AGLA's student population count will be at least 399
Marketing/Promotional Materials	Communications Consultant has been sending updates on school improvements.	Social media outlets are utilized.	Social media continues to be a driving force to engage the community, retain students, and invite new members. A team has begun creating promotional collateral (postcards, folders, one-pagers, brochures) to communicate with potential future		AGLA will have an ongoing and established annual marketing calendar and promotional materials to support retention and recruitment efforts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			families Aveson's vision.		
Informational Meetings	Currently conducted via ParentSquare.	Ongoing	AGLA held three informational meetings this year to engage families in Aveson's new "Aveson Way" a school-wide initiative that involved all stakeholders in its development. These meetings were casual and constructive conversations about Aveson's mission, what defines Aveson, and where all stakeholders envision Aveson becoming in the future. Participation was intense, as was the feedback that these types of meetings offer transparency about what the school intends to become.		Informational sessions will be held at least twice a year at AGLA for interested families.
Promotional Activities/Community Outreach	AGLA has been working closely with the Altadena Council Representative for school perimeter signage on streets.	Ongoing	The school continues to brand with a new logo rebranding, website overhaul, merchandise, signage, and		AGLA will participate in community events at least 3 times annually to increase awareness of our school and at the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students participating in Council meetings. Opening building for community events		promotional materials. The building has hosted events for local artists, a blood drive, and a theater and continues collaborating on future opportunities with the community. Furthermore, AGLA team members have joined forces with the Safe Passage Project. This organization focuses on safety in the neighborhood, ensuring that our students and the community are safer from traffic accidents. This has fostered a dialogue about Aveson within a broader audience in the community. Aveson has also hosted local food trucks to bring foot from the public into our community.		same time partnering with various community organizations (supporting walks-cancer, AIDS, March of Dimes, etc; drives-food, blood, etc.; parades)
Online Presence	Active presence on Instagram and Facebook with four or more posts per week.	Ongoing	Aveson continues to use Facebook, Instagram posts almost daily. AGLA has also initiated a		AGLA will have a stable and vibrant social media presence across multiple platforms.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Twitter inactive, and ParentSquare.		TikTok account. A specific elective was created that emulated an advertising agency called "Aveson Action," where students and the school's social media manager collaborated to create student-driven narratives to promote Aveson's vision, and upcoming events and to promote the welcoming of new families to the school community.		
Community Liaison	A Community Liaison has been hired for recruitment and increasing community partnerships.	Hired for 2022-23 school year.	The community liaison has been a vital source for outreach and student engagements. Aveson has collaborated with the Altadena Library to provide workshops, connected with local businesses to donate food, and included Aveson in upcoming promotional events. Connections with a local artist foundation also brought artist gallery shows to our on-campus gallery.		An increase of 30% student enrollment. More outreach opportunities for students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Furthermore, the liaison has continued to nurture past relationships with local park groups, community speakers, and DEI committees to place Aveson's presence in diverse arenas.		

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Marketing/Promotional Materials	Purchasing of promotional materials for use at community and informational events (pop-up tent, standing banner, brochures, pencils, custom tablecloth, mailers, etc.)	$5,000.00	No
5.2	Informational Meetings	Information sessions at AGLA for new/interested families at least twice annually	$2,000.00	No
5.3	Community Outreach	Creation and execution of various events on the AGLA campus (movie night, paint night, campus tours, tabling at community events)	$3,500.00	No
5.4	Online Presence.	Social media manager; staff stipend	$6,000.00	No

Goal Analysis [2022-23]

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

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

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$151,798	0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.00%	0.00%	$0.00	6.00%

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

Required Descriptions

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

Goal 1 Safe and Healthy Learning Environments. There is no research data to show that low-income students are impacted by bullying to any degree greater than their peers. This goal is essential to all students and was not designed to support any specific student category "first".

Therefore, all actions identified as part of goal 1 are effective for meeting the needs of these students and all students on our campus.

