

Santa Ana Unified School District
Advanced Learning Academy
Advisory Board Meeting
October 4, 2021
10:30 am
<http://bit.ly/ALAMeeting>

- I.** Welcome/Call to Order
- II.** Pledge of Allegiance
- III.** Public Input
- IV.** Principal's Report
 - a.* School Overview
- V.** Presentations
 - a.* Unaudited Actuals
 - b.* Local Indicators for CA School Dashboard
- VI.** Regular Action Items
 - a.* Approval of Meeting Calendar Date/Times
 - b.* Approval of Unaudited Actuals
 - c.* Elect Board Officers
 - d.* Adoption of ESSER III Expenditure Plan
- VII.** Adjournment/*Clausura*

Next Regularly Scheduled ALA Board Meeting will be on December 13, 2021

Advanced Learning Academy Elementary School

2021-2022

Active Students by Grade

10/4/2021

Grade	Female	Male	Other Gender	Total
3	4	3	0	7
4	9	8	0	17
5	8	5	0	13
Grand Total:	21	16	0	37

Advanced Learning Academy Intermediate School

2021-2022

Active Students by Grade

10/4/2021

Grade	Female	Male	Other Gender	Total
6	18	20	0	38
7	31	25	0	56
8	20	26	0	46
Grand Total:	69	71	0	140

Advanced Learning Academy High School

2021-2022

Active Students by Grade

10/4/2021

Grade	Female	Male	Other Gender	Total
9	27	25	0	52
10	17	35	0	52
11	20	16	0	36
12	10	4	0	14
Grand Total:	74	80	0	154

2021-2022 Vacant Positions

Position	Location	PR #	Status	Notes:
Plant Custodian	Circulos	2146		Currently Posted on Edjoin
Computer Tech II	ALA/Circulos	1027	Step 12: HR	9/10- Internal Interviews (No Recommendation) Pending External Interviews
Mild/Mod Teacher (2)	ALA/Circulos	Unknown	SpEd Dept Submitting PR	Job has been sent out to a temp agency- Maxim
CTE Teacher	ALA	2211		Currently Posted on Edjoin
Social Worker	ALA/Circulos	Unknown		
Instructional Coaches (4)	ALA (2) Circulos (2)	On Hold		
FACE (2)	ALA/Circulos	Unknown		
LVN	ALA	Unknown		Will be an Agency Nurse
BIA (5)	ALA	Unknown		Recommended 2 people during group interviews. Status unknown.
AVID Tutors (4)	ALA (2) Circulos (2)	2303-	Step 9: Position Control	Circulos PRs have not been created. Once people are identified we can create the PR.
Activity Monitors (4)	ALA (3) Circulos (1)	2454 - Circulos- Pending Interviews	Various Steps- In progress	Submitted 2 Recommendations

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,789,160.00	4,205,363.00	11.0%
2) Federal Revenue		8100-8299	479,258.22	1,632,286.76	240.6%
3) Other State Revenue		8300-8599	728,946.71	502,970.20	-31.0%
4) Other Local Revenue		8600-8799	10,365.81	10,000.00	-3.5%
5) TOTAL, REVENUES			5,007,730.74	6,350,619.96	26.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	2,320,432.59	2,343,782.47	1.0%
2) Classified Salaries		2000-2999	640,802.10	574,832.22	-10.3%
3) Employee Benefits		3000-3999	1,171,195.63	1,265,890.78	8.1%
4) Books and Supplies		4000-4999	368,693.09	140,463.70	-61.9%
5) Services and Other Operating Expenditures		5000-5999	197,738.11	120,200.00	-39.2%
6) Capital Outlay		6000-6999	375.23	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	168,572.24	230,092.31	36.5%
9) TOTAL, EXPENDITURES			4,867,808.99	4,675,261.48	-4.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			139,921.75	1,675,358.48	1097.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	232,211.06	156,618.81	-32.6%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			232,211.06	156,618.81	-32.6%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			372,132.81	1,831,977.29	392.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,813,807.91	2,185,940.72	20.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,813,807.91	2,185,940.72	20.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,813,807.91	2,185,940.72	20.5%
2) Ending Balance, June 30 (E + F1e)			2,185,940.72	4,017,918.01	83.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			308,564.77	1,866,737.36	505.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,877,375.95	2,151,180.65	14.6%
Other	0000	9780	1,877,375.95		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	257,477.74		
1) Fair Value Adjustment to Cash in County Treasury		9111	518.13		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	1,259,625.76		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	1,479,887.94		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			2,997,509.57		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	176,300.77		
2) Due to Grantor Governments		9590	60,442.00		
3) Due to Other Funds		9610	480,073.79		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	94,752.29		
6) TOTAL, LIABILITIES			811,568.85		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			2,185,940.72		