Goal 2 Meaningful Instruction

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

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

Goal 3 Increased Educator Efficacy

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

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

Goal 4 Student Achievement

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

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

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

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

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

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

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,678,500.00	$683,500.00		$74,500.00	$2,436,500.00	$2,335,000.00	$101,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	SEL curriculum	All	$10,000.00				$10,000.00
1	1.2	Development of prevention goals aligned with bullying policy	All	$3,000.00	$1,000.00			$4,000.00
1	1.3	Student-led assemblies	All	$41,000.00	$13,000.00		$2,000.00	$56,000.00
1	1.4	Parent engagement and support	All	$41,000.00	$13,000.00		$2,000.00	$56,000.00
1	1.5	Staff training on policy and prevention	All	$41,000.00	$13,000.00		$2,000.00	$56,000.00
1	1.6	Restorative Practices	All	$83,000.00	$26,000.00		$4,000.00	$113,000.00
2	2.1	Course of study	All	$294,500.00	$236,000.00		$18,500.00	$549,000.00
2	2.2	Personalized mastery learning student plan	English Learners Foster Youth Low Income	$265,000.00	$71,000.00		$20,500.00	$356,500.00
2	2.3	Project based rubrics	All	$65,000.00	$20,000.00		$3,000.00	$88,000.00
2	2.4	Progress Monitoring	All	$241,500.00	$75,500.00		$11,000.00	$328,000.00
2	2.5	Learning outcomes		$163,000.00	$50,500.00		$7,500.00	$221,000.00
2	2.6	Expanded Learning Opportunities	Unduplicated Students with Disabilities		$50,000.00			$50,000.00
3	3.1	Personalized Professional Development	All	$68,500.00	$20,500.00			$89,000.00
3	3.2	Data analysis	All	$68,500.00	$20,500.00			$89,000.00
3	3.3	Summative and formative assessments	All	$78,500.00	$20,500.00			$99,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	Cross-curricular learning outcomes	All	$87,000.00	$26,000.00			$113,000.00
4	4.1	Math Intervention	All	$5,000.00				$5,000.00
4	4.2	Math Curriculum	All	$18,500.00				$18,500.00
4	4.3	Data Analysis	All	$44,000.00	$13,500.00		$2,000.00	$59,500.00
4	4.4	Weekly Observations	All	$44,000.00	$13,500.00		$2,000.00	$59,500.00
5	5.1	Marketing/Promotional Materials	All	$5,000.00				$5,000.00
5	5.2	Informational Meetings	All	$2,000.00				$2,000.00
5	5.3	Community Outreach	All	$3,500.00				$3,500.00
5	5.4	Online Presence.	All	$6,000.00				$6,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,529,965	$151,798	6.00%	0.00%	6.00%	$265,000.00	9.88%	20.35 %	**Total:**	$265,000.00
								LEA-wide Total:	$265,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Personalized mastery learning student plan	Yes	LEA-wide	English Learners Foster Youth Low Income		$265,000.00	9.88%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,862,000.00	$2,928,634.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	SEL curriculum	No	$10,000.00	$700
1	**1.2**	Development of prevention goals aligned with bullying policy	No	$5,500.00	$5,500
1	**1.3**	Student-led assemblies	No	$67,500.00	$69,000
1	**1.4**	Parent engagement and support	No	$67,500.00	$69,000
1	**1.5**	Staff training on policy and prevention	No	$67,500.00	$69,000
1	**1.6**	Restorative Practices	No	$134,500.00	$139,500
2	**2.1**	Course of study	No	$673,000.00	$678,500
2	**2.2**	Personalized mastery learning student plan	Yes	$364,000.00	$374,934
2	**2.3**	Project based rubrics	No	$107,500.00	$108,500
2	**2.4**	Progress Monitoring	No	$404,000.00	$405,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Learning outcomes		$269,000.00	$273,000
2	2.6	Expanded Learning Opportunities	No	$50,000.00	$50,000
3	3.1	Personalized Professional Development	No	$107,500.00	$110,000
3	3.2	Data analysis	No	$107,500.00	$110,000
3	3.3	Summative and formative assessments	No	$117,500.00	$116,000
3	3.4	Cross-curricular learning outcomes	No	$134,500.00	$139,500
4	4.1	Math Intervention	No	$5,000.00	$8,000
4	4.2	Math Curriculum	No	$18,500.00	$23,500
4	4.3	Data Analysis	No	$67,500.00	$73,500
4	4.4	Weekly Observations	No	$67,500.00	$73,500
5	5.1	Marketing/Promotional Materials	No	$5,000.00	$20,000
5	5.2	Informational Meetings	No	$2,000.00	$2,000
5	5.3	Community Outreach	No	$3,500.00	$3,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.4**	Online Presence	No	$6,000.00	$6,000

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$120,195	$288,500.00	$318,000.00	($29,500.00)	10.33%	15.60%	5.27%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Personalized mastery learning student plan	Yes	$288,500.00	$318,000	10.33%	15.6%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,043,444	$120,195	0.00%	5.88%	$318,000.00	15.60%	31.16%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

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

Broad Goal

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

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

Maintenance of Progress Goal

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

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

    o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

California Department of Education
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Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	1	86
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Aveson Schools have used various measuring protocols and tools to monitor ELA student progress: Standardized Tests: Aveson has monitored data via NWEA Map assessments three times a year. Aveson also used CAASPP state standardized testing scores to set goals and monitor progress. Curriculum Alignment: LEAs used curriculum mapping tools and frameworks to ensure that classroom instructional materials and lesson plans aligned with the state academic standards, which helped Aveson align at a curricular level. Classroom Observations: LEAs conduct classroom observations and walkthroughs to assess how well teachers incorporate the state educational standards into their instructional practices. These observations also provided valuable qualitative data about how measures are being implemented effectively. Data Management Systems: LEAs employ data management systems to collect and analyze student performance, curriculum implementation, and professional development data. Google Classrooms, Progress Reports, and Map data were all referenced throughout the year. Teacher Professional Development: LEAs provide professional development opportunities for teachers to enhance their understanding and implementation of state academic standards and PML practice. Tracking participation and evaluating the impact of these professional development programs also helped Aveson measure the progress.

Implementing the academic standards adopted by the SBE involves various measures and tools depending on the specific academic standards. English Language Arts (ELA) - Common Core State Standards for ELA:
The ELA curriculum and instructional materials align with the Common Core State Standards for ELA with our school-chosen curriculum of Lucy Calkins. Student-centered assessment rubrics and three writing assessments were implemented each trimester. Teachers receive professional development focused on understanding and implementing the ELA standards effectively during our SIPPS training and other online self-pacing guides. Student progress in ELA was assessed through standardized tests via MAP aligned with the Common Core ELA standards and pre and post-writing assessment data.

English Language Development (ELD) (Aligned to Common Core State Standards for ELA): Specialized instruction for English language learners (ELLs) to develop their language proficiency and meet the Common Core ELA standards through differentiation. ELD curriculum and instructional strategies may be aligned with the Common Core ELA standards. ELLs' progress in language development was assessed using language proficiency tests aligned with the ELD standards and ELPAC data.

Mathematics - Common Core State Standards for Mathematics: The mathematics curriculum and instructional materials align with the Common Core Math standards using our Great Minds/Eureka curriculum. Teachers received professional development through the Teacher Development Group (TDG) to deepen their understanding of the Math standards and effective instructional practices via online instructional materials and personalized pacing plans for teacher learning. Student achievement in Math was assessed through standardized tests aligned with the Common Core Math standards via MAP and testing modules after every math unit.

Next Generation Science Standards: The science curriculum and instructional materials with the Next Generation Science Standards (NGSS) via Pocketbook curriculum. Teachers received professional development to enhance their understanding of NGSS and incorporate inquiry-based instruction into their science lessons. Student performance in science may be assessed through NGSS-aligned assessments, projects, or performance tasks.

History-Social Science: Social studies curriculum and instructional materials with the History-Social Science standards were aligned with the Rethinking Schools curriculum and rubrics. Teachers received professional development to deepen their knowledge of the content and instructional strategies related to the means through

online resources with self-pacing teacher learning opportunities and our onsite Projects professional development coordinator. Student progress in history-social science was assessed through various methods, including tests, projects, and presentations, and was presented at our two school-wide Celebration of Learning events.

Career Technical Education: Aveson offered career technical education courses and programs that align with specific industry standards and competencies in preparation for our internship program launching in the 2023-24 school year. Aveson also implemented Outlier as an option to gain college credits toward an Associate Degree.