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	2,565,112.00	2,957,957.00	15.3%
Education Protection Account State Aid - Current Year		8012	68,830.00	69,219.00	0.6%
State Aid - Prior Years		8019	(2,003.00)	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,157,221.00	1,178,187.00	1.8%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,789,160.00	4,205,363.00	11.0%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	29,737.30	74,176.22	149.4%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4037, 4124, 4126, 4127, 4128, 5510, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	449,520.92	1,558,110.54	246.6%
TOTAL, FEDERAL REVENUE			479,258.22	1,632,286.76	240.6%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	7,959.00	11,015.00	38.4%
Lottery - Unrestricted and Instructional Materials		8560	85,197.51	71,680.00	-15.9%
After School Education and Safety (ASES)	6010	8590	177,559.20	177,559.20	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	458,231.00	242,716.00	-47.0%
TOTAL, OTHER STATE REVENUE			728,946.71	502,970.20	-31.0%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	9,847.68	10,000.00	1.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	518.13	0.00	-100.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,365.81	10,000.00	-3.5%
TOTAL, REVENUES			5,007,730.74	6,350,619.96	26.8%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	2,069,292.31	2,110,955.06	2.0%
Certificated Pupil Support Salaries		1200	102,352.92	86,103.17	-15.9%
Certificated Supervisors' and Administrators' Salaries		1300	148,787.36	146,724.24	-1.4%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,320,432.59	2,343,782.47	1.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	162,542.38	135,588.52	-16.6%
Classified Support Salaries		2200	154,217.85	120,612.78	-21.8%
Classified Supervisors' and Administrators' Salaries		2300	9,042.31	8,882.26	-1.8%
Clerical, Technical and Office Salaries		2400	255,553.10	243,200.01	-4.8%
Other Classified Salaries		2900	59,446.46	66,548.65	11.9%
TOTAL, CLASSIFIED SALARIES			640,802.10	574,832.22	-10.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	580,909.48	629,074.80	8.3%
PERS		3201-3202	122,992.13	128,379.51	4.4%
OASDI/Medicare/Alternative		3301-3302	80,305.99	76,021.42	-5.3%
Health and Welfare Benefits		3401-3402	385,520.94	396,516.43	2.9%
Unemployment Insurance		3501-3502	1,467.09	35,898.62	2346.9%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,171,195.63	1,265,890.78	8.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	165,309.37	108,463.70	-34.4%
Noncapitalized Equipment		4400	156,064.62	32,000.00	-79.5%
Food		4700	47,319.10	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			368,693.09	140,463.70	-61.9%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	11,725.95	11,000.00	-6.2%
Travel and Conferences		5200	84.00	14,500.00	17161.9%
Dues and Memberships		5300	1,510.00	6,800.00	350.3%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	48,482.55	0.00	-100.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	1,000.00	New
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	15,404.37	49,250.00	219.7%
Professional/Consulting Services and Operating Expenditures		5800	115,417.48	37,650.00	-67.4%
Communications		5900	5,113.76	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			197,738.11	120,200.00	-39.2%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	375.23	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			375.23	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	168,572.24	230,092.31	36.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			168,572.24	230,092.31	36.5%
TOTAL, EXPENDITURES			4,867,808.99	4,675,261.48	-4.0%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	232,211.06	156,618.81	-32.6%
(a) TOTAL, INTERFUND TRANSFERS IN			232,211.06	156,618.81	-32.6%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			232,211.06	156,618.81	-32.6%