Physical Education Model Content Standards and Health Education Content Standards: Aveson implemented Open Phys Ed as its core health education curriculum that covers the content areas outlined in the Health Education Content Standards and the California Physical Fitness Test. Student learning and understanding of health-related concepts were accessed through the California Physical Fitness Test data and intermittent module tests held by the physical education teacher. Aveson also implemented More Than Just Sex for our required yearly sexual health lessons for the 8th & 10th grades.

Performing Arts Content Standards: Aveson continued drama in our Blackbox theater and choir. Performers offered exhibitions and show open to the public and school community. Feedback was given from community members and audiences.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

    Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards			3		
Visual and Performing Arts					
World Language			3		

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

    Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

> The district maintains frequent, proactive communication with families through various channels and languages.
> The district ensures multiple avenues for families and staff to offer their input in diverse formats.
> The district fosters numerous opportunities to establish relationships and partnerships.
> Schools within the district create inviting environments that embrace and welcome families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

> We strongly advocate for teachers and families to work together in creating objectives for students' growth and progress. Ongoing professional development is essential for teachers to effectively engage with families and address students' specific needs and goals. We must also explore ways to enhance the involvement of underrepresented families and improve their engagement in the educational process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

> (1) Discover families who are not adequately represented, reach out to them, recognize possible obstacles to involvement, and propose solutions to overcome those obstacles; and
> (2) Aid educators in sustaining communication with these families and enhance their level of engagement.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The district partnered with local non-profits, businesses, and cultural institutions to enrich students' experiences. These partnerships offered opportunities for field trips, internships, mentorship programs, and guest speakers, broadening students' horizons and connecting their learning to real-world contexts.The district also actively involved parents and families in their child's education through initiatives such as parent-teacher associations, family engagement workshops, and home-school communication platforms.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The district will focus a clearer protocol for accessing student progress reports.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The district will proactively reach out to underrepresented families and build relationships based on trust and mutual respect. This can involve home visits, community events, or culturally relevant workshops. Engage community leaders, organizations, and cultural liaisons to bridge the gap between schools and families.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

> The district identifies relevant stakeholders: Identify and engage stakeholders directly affected by or have expertise or knowledge related to the decision. The district considered diverse perspectives, including individuals or groups who may have historically been marginalized or underrepresented. The district also provided multiple avenues for input: Offered various channels for stakeholders to provide feedback. This can include surveys, focus groups, public forums, online platforms, or one-on-one meetings. Providing multiple avenues ensures that different preferences and accessibility needs are accommodated.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

> The district will continue to attempt various engagement strategies to reach a broad range of stakeholders. This can include surveys, focus groups, interviews, workshops, town hall meetings, online forums, or social media campaigns. A mix of strategies will help us capture input from different stakeholders and encourage diverse participation.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

> The district will proactively reach out to underrepresented families and build relationships based on trust and mutual respect. This can involve home visits, community events, or culturally relevant workshops. Engage community leaders, organizations, and cultural liaisons to bridge the gap between schools and families.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

As a school, the key learnings from the survey results and share what the LEA has learned.

DATA: The survey results have provided valuable insights into various aspects of our school community. Key learnings from the data include Parent satisfaction: The survey revealed high levels of parent satisfaction with the overall school experience, particularly in teacher effectiveness, communication, and school safety. Areas of strength: The data highlighted our school's strong emphasis on inclusive practices, as indicated by positive responses about diversity, equity, and inclusion. Additionally, the survey showed that our extracurricular programs, such as sports and clubs, are highly valued by students and parents. Areas for growth: The survey also highlighted areas where improvements could be made. For instance, some concerns were raised about the availability of resources for students with special needs and the level of support provided for English language learners. This feedback suggests a need for targeted interventions and additional support.

MEANING: The disaggregated survey results and other data collection methods reveal the following about our school: Areas of strength: Our school demonstrates a strong commitment to fostering an inclusive and diverse environment, as evidenced by positive responses across different demographic groups. This highlights our success in creating an inclusive school culture that values and respects all students and families. Challenges and barriers: The data also indicates that we must address specific challenges and obstacles. For example, the lower satisfaction levels reported by some parents from underrepresented backgrounds suggest a need for targeted engagement strategies to ensure all families feel connected and supported. Additionally, the data highlight a need for increased resources and specialized support for students with special needs and English language learners.

USE: In response to the survey results and to facilitate continuous improvement, the LEA has implemented or plans to implement the following revisions, decisions, or actions: Targeted engagement initiatives: The LEA has initiated outreach and engagement efforts to bridge the gap between underrepresented families and the school. This includes hosting community forums, partnering with cultural organizations, and providing translation services to ensure effective communication and involvement of all families. Enhanced support for diverse learners: The LEA has allocated additional resources to provide targeted support for students with special needs and English language learners. This includes professional development for teachers, giving specialized instructional materials, and implementing evidence-based instructional strategies to meet the unique needs of these students.

Review of policies and procedures: The LEA is conducting a comprehensive review of policies and procedures related to diversity, equity, and inclusion. This includes examining recruitment and hiring practices, curriculum and instructional materials, and disciplinary approaches to ensure they align with best practices and promote equitable student outcomes.

By implementing these revisions, decisions, and actions, the LEA aims to address the identified areas for improvement and further strengthen the areas of strength. While it is still early to gauge the impact of these actions, preliminary feedback suggests that the targeted engagement efforts and enhanced support initiatives are beginning

to yield positive results in terms of increased parent satisfaction, improved student outcomes, and a more inclusive school climate. The LEA remains committed to ongoing data collection, analysis, and continuous improvement to ensure that all students and families thrive within our school community.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Course catalogs and scheduling system: Our school utilizes a comprehensive course catalog that outlines the wide range of courses and academic programs available to students. The catalog includes course descriptions, prerequisites, and information on grade spans. The scheduling system ensures that students have the opportunity to enroll in courses appropriate for their grade level and individual needs.

Individualized Education Programs (IEPs) and 504 plans: For students with exceptional needs, our school implements IEPs and 504 plans. These documents outline specific accommodations, modifications, and support services required to ensure that students can access a broad course of study. Regular monitoring and review of these plans help track the enrollment of students with exceptional needs in appropriate courses.

Data tracking systems: Our school utilizes data tracking systems to monitor student enrollment and course completion. These systems capture information on the courses taken by individual students, ensuring that they have access to a broad range of subjects and are not limited to a narrow course of study. The data is disaggregated to identify any disparities in course enrollment among different student groups.

Student support services: Our school provides a range of support services, such as academic counseling and guidance, to ensure that all students have access to appropriate courses. Through regular interactions with students, counselors track the enrollment patterns and address any barriers or challenges preventing students from accessing a broad course of study.

Equity audits: Periodic equity audits are conducted to assess the distribution and availability of courses across grade spans and student groups. These audits help identify any gaps or disparities in access and enrollment and guide decision-making to ensure equitable opportunities for all students.

Parent and student feedback: Our school actively seeks feedback from parents and students regarding course offerings and access. Surveys, focus groups, and individual meetings provide valuable insights into the perceptions and experiences of different student groups. This feedback is used to make informed decisions and improvements to enhance access to a broad course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As a school, based on the locally selected measures and tools, we have determined the extent to which all students have access to and are enrolled in a comprehensive course of study. The summary reveals the following information:

Overall access and enrollment: Our analysis of the locally selected measures indicates that most students across school sites have access to and are enrolled in a comprehensive course of study. The course catalogs and scheduling systems have effectively provided various academic programs and courses.

Differences across school sites: While overall access is favorable, we have identified differences in admission and enrollment. These differences may arise due to resource variations, course offerings, or staffing levels. We are actively working to address these disparities by reallocating resources, expanding course options, and providing additional support to schools with lower access rates.

Differences among student groups: Our analysis reveals disparities in access and enrollment among different student groups. Some student groups, such as students from historically marginalized communities or those with exceptional needs, may face more significant challenges in accessing a broad course of study. We are committed to addressing these disparities through targeted interventions, including personalized counseling, additional academic support, and advocating for equitable resource allocation.