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,789,160.00	4,205,363.00	11.0%
2) Federal Revenue		8100-8299	479,258.22	1,632,286.76	240.6%
3) Other State Revenue		8300-8599	728,946.71	502,970.20	-31.0%
4) Other Local Revenue		8600-8799	10,365.81	10,000.00	-3.5%
5) TOTAL, REVENUES			5,007,730.74	6,350,619.96	26.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		3,586,179.18	3,464,859.87	-3.4%
2) Instruction - Related Services	2000-2999		596,388.11	603,876.24	1.3%
3) Pupil Services	3000-3999		256,633.94	134,084.34	-47.8%
4) Ancillary Services	4000-4999		11,837.49	58,813.20	396.8%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		169,291.34	230,742.31	36.3%
8) Plant Services	8000-8999		247,478.93	182,885.52	-26.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,867,808.99	4,675,261.48	-4.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			139,921.75	1,675,358.48	1097.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	232,211.06	156,618.81	-32.6%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			232,211.06	156,618.81	-32.6%

Description	Function Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			372,132.81	1,831,977.29	392.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,813,807.91	2,185,940.72	20.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,813,807.91	2,185,940.72	20.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,813,807.91	2,185,940.72	20.5%
2) Ending Balance, June 30 (E + F1e)			2,185,940.72	4,017,918.01	83.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			308,564.77	1,866,737.36	505.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,877,375.95	2,151,180.65	14.6%
Other	0000	9780	1,877,375.95		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Unaudited Actuals	2021-22 Budget
3212	Elementary and Secondary School Relief II (ESSER II) Fund	0.00	469,570.00
3213	Elementary and Secondary School Emergency Relief III (ESSI	0.00	863,085.27
3214	Elementary and Secondary School Emergency Relief III (ESSI	0.00	215,771.32
6300	Lottery: Instructional Materials	101,489.14	119,139.14
7311	Classified School Employee Professional Development Block	1,097.00	1,097.00
7425	Expanded Learning Opportunities (ELO) Grant	175,811.00	167,907.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessio	26,320.00	26,320.00
9010	Other Restricted Local	3,847.63	3,847.63
Total, Restricted Balance		308,564.77	1,866,737.36

Fund 09			
2020-21 ESTIMATED ACTUALS vs. UNAUDITED ACTUALS VARIANCE			
A. Revenues:	Variance	Variance Detail	Explanation
- LCFF Resources	\$0		LCFF Resources experience no change in revenue
- Federal Revenue	(\$16,842)		ESSER I decreases \$103k to match eligible expenditures (accounting method is unearned revenue which means revenue is equal to expense) but we have ESSER II funds which increase \$92k to mainly offset this difference. Title I revenue is reduced \$6.1k. All these funds carry-over to 2021-22.
- Other State Revenue	(\$98,382)		This decrease is mainly a result of ELO funds reducing by \$107k in order to match CDE's revised award for ALA. Small increases in unrestricted and restricted lottery partially offset this decrease.
- Other Local Revenue	(\$1,184)		Other local revenue decreases mainly due to a decrease in interest revenue received.
Total	(\$116,409)		
B. Expenditures:			
- Certificated Salaries	(\$15,125)		Increase mainly due to an expense transfer made to apply a special education Psychologist cost to ALA (fdres 096500).
- Classified Salaries	(\$68,243)		Classified salaries increase mainly in ESSER II due to \$17k for the \$1000/CSEA member one-time bonus as well as \$26k which was an overage in res 7420 ending 6/30 which was transferred over to ESSER funds. \$25k increase in special ed due to prorating ALA's portion of expense for Occupational and Physical Therapists.
- Employee Benefits	\$5,584		Employee benefits decrease mainly due to STRS and H&W for teachers having a slightly inflated budget as compared to actual expenditures. This decrease partially offset by an increase in sped expense.
- Books & Supplies	\$26,480		ASES is underspent by \$22k and unrestricted discretionary is underspent by \$16k. This is partially offset by increased spending in this category in resource 7420, Prop 98 Learning Loss Mitigation (\$6.5k) and ESSER I (\$7.6k).