Progress over time: Through ongoing data collection and analysis, we have observed improvement over time in the extent to which all students have access to and are enrolled in a broad course of study. By implementing strategies to address disparities and promote inclusivity, we have seen enrollment rates improved among historically underserved student groups. However, we recognize that more work needs to be done to ensure equitable access and enrollment for all students.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

As a school, based on the tool's results or locally selected measures, we have identified several barriers that prevent the LEA (Local Education Agency) from providing access to a comprehensive course of study for all students. These barriers include:

Limited resources: One of the primary barriers is limited resources, both financial and human. There needs to be more funding to allow diverse courses, specialized programs, and support services to be available. Additionally, more qualified teachers and staff may be required to offer a wide range of courses or provide individualized attention to students.

Inequitable distribution of resources: The tool or measures may have revealed an inequitable distribution across schools within the LEA. Some schools may have more comprehensive course offerings, advanced placement programs, or specialized courses, while others may need more opportunities. This inequity can be due to funding disparities, staffing allocation, or historical imbalances in resource distribution.

Lack of teacher expertise and training: Another barrier is the need for teacher expertise and training in delivering a comprehensive course of study. Some teachers may lack the qualifications or professional development opportunities to teach specialized courses or support students with diverse learning needs. This can restrict the range of courses available and limit students' access to a broader curriculum.

Limited student support services: Insufficient student support services, such as academic counseling, tutoring, or career guidance, can impede access to a comprehensive course of study. Students may need help in selecting appropriate methods, understanding graduation requirements, or accessing additional academic support. The lack of comprehensive support services can hinder students' ability to navigate their educational pathways effectively.

Systemic biases and cultural barriers: Systemic biases and cultural barriers can create barriers to accessing a comprehensive course of study for specific student groups. Historical inequities, stereotypes, or cultural prejudices may influence course recommendations, placement decisions, or tracking practices, limiting opportunities for some students. Addressing these barriers requires a concerted effort to promote equity, cultural sensitivity, and inclusive practices throughout the LEA.

Limited awareness and engagement: Some students and their families may need more awareness of the available courses or face barriers to actively engaging with the school. Language barriers, lack of communication channels, or inadequate outreach efforts can hinder students' and families' ability to access information about course options, enrollment procedures, and available support services.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Resource reallocation: The LEA has revisited its resource allocation strategy to ensure a more equitable distribution of resources across schools. Additional funding has been allocated to schools with limited course offerings, allowing them to expand their curriculum and provide a broader range of courses. This includes investing in instructional materials, technology, and teacher professional development opportunities.

Professional development: The LEA has implemented targeted professional development programs for teachers to enhance their expertise and broaden their subject knowledge. This includes providing training on delivering specialized courses, implementing inclusive teaching practices, and addressing the needs of diverse student populations. The LEA aims to expand course offerings and provide a more comprehensive curriculum by improving teacher capacity.

Expanded student support services: The LEA has developed student support services to ensure all students can access academic counseling, career guidance, and tutoring services. These services help students make informed decisions about their course selections, receive personalized academic support, and explore various educational and career pathways.

Inclusive course placement policies: The LEA has reviewed and revised its policies to promote equitable access to a comprehensive course of study. The emphasis is on eliminating biases and ensuring students are appropriately placed in lower-level or limited systems based on their demographic characteristics. The LEA is working to implement fair and transparent criteria for course placements that consider individual student abilities and aspirations.

Community partnerships and outreach: The LEA has partnered with local organizations, businesses, and higher education institutions to expand course options and provide students with enriched learning experiences. These partnerships facilitate the development of specialized programs, internships, and dual enrollment opportunities, allowing students to access a broader range of courses and experiences.

Improved communication and engagement: The LEA has enhanced communication and engagement efforts with students and families to raise awareness about available course options and support services. This includes regular communication through newsletters, websites, and social media platforms and targeted outreach to underrepresented communities. The goal is to ensure that all students and families are informed, involved, and empowered to make choices that align with their educational goals.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]

Coordinating Instruction	1	2	3	4	5
county, including:					
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2022-2023

Date of Board Approval

LEA Name
Aveson School of Leaders

CDS Code:
19648810113472

Link to the LCAP:
(optional)
Aveson.org

1. Title I, Part A
2. Title II, Part A

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

(note: *This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Aveson School of Leader's strategy for using federal funds to supplement and enhance local priorities funded with state funds are reflected in our LCAP. Our federal funds are used to support the accomplishment of our three LCAP goals with specific strategic actions to achieve those goals.

Goal #1 Aveson School of Leaders will continue promoting a safe, clean and learner centered environment with all staff ensuring each student exemplifies the following statement: "My school expects me to achieve personal excellence and use my voice to advocate for myself and others"

Students at Aveson have voice and ownership in their educational experience. In this learner centered environment, students are expected to be social leaders on campus and in their communities. Currently there are many students who take ownership of and contribute to the physical, socioemotional and intellectual safety of others. However, Aveson needs to ensure all students acquire and exhibit social leadership skills resulting in the highest good of all members of the school community. All staff at Aveson will model, explicitly teach and set clear expectations for students as social leaders.

Goal #2: All students will collaborate with their advisors to determine what gets learned based on Common Core Standards, how the information gets learned based on the best instructional practices, and when the learning meets criteria of mastery. This will result in increased academic achievement for all students on local and state assessments.

There continues to be a gap between the SBAC Math scores of All students, African American and Latino/Hispanic students. With few exceptions, White and Asian students are outperforming all other subgroups including, African American, Latino/Hispanic, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.

Goal #3: Parents participate in their students' learning process in a manner consistent with Personalized Mastery Learning which will result in a culture that supports student learning, through student/Advisor/family collaboration.

The Aveson learner centered model expects student and parents to be active participants by collaborating with Advisors and school staff. Reports and data on academic, socioemotional and social leadership goals need to be readily accessible so parents can provide support to their students.

Although parent Action Teams allow for parents to be directly involved with the activities of the schools, and stakeholders provide input on budget and LCAP goals, parents could be more involved in the progress monitoring of the goals and any modifications in activities and funding towards goals.

Federal funds supplement all the actions and strategies of the LCAP by funding the additional instructional assistants in every classroom.

All stakeholders are in agreement with the additional adult support in each classroom needed to ensure Personalized Mastery Learning and Social Emotional Learning is happening for every student especially students needing targeted assistance. Federal funds used to staff the Instructional assistants will also benefit all students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Aveson Mission: Aveson redefines teaching and learning so all children experience an exemplary public education. We support innovative teaching methods and a personalized, experience-based learning environment to ensure no child is left unknown.

In order to provide a personalize learning environment, Aveson keeps class sizes below 26 students and staffs an additional adult as an instructional assistant in every classroom. Title 1 federal funds offsite the cost of the additional IA support.

Title 2 federal funds are used to provide professional development for teachers to deliver Personalized Mastery Learning teaching strategies every day.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

  (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
  (B) identifying students who may be at risk for academic failure;
  (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
  (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
   a. Number of low-income students
   b. Number of minority students
2. Does the LEA have an educator equity gap –
   a. If yes, must create a plan which must include root cause analysis of the disparity
   b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable. LEA is a charter School

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective:

	• **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))

4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All parents at Aveson School of Leaders understand they are welcome on the Aveson campus to volunteer if they have completed the appropriate level of security clearance. and staff are excited to have family members drop in to support personalized student learning. All persons need only sign in at the front office and then report to the classroom or school activity.

Aveson School of Leaders believes families are best engaged at their student's school when they can offer time and expertise in an area they are passionate about supporting. At Aveson School of Leaders, parents/families are encouraged to join Action Teams ("AT") for involvement in Charter School activities and operations.

Each Action Team is led by an AT Facilitator. All AT Facilitators meet with the Executive Director to discuss progress of AT initiatives and how to leverage resources for all teams. The Executive Director is also responsible for ensuring all AT initiatives are compliant with Education Code and are in line with the vision of the charter.

Parent Liaisons organize volunteers to serve students during academic time, gather necessary resources for learning activities not covered in the classroom budget, and ensure all families have access to the latest communication from the Charter School and/or teacher/Advisor.