Fund 09			
2020-21 ESTIMATED ACTUALS vs. UNAUDITED ACTUALS VARIANCE			
- Services & Other Operating Expenditures	\$24,976		ESSER I funds are underspent by \$54k in this category. Unrestricted discretionary funds underspent by \$35k. ASES spending exceeds est. actual budget by \$15k due to prorating ALAs portion of contracts and printing partially offsetting underage. ALA's portion of utilities are charged but not budget at estimated actuals which also partially offsets under spending.
- Capital Outlay	\$1		No material change in capital outlay budget/spending.
- Other Outgo-Transfers of Indirect Costs	\$11,447		Decrease in actual indirect cost expense mainly due to a decrease in unrestricted direct expense. (4.33% Indirect Cost Rate)
Total	(\$14,880)		
D. Other Financing Sources/Uses:			
1a) Interfund Transfers In	\$84,303		This is due to an increase of special ed expense and so more funds are transferred in from fd 01 (fdres 010300) to cover the cost.
1b) Interfund Transfers Out	\$0		
Chg Beginning Fund Balance	\$0		
Chg in Net increase (Decrease) in Fund Balance	(\$46,985)		
Net Chg in 20-21 Ending Fund Balance	(\$46,985)		Decrease in ending fund balance as compared to estimated actuals is in large part is due to a decrease in restricted State revenue. Expenses increase \$15k but a transfer in from general fund of \$84k offsets the increase in sped expense.



Advanced Learning Academy

The standards for the local performance indicators are based on whether Local Education Agencies (LEAs):

- Measure their progress on the local performance indicator based on locally available information, and
- Report the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.
- LEAs determine whether they have (Met, Not Met, or Not Met for Two or More Years) for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the evaluation rubrics, which will allow them to measure and report their progress through the California School Dashboard.

Performance Standards

The standards for the local performance indicators are:

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

- 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.
- LEA promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.
- LEA provides information annually on progress towards meeting this standard to its local governing board at a regularly scheduled board meeting and to stakeholders and the public through the Dashboard.

ALA's Performance Level:

Met

Evidence:

- Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: **0/0% 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: **ALA = 0/0% 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): Out of all school sites evaluated in

2020-2021, all sites met the overall standard of “good”: **0/0% were deficient/extremely deficient.**

**Note: The Priority 1 information are all data that are currently required as part of the School Accountability Report Card (SARC).*

Implementation of State Academic Standards (Priority 2)

LEA annually measures its progress implementing state academic standards.

ALA’s Performance Level:

Met

Evidence:

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

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

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

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

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

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

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

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

Support for Teachers and Administrators

5. During the 2020-21 school year (including summer 2020), rate the LEA's success at engaging in the following activities with teachers and school administrators.

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

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

Evidence:

ALA has a robust mathematics and language arts core program at all grade levels with fully implemented State approved curricula. ALA provides ongoing training opportunities for teachers as a group and individual staff training support.

ALA's English language arts program includes designated ELD instruction. For English learners with significant needs, ELD intervention is provided as well.

A curriculum specialist works with 3-12 teachers on the NGSS Science standards and framework to support an implementation of materials that will be adopted. A three-year implementation plan has been developed to support this process.

A curriculum specialist works collaboratively with the History/Social Science department chairs on the new framework and revising curriculum maps. A three-year implementation plan has been developed to support this process.

Students have access to core instruction in alignment with Career Technical Education (CTE), Health, Visual and Performing Arts (VAPA) and Physical Education (PE) frameworks, standards and training has occurred and is ongoing.

Parent Engagement (Priority 3)

Standard: LEA annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs.

ALA’s Performance Level:

Met

Building Relationships

1. During the 2020-2021 school year (including summer 2020), rate the LEA's success at engaging in the following activities with School Staff and Families.

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

Content Area	1	2	3	4	5
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.				✓	
Rate the LEA’s progress in creating welcoming environments for all families in the community.				✓	
Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.		✓			
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 to families.			✓		

ALA has prioritized engagement with all stakeholders by developing the practice of Family and Community Engagement (FACE) and shifted oversight to ALA’s Administrator. ALA works with internal and external stakeholders (including local businesses, community/civic organizations, parent groups, and other departments) to establish, develop, and leverage mutually beneficial relationships that improve the academic success of all ALA students.

ALA is committed to ensuring all families, students, and staff create welcoming environments to support student learning by promoting family-friendly schools that create a culture of warmth where families and the community are invited to engage. We leverage our stakeholders' role in supporting family and community engagement in order to positively impact student academic and socio-emotional well-being.

The practice of FACE focuses on promoting the academic success and social emotional well-being of all our students. Sustainability requires that the needs of students, their families and community are met. Through collaborating with service providers and organizations, ALA’s mission is to ensure all families’ needs are met. Students cannot succeed alone – it takes a village, and it is important that every individual in that village is healthy and social- emotionally well in order to be able to support our students to be productive citizens, ethical leaders, and positive contributors to our community, country and global society.

Through the practice of FACE, ALA is beginning the development of supporting staff to learn about each family' strengths, cultures, languages, and goals for their children. The focus will be on engaging families to share and value their strengths, cultures, languages, and goals for their children through a series of collaborative and inclusive workshops led by staff and families and more community engagement opportunities.

Building Partnerships for Student Outcomes

2. During the 2020-2021 school year (including summer 2020), rate the LEA's success at engaging in the following activities with School Staff and Families.

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

Content Area	1	2	3	4	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.			✓		
Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.			✓		
Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss students progress and ways to work together to support improved student outcomes.		✓			
Rate the LEA’s progress in supporting families to understand an exercise their legal rights and advocate for their own students and all students.		✓			

To support equity, access, and inclusion, the Community Relations department is responsible for supporting the practice of FACE throughout the community. To support fidelity of this practice and provide additional support to schools, families, and community, sites are all staffed with FACE staff who act as facilitators in providing support, resources, and access to a balanced menu of options reflective of the needs of each site.

Family engagement is one of the most important characteristics of a positive school climate and quality education. When families are engaged at school, children perform better in both behavior and academic achievement. To further expand community engagement and relations, the ALA provides a range of opportunities to engage all families through access to Wellness Centers, which offer a range of classes and resources, monthly parent meetings, annual parent conferences, and parent of the year recognitions. Through the various workshops, presentations, classes, and partners, ALA provides all families with support in resources to support students' learning and development at home and in school. Wellness Centers offer resources, capacity building opportunities, programming opportunities, and dedicated staff to support the goals of all families.

- 2018-2019 - The Wellness Centers were established, and staff was hired
- 2019-2020 - Professional learning and support was provided to FACE staff
- 2020-2021 - FACE transitioned the virtual support in response to school closures in response to the COVID-19 pandemic. FACE identified as a Board Priority and embedded into the district's LCAP

According to the California School Parent Survey, 89% of parents feel the school actively seeks the input of parents before making important decisions. The focus for the 2021-2022 school year will be to support parents and families to understand and exercise their legal rights and advocate for their own students and all students.

Seeking Input for Decision Making

3. During the 2020-2021 school year (including summer 2020), rate the LEA's success at engaging in the following activities with School Staff and Families.

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

Content Area	1	2	3	4	5
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups a with decision making.				✓	
Rate the LEA's progress in building the capacity of and supporting family members to effective engage in advisory groups and decision making.			✓		

Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to each and seek input from any underrepresented groups in the school community.			✓		
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 as school and district levels.		✓			

Evidence:

ALA is in the beginning development of building capacity and supporting staff to effectively engage families in advisory groups and with decision-making. According to the California School Parent Survey, 98% of all parents who completed the survey feel the school allows input and welcome parents' contributions and 93% agree that the school encourages them to be active partners with the school in educating students. Participants agree that the school promotes parental participation in programs. Over 85% agree schools allow input and welcome parents' contributions and encourage parents to be active partners in the school. 91% of participants feel welcome to participate at school and 98% agree the school staff treat parents with respect.

Although ALA has had yearly goals to increase parent involvement, the focus on true family engagement will require professional development and support for all staff and parents.

The focus in 2021-2022 will be to provide increased opportunities for families, teachers, principals, and district administrators to work together to plan, design, implement and evaluate family engagement activities at school and district levels.

School Climate (Priority 6)

Standard: 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).

ALA's Performance Level:

Met

Evidence:

ALA had limited data sets available from March 2020 through June 2021. This analysis is based on student responses to their perception of safety and connectedness at school on the California Healthy Kids Survey administered in 2018-19 and 2019-20.

In 2019-2020, 92% of 5th grade students felt safe most and all of the time; 56% of 7th grade students, 85% of 9th grade students, and 77% of 11th grade students felt safe or very safe

We remain committed to continue enhancing our school climate interventions and supports to garner an even greater impact on the students who may not feel safe or very safe on school grounds. As we consider this data and the impacts of the pandemic on our students, we have developed a wellness continuum of care plan to assist us in identifying students in need of mental health support and services, focusing on our special populations such as McKinney-Vento, Foster Youth, LGBTQ, English Learners, and Special Education students. By focusing on these populations, it gives us the ability to be inclusive of all students. The wellness coordinated care plan seeks to address the high levels of trauma experienced by students by incorporating multiple evidence-based interventions to address the needs of the whole child. In addition, this will serve as a hub to provide linkages to multiple community resources within Santa Ana and Orange County.

In order to sustain positive momentum, we have recommitted to past practices that have proven effective such as restorative practice interventions and bullying intervention and prevention. We continue to support community partnerships with Restorative Practice Community Based Organizations and offer continuous training to support our school sites. Our District has expanded our mental health services and the team now consists of a school social worker, school counselor, nurse, family and community engagement employee, and extended learning representation. ALA supports the We Care Campaign so that the school community can be proactive in regards to suicide prevention.

School Police provided and participated in hours of briefing training and professional development training that focuses on safety and security for our students, staff, parents, and community, with a particular emphasis supporting a positive and safe school climate. School Police and Support Services collaborated on a comprehensive overview of PBIS, the multi-tiered

system of interventions, and administrative procedures related to school discipline reducing the number of requests for formal investigations and/or juvenile arrests.

Access to a Broad Course of Study (Priority 7)

Standard: LEA measures the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study...including the programs and services developed and provided to unduplicated students and individuals with exceptional need.

ALA's Performance Level:

Met

Evidence:

ALA uses the following tools and data points to track the extent to which all students have access to a broad course of study. Data are collected and analyzed with all school sites and district level via data chats and department data dives. ALA school counselors and site/district administrators track student access to broad courses of study and individual student needs:

- Transcript Evaluation Course analysis
- Master schedule
- Course Catalog
- High School Individualized Four-year Plans to ensure that students fulfill graduation/A-G requirements
- CCGI College and Career Planning Tool
- State reporting tools.
- Graduation rate
- AP, College credit bearing courses, and A-G enrollment and completion rates
- National Student Clearinghouse Postsecondary Enrollment Data
- Reclassification rates and criteria to indicate EL progress and access to core program
- English Learner data including the English Learner Progress Indicator (ELPI), English Learner Graduation rate and English Learner A-G completion, AP, GATE and dual enrollment participation

Student access to a broad course of study is supported through cross collaboration between all Ed Services departments through:

- Highly qualified staff supported with professional development in each subject area
- Family education about program offerings
- Recruitment and retention activities
- Articulation of K-12 programming and pathways

- Clearly identified pathways
- Daily schedules to indicate access to Designated ELD for English Learners

All schools offer the minimum course requirements required by *CA Ed. Code* through a CA standards-aligned broad course of study for all TK-12 grade students. All high schools offer a broad course of study with courses that meet graduation and A-G eligibility requirements.

Differences among school sites are identified through:

- SPSA - to identify barriers that limit access for students and enact specific programs to support academically disadvantaged students.
- ATSI, CSI improvement plans - to determine needs for identified schools and student sub-groups.

Students with disabilities, English Learners (ELs), and students receiving Tier 2 and 3 intervention have access to a variety of educational and academic options to support their learning. All ELs receive both integrated and designated ELD to maximize core content access and support language development and core curriculum access. Newcomers receive intensive language development to rapidly acquire English and are supported within cohorts with bilingual aides and primary language support. Long Term ELs receive intervention to “catch up” and access core content.

ALA works with community colleges to expand core academics, CTE pathways and VAPA courses. Secondary students may pursue 40 unique pathways. ALA course enrollment practices and individual academic planning increase honor and AP course access for underrepresented students. ALA counselors support the implementation of dual enrollment to expand offerings to students.

Master Schedule constraint, including compacted schedules for 10th grade students, impact school site offerings including school day targeted intervention, credit recovery courses, and elective course options for special populations. Creative strategies within the master schedule need to be addressed so that all student access a broad course of study while also benefiting from intervention support services.

Additional barriers include the availability of teachers with CTE designated subjects credentials to support programs, competing programs such as AVID and electives, and academic support pullouts that reduce students’ access to electives.

ALA plans to implement the following new actions to ensure access to a broad course of study for all students:

- In order to ensure students can access a broad course of study, ALA's Multi-Tiered System of Support will utilize an Early Warning System along with a data dashboard to tailor interventions to address individual student needs.
- Expand staffing in curriculum and program specialists, teachers, instructional coaches and support staff to support the implementation of standards-based instruction in all content areas to ensure academic success.
- Provide professional development to AP course teachers in the area of accommodations and UDL to better support students with IEP's and increased access to AP examinations.
- Increase access for students with IEPs to complete Career Technical Education pathways and pre-employment training and skill sets to transition from high school to post-secondary options.
- Increase the opportunities for students with IEPs to access college credit courses and successfully complete them with a grade of C minus or better and inclusion, as appropriate, in the Seal of Biliteracy Program.

Advanced Learning Academy

Advisory Board

2021-22 Meeting Dates

<http://bit.ly/ALAMeeting>

Date	Time	Topic
October 4, 2021	10:30 - 11:30 am	<ul style="list-style-type: none">• School Overview• Approval of Meeting Calendar Dates/Times• Elect Board Officers• Unaudited Actuals• Public Presentation of Local Indicators for CA School Dashboard• Adoption of ESSER III Expenditure Plan
December 13, 2021	10:30 - 11:30 am	<ul style="list-style-type: none">• Present First Interim Budget
March 7, 2022	10:30 - 11:30 am	<ul style="list-style-type: none">• Present Second Interim Budget• Recruitment and Enrollment Update
June 20, 2022	10:30 - 11:30 am	<ul style="list-style-type: none">• Present LCAP and 22-23 Budget (Public Hearing)
June 21, 2022	10:30 - 10:45 am	<ul style="list-style-type: none">• Approve LCAP and Budget

ESSER III Plan will be added here once
approved by the SAUSD School Board prior
to Oct 29, 2021