The Executive Director and Directors meet with all Parent Liaisons and Action Team facilitators on a regular basis. This meeting ensures coordination of calendar, vision and all resources. This group also advises the Aveson Board on any and all matters related to the strengthening of the ASL community.

Parents of students at Aveson School of Leaders have access to all student learning outcomes (Common Core and State Standards) and can monitor a student's progress towards mastery by logging onto their student's SIS portal.

Training on how to use the student SIS portal to support student achievement is provided at the beginning of each school year. Teachers and school leadership attend and conduct the training as a positive way to partner with parents on the importance of monitoring and supporting student mastery.

Parents are informed about the programs, meetings and activities through a monthly newsletter called the Aveson Bite as well as weekly updates from their child's advisor.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to close the achievement gap, Aveson has created classrooms with no more than 26 students in the classroom with two adults supporting Personalized Mastery Learning. One of the adults is a highly qualified credential teacher/Advisor and the other adult is an Instructional Assistant. Personalized Mastery Learning ensures the Advisor and the learning collaborate on what gets learned, how the learning happens and when the learning is mastered. Aveson utilizes Tile 1 funds to fund the additional Instructional Assistant in each classroom. When students are not meeting benchmarks for ELA or Math achievement, they are provided supplemental intervention and supports in and out of the classroom. The students are progress monitored every three weeks to determine if further supports are needed.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson's Homeless Policy ensures homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging state of California academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness. In order to help facilitate the enrollment, placement, and transfer of homeless children and students to the Charter School, the Governing Board designates the Executive Director as the Charter School's liaison. The role of the liaison is to facilitate the appropriate placement and enrollment for homeless students, and serve as the primary resource person to students, families, and staff.

In order to ensure the needs of homeless students are met at Aveson School of Leaders, the Homeless Student Liaison will gather and maintain listings of appropriate resources for students and their families and will ensure they are maintained informed of the educational rights and responsibilities of the school as outlined in the school's Homeless Student Policy. Furthermore, the Liaison will identify and provide school employees with information and best practices for meeting the academic, social, and emotional needs of homeless students. Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4))

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
  (A) through coordination with institutions of higher education, employers, and other local partners; and
  (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders helps students transition from elementary school to middle school through bridging days and activities. Throughout the 2nd semester of their 5th grade year, students spend a day on the campus of ASL's sister school Aveson Global Leadership Academy shadowing as current 6th grades student. A bridging experience is also offered to 2nd grade students who will be transitioning to 3rd grade. Shadow days are also available to any new or prospective ASL students who have been accepted and will attending ASL the following academic year.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

  (A) assist schools in identifying and serving gifted and talented students; and
  (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
   (A) LEA; and
   (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:
1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Aveson School of Leaders supports new teachers by providing collaboration time and coaching from the Personalized Mastery Learning Coach. Personalized professional development plans are created collaboratively including goals for continuous improvement.

New school leaders are coached and mentored by Site Administration or the Executive Director. The school supports this work through a Cognitive Coaching approach.

Every Monday afternoon is a dedicated student free time for all staff to receive whole group and personalized professional development.

The professional development systems and processes are evaluated through a collaborative process with the Site Director, Personalized Mastery Learning Coach and the teacher/Advisor.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:
1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable. LEA is a charter school.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:
1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The use of data to inform instruction is a key feature that guides the classroom practice at Aveson. Advisors meet in content data teams for collect, analyze, synthesize, and report student performance using various data points to create a broad picture of student learning. These data points include CAASPP scores, SBAC Interim Assessment Scores and classroom assessments.

Analysis from the data teams drives conversations regarding instructional growth areas for teacher/Advisors. The Personalized Mastery Learning Coach consults with each teacher/Advisor to determine the strongest personalized professional development plan and how to assess the success of the plan through classroom observations, student and family feedback and Celebrations of Learning and Student Led Conferences.

Title II funded professional development activity decisions are made through a collaborative process with the Executive Director, Personalized Mastery Learning Coach and the teacher/Advisor.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title III, Part A funding.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title III, Part A funding.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:
1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    o   are focused on English learners and consistent with the purposes of Title III;
    o   enhance the core program; and
    o   are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title III, Part A funding.

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title III, Part A funding.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title IV, Part A funding.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

o   Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment: