



**AGENDA
SPECIAL MEETING OF BOARD OF DIRECTORS
AVESON CORPORATION**

Zoom Virtual Meeting [Zoom Link](#)

Meeting ID: 635 876 1750

Password: aveson

February 24, 2022 | 6:00 P.M.

**INSTRUCTIONS FOR PRESENTATIONS TO
THE BOARD BY PARENTS AND CITIZENS**

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

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

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

I. PRELIMINARY

A. CALL TO ORDER

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

B. ROLL CALL

	Present	Absent
Rob Dell Angelo	_____	_____
Javier Guzman	_____	_____
Trinity Jolley	_____	_____
Jeiran Lashai	_____	_____
James Perreault	_____	_____
Elsie Rivas Gómez	_____	_____
Kat Ross	_____	_____
Marisa White-Hartman	_____	_____

Core Practice
 Guiding Principle: When identifying problems, offer strategies and solutions.

II. COMMUNICATIONS

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

III. PUBLIC SESSION AGENDA

A. DISCUSSION ITEMS

- a) COVID
- b) AGLA LCAP Mid year report
- c) ASL LCAP Mid year report
- d) AGLA LCAP Supplement
- e) ASL LCAP Supplement

B. ACTION ITEMS

- 1. Approve 2020-2021 Audit
- 2. Approve reschedule of March 24, 2022 Board Meeting

IV. ADJOURNMENT

Covid Mitigation Framework

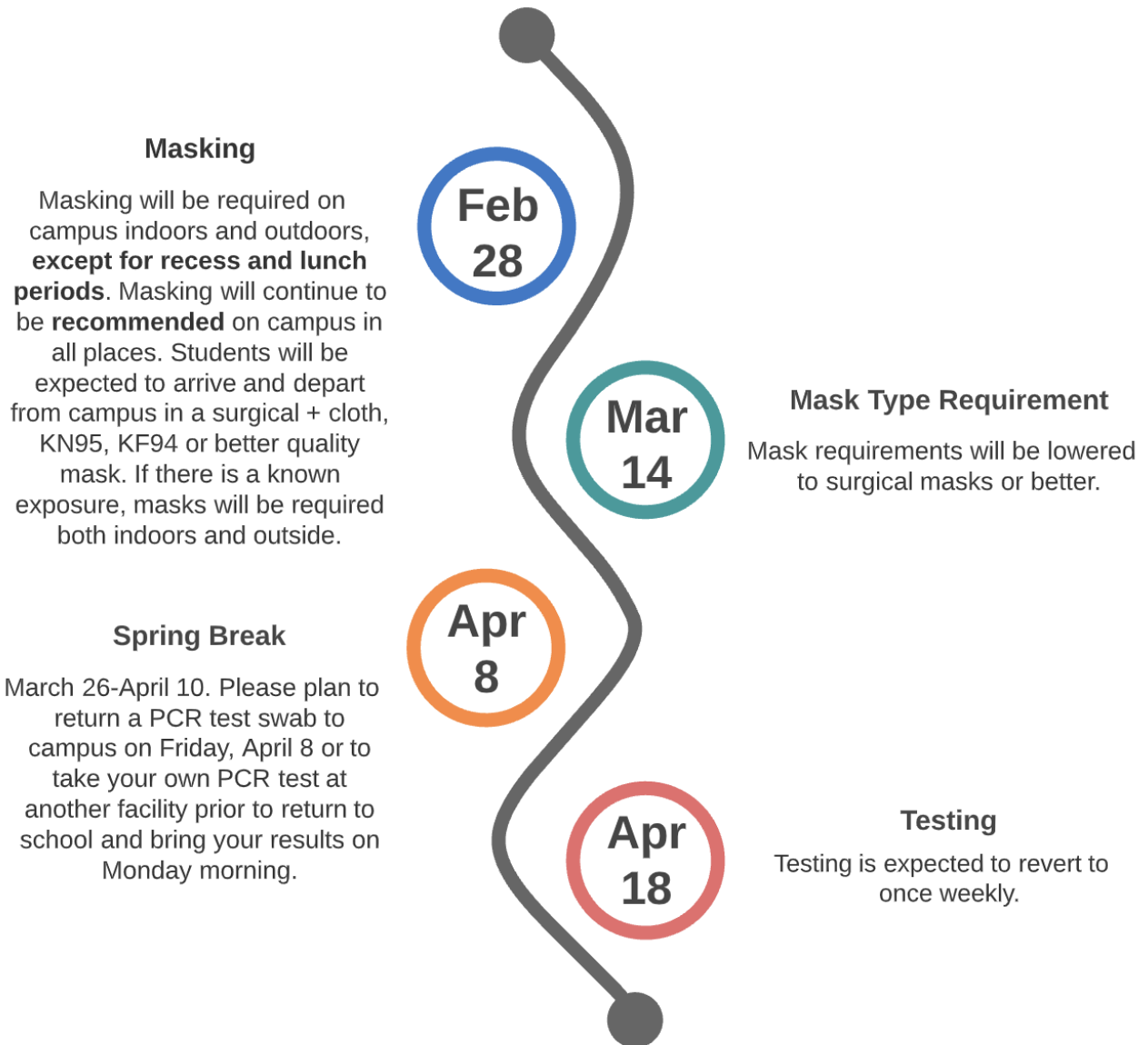
This framework represents Aveson's current plans for what Covid Mitigation should look like at each level of community transmission. During surges, all strategies will be in place at their highest levels. As surges resolve, each mitigation strategy will be dialed down one at a time, allowing at least 2 weeks of testing in between each step to allow school administrators to determine if a particular reduced mitigation strategy is causing an uptick in cases. This cautious approach is based on current vaccination levels in our school community. This framework is only intended to offer the community an overview of how school policy is set and the direction in which it is headed. As public health data and guidance shift, school policies will also shift, though it should be expected that there may be a lag between county and state policy changes and policy changes at our school, which must account for staffing and other local conditions.

Mitigation Strategy	Level of Community Transmission (Based on LACDPH 7-Day Positivity Rate)*			
	High >8%	Moderate 5-8%	Low <5%	Baseline <2%
High-Quality Air Filtration (MERV13 or similar)	This mitigation strategy will stay in place at all levels of transmission.			
Handwashing	This mitigation strategy will stay in place at all levels of transmission.			
Cleaning and Disinfection	This mitigation strategy will stay in place at all levels of transmission.			
Staying home when ill	"As per the CDC students, teachers, and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care."			
Quarantine, Isolation, and Contact Tracing	As per LACDPH Guidelines at all levels of transmission. Duration of quarantine + isolation depends on vaccination status.			
Utilization of Outdoor Spaces	This mitigation strategy will stay in place at all levels of transmission.			
Cohorts of Students as Possible	Cohorts in Place			TBD
Distancing (as possible in a given space)	6ft or greater		3ft or greater	
Testing	Twice Weekly		Weekly-Twice Weekly	
Masking Quality	Surgical + Cloth, KN95, KF94, or similar			Surgical or better
Required* Masking Frequency/Location	On Campus, indoors + outdoors			On Campus, indoors + outdoors, EXCEPT during recess and lunch
Vaccination	Strongly recommended at all levels; will not be required until local or state agencies do so, as is expected for Fall 2022.			

**As per LACDPH, masks are still "strongly recommended, but not required, in crowded settings when physical distancing cannot be easily or reliably maintained." Families should be aware that our schoolyards are locations in which children often do not maintain physical distancing, nor do we have the staffing to easily or reliably maintain distance.*

Anticipated Covid Policy Changes Timeline

Please note: These plans are subject to change, as this pandemic continues to require flexibility. If conditions worsen, these changes may not be implemented.



**As with previous policy, this does not apply to those that have mask exemptions.*

Covid Safety Policies FAQs

Why is Aveson being so cautious in its policies?

As a school that seeks to equitably serve all students, Aveson recognizes the trauma of school closures and is working hard to stay open, even through surges. The harm caused by school closures includes decreased academic progress, mental health, social emotional well-being, and physical activity. For these reasons, Aveson strives to remain open by moving cautiously during the pandemic.

Why can't Aveson be more flexible about masks coming on and off? Why must students arrive and depart masked even when requirements are lowered?

Aveson has a small staff and does not have the staffing capacity to support students during drop off and pick up getting to class and also monitoring masking and distancing during these transitions.

How can I support my student's ability to follow the masking policies?

Send your child with a few extra masks in their backpack. When students take their masks on and off, they are easily lost, and having backups is very helpful.

Try not to make masking an emotional or fraught issue. The more students feel that being in community with people who are masking to different degrees is normal, the better they are able to focus on the work of being children—play, connection, and learning.

Is the Covid Mitigation Framework the final version of what we should expect policies to look like at Aveson this school year?

No. With changes in vaccination rates, Covid prevalence, and public health agency recommendations, we will respond and revise accordingly. At every stage of the pandemic, schools have had to pivot and adapt.

What can my child expect to see on campus in terms of masking when requirements are lowered?

Masks are recommended on campus, and some staff and students' health safety necessitates continued masking, so students should expect to continue to see and interact with masked staff and students, even as requirements are lowered.

What are the vaccination rates at our school?

Currently, only 37% of students at AGLA and only 55% of students at ASL have provided proof of vaccination. School administrators will continue to seek proof of vaccination and to encourage vaccination.

Families should note that increased vaccination rates would make it safer for Aveson to reduce other mitigation strategies.

Staff vaccination rates are 90% across both AGLA and ASL.

Why can't Aveson pivot more quickly?

We strive to support our staff and advisors and need to allow time to ensure that we can plan for each change and the necessary scaffolding for each adjustment. Particularly during the pandemic, our staff have needed to take on a lot of additional duties, and community patience is much appreciated.

Why can't we let everyone go back to normal now and just have the more medically vulnerable students protect themselves at home?

Ethically and legally, students with disabilities have the right to access their education safely. Ignoring the safety needs of the most vulnerable members of our community for the comfort of others does not align with the values of our school community.

When will we be able to go back to "normal"?

We don't know, though we look forward to the day that we will be able to remove Covid Safety practices from the day-to-day operations of our school.

To whom can I take my concerns about these policies?

Please take your concerns to the Site Directors or Executive Director. Policy is set by administration. You can reach our Executive Director, Ian McFeat, at ianmcfear@aveson.org.

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

Goal 1

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	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	Stakeholder surveys have been completed by administrative staff.	80% or more of all stakeholders indicate that bullying is not a problem.
	Student assemblies for educating on bullying prevention	Not currently implemented	Due to COVID-19, student assemblies have not been held.	Annual student assemblies to educate students on bullying prevention led by student ambassadors.
	Staff training on bullying policy and prevention	Not currently implemented	Staff have engaged in PD around prevention and policy training around bullying.	Annual staff training on bullying policy and prevention led by a designated team.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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.	Through 11/30/2022	Yes		LCFF \$2,500 Federal \$7,500	\$10,000	\$6,500
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	Through 11/30/2022	Yes		LCFF \$5,500 Other State \$1,000 Federal \$500	\$7,000	\$2,660
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	Through 11/30/2022	Yes		LCFF \$47,500 Other State \$9,000 Federal \$3,500	\$60,000	\$22,800
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	Through 11/30/2022	Yes		LCFF \$47,500 Other State \$9,000 Federal \$3,500	\$60,000	\$22,800

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	be held to support the unification of AGLA students and staff with the support of families in our commitment to bullying prevention and awareness						
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	Through 11/30/2022	Yes		LCFF \$47,500 Other State \$9,000 Federal \$3,500	\$60,000	\$60,000
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	Through 11/30/2022	Yes		LCFF \$96,000 Other State \$17,500 Federal \$7,000	\$120,500	\$0

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Classroom observations that follow the PML model	Inconsistent across content areas	Ongoing observations	All AGLA content classrooms will model the PML approach.
	Design of course of study for each content course	Inconsistent across content areas	In progress	Each content course will have a clearly defined course of study detailing the standards required for instruction, learning outcomes necessary for student mastery
	Data analysis reflecting individual learning and student mastery	Current practices are shown at only 42% of ongoing methodized data implementation	In progress	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	In progress	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	In progress	As identified by developed rubrics, students will be able to show mastery of learning outcomes through reading, research, presentations and defense

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Evidence of student mastery from a cross curricular approach	Not currently implemented	In progress	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 and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Course of study Development/revision of course of study	Through 11/30/2021	Yes		LCFF \$245,000 Other State \$270,000 Federal \$86,500	\$601,500	\$228,570
2.2	Personalized mastery learning student plan Development/revision of personalized mastery learning student plan	Through 11/30/2021	Yes		LCFF \$267,000 Other State \$42,000 Federal \$26,500	\$335,500	\$127,490
2.3	Project based rubrics Development/revision of project based rubrics	Through 11/30/2021	Yes		LCFF \$96,000 Other State \$17,500 Federal \$7,000	\$120,500	\$12,050
2.4	Progress Monitoring Development/revision of assessments to monitor student progress towards goal mastery	Through 11/30/2021	Yes		LCFF \$287,500 Other State \$53,000 Federal \$20,500	\$361,000	\$137,180
2.5	Learning outcomes Development/revision of student learning outcomes	Through 11/30/2021	Yes		LCFF \$191,000 Other State \$35,500 Federal \$14,000	\$240,500	\$91,390

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Personalized Professional Development	Advisors are not currently participating in individual professional growth plans	N/A	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.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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,	Through 11/30/2021	Yes		LCFF \$96,000 Other State \$17,500 Federal \$7,000	\$120,500	\$45,790

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	becoming active professional learners in professional development opportunities as both participant and trainer.						
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.	Through 11/30/2021	Yes		LCFF \$96,000 Other State \$17,500 Federal \$7,000	\$120,500	\$12,050
3.3	Summative and formative assessments Staff training in production of summative and formative assessments (CAASPP, iReady, NWEA Map, and advisor generated assessments)	Through 11/30/2021	Yes		LCFF \$106,000 Other State \$17,500 Federal \$7,000	\$130,500	\$15,850
3.4	Cross-curricular learning outcomes Staff training in development of cross-curricular learning outcomes and mastery based projects	Through 11/30/2021	Yes		LCFF \$96,000 Other State \$17,500 Federal \$7,000	\$120,500	\$45,790

Goal 4

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

Rationale

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

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	2019 Dashboard	Yellow- 43.3 points below standard	N/A	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)	N/A	These students will be 10th graders. Increasing achievement with zero students scoring in the low to low average range. 100% of students scoring in the average to high average range. Students in 6th grade during 2023-24 will be the low average and above range by spring assessment.
	NWEA Map	Fall 2019 26.2 7th graders low (0-20) and 29.2 low average (21-40)	N/A	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)	N/A	These students will be 12th graders. Increasing achievement with zero students scoring in the low to low average range. 100% of

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
				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)	N/A	These students will be graduates. 2023-24 9th grade students increasing achievement with zero students scoring in the low to low average range.
	NWEA Map	Fall 2019 18.4 10th graders low (0-20) and 23.7 low average (21-40)	N/A	These students will be graduates. 2023-24 10th grade students increasing achievement with zero students scoring in the low to low average range. 100% of students scoring in the average to high average range.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	Math Intervention Students grades 6-8 performing below grade expectancy in math will be provided with math intervention via iReady	Through 11/30/2021	Yes		LCFF \$5,000	\$5,000	\$23,080
4.2	Math Curriculum Purchasing of math curriculum for grades 6-8 and Integrated 1-3 courses.	Through 11/30/2021	Yes		LCFF \$45,000	\$45,000	\$22,800

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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	Through 11/30/2021	Yes		LCFF \$47,000 Other State \$9,000 Federal \$3,500	\$60,000	\$22,800

Goal 5

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

Rationale

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

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Enrollment increase of 10% annually	AGLA's enrollment is currently on the decline with approximately 300 students enrolling for the 2021-22 school year.	AGLA enrollment has decreased to 264 students	AGLA's student population count will be at least 399
	Marketing/ Promotional Materials	Not currently implemented	Met	AGLA will have an ongoing and established annual marketing calendar and promotional materials to support retention and recruitment efforts.
	Informational Meetings	Not currently implemented	Met	Informational sessions will be held at least twice a year at AGLA for interested families.
	Promotional Activities/ Community Outreach	Not currently implemented	In progress	AGLA will participate in community events at least 3 times annually to increase awareness of our school and at the same time partnering with various community organizations (supporting walks- cancer, AIDS, March of Dimes, etc; drives- food, blood, etc.; parades)

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Online Presence	Active presence on Instagram and Facebook with four or more posts per week. Twitter inactive, No LinkedIn	Met	AGLA will have a stable and vibrant social media presence across multiple platforms.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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.)	Through 11/30/2021	No		LCFF \$5,000	\$5,000	\$5,000
5.2	Informational Meetings Information sessions at AGLA for new/interested families at least twice annually	Through 11/30/2021	No		LCFF \$2,000	\$2,000	\$2,000
5.3	Action 3 Community Outreach Creation and execution of various events on the AGLA campus (movie night, paint night, campus tours, tabling at community events)	Through 11/30/2021	No		LCFF 3,500	\$3,500	\$3,500
5.4	Online Presence. Social media manager; staff stipend	Through 11/30/2021	No		LCFF \$6,000	\$6,000	\$6,000

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

Goal 1

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	SBAC Math Scores for All Students	<ul style="list-style-type: none"> • 8 Compared to State Mean DFS 	N/A	+5 Compared to State Mean DFS

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	iReady Math Diagnostics Continue to utilize iReady Math Diagnostics three times a year to provide data for Math Data Teams.	Through 11/30/2021	Yes		LCFF 18,000 Other State 3,000 Federal 500	\$21,500	\$8,170

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.2	SBAC Interim Assessments Administer SBAC Math interim assessments at least twice yearly for data to be analyzed in Math Data Teams.	Through 11/30/2021	Yes		LCFF 18,000 Other State 3,000 Federal 500	\$21,500	\$8,170
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 (Personalized Mastery Learning) for all students, with emphasis on students from marginalized populations.	Through 11/30/2021	Yes		LCFF \$90,000 Other State \$15,000 Federal \$3,500	\$108,500	\$41,230
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	Through 11/30/2021	Yes		LCFF \$36,000 Other State \$ 6,000 Federal \$ 1,500	\$43,500	\$16,530

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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.	Through 11/30/2021	Yes		LCFF \$59,500 Other State \$10,000 Federal \$2,500	\$72,000	\$27,360
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.	Through 11/30/2021	Yes		LCFF \$18,000 Other State \$3,000 Federal \$500	\$21,500	\$8,170

Goal 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.

Rationale

- 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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	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%	In Progress	75%
	80% of staff will report that when a sensitive issue of diversity arises in class, they can	2021 - 61% were quite/extremely confident)	In Progress	80% are quite/extremely confident

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	confidently think of strategies to address the situation.			
	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	In Progress	Advisors will be fully familiar with Learning for Justice Standards and will include 3-4 lessons for students from each standard (Identity, Diversity, Justice, Action)
	90% of staff will report that if a certain student was being consistently excluded, it would be quite/extremely easy to assess whether it is due to their membership in a particular social group.	2021 - 70% reported that it would be quite/extremely easy	In Progress	90%
	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	In Progress	70% of Aveson Community members will report that ASL's decisions are communicated with transparency.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		communication style lacked transparency.		
	Assess, adjust and monitor behavioral as well as instructional policies, procedures and practices to ensure BIPOC inclusion is the norm.		In Progress	

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Continuation of Anti Racist Education (ARE) Team, including 4 advisors and one leader. To improve appreciation for the value of diversity and inclusion as well as an understanding of the unique experiences/circumstances of marginalized populations, the ARE Team will continue to provide leadership in the areas of PD, Policy, Curriculum and Community Engagement.	Through 11/30/2021	Yes		LCFF \$36,000 Other State \$6,000 Federal \$1,500	\$43,500	\$16,530
2.2	Continue to offer monthly PD for all staff centered on DEI and Anti Racism topics.	Through 11/30/2021	Yes		LCFF \$125,000 Other State \$21,500	\$152,000	\$57,760

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>With support from Administration, the ARE Team will plan PD focused on Policy, Curriculum and Community Engagement. This PD will include, but is not limited to: building Anti-racist knowledge and understanding, integration of Learning for Justice Standards into the current SEL curriculum as well as Pollyanna Curriculum, dissemination of information regarding ASL's updated policies and procedures as well as the rationale behind any changes, and opportunities to engage with the community around DEI and Anti Racist Topics.</p>				Federal \$5,000		
2.3	<p>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.</p>	Through 11/30/2021	Yes		LCFF \$18,000 Other State \$3,000 Federal \$500	\$21,500	\$8,170

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.4	<p>Provide targeted DEI, SpEd, and Anti-Racist PD to Aides and support staff.</p> <p>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.</p>	Through 11/30/2021	Yes		LCFF \$54,000 Other State \$9,000 Federal \$2,000	\$65,000	\$24,700
2.5	<p>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.</p> <p>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</p>	Through 11/30/2021	Yes		LCFF \$27,000 Other State \$4,500 Federal \$1,000	\$32,500	\$12,350

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	and implemented with integrity and consistency. In addition, data regarding behavior incidents needs to be managed and assessed with consistency and insight.						
2.6	<p>On a monthly basis, staff will monitor academic, social and emotional performance of students from marginalized social groups.</p> <p>This action will raise awareness, increase conversation, lead to problem-solving and improve the personalized instruction provided to BIPOC students.</p>	Through 11/30/2021	Yes		LCFF \$125,000 Other State \$21,500 Federal \$5,000	\$152,000	\$57,760
2.7	<p>Continue to diversify recruiting efforts to attract and retain more teaching staff and directors of color that represent or exceed current student demographic.</p>	Through 11/30/2021	No		LCFF \$15,000	\$15,000	\$5,700

Goal 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.

Rationale

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)

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Monthly collaboration time between GenEd and SPED staff	Monthly meetings between GenEd and SPED staff ('19-'20)	In Progress	Continued monthly collaboration time between GenEd and SPED staff focusing on inclusion, access and consistency.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Professional Development seminars focused on Inclusion	No PDs centered around inclusion ('19-'20)	In Progress	3 PDs per school year focused on inclusion.
	Inclusion assistants	One IA per classroom ('19-'20), No IAs '20-'21.	Partially met	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%	In Progress	75% of staff will report that they feel knowledgeable about finding resources for working with students who have unique learning and/or behavioral needs.
	70% of families surveyed will report that students receive the resources and support they need to be successful.	38.6%	N/A	70% of families surveyed will report that students receive the resources and support they need to be successful.
	Inclusion Assistants will be trained and have regular professional development in order to aide in providing PML to all students.	No PDs centered around inclusion or student support ('20-'21)	In Progress	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

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
				Inclusion PML.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<p>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.</p>	Through 11/30/2021	Yes		LCFF \$90,000 Other State \$15,000 Federal \$3,500	\$108,500	\$41,230
3.2	<p>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.</p>	Through 11/30/2021	Yes		LCFF \$179,500 Other State \$30,500 Federal \$7,000	\$217,000	\$82,460

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.3	Inclusion Assistants ASL will provide inclusion assistants to achieve personalized mastery learning, increasing academic, social emotional and accessibility support.	Through 11/30/2021	Yes		LCFF \$231,500 Other State \$39,500 Federal \$9,000	\$280,000	\$158,878
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.	Through 11/30/2021	Yes		LCFF \$41,500 Other State \$7,000 Federal \$1,500	\$50,000	\$19,000
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	Through 11/30/2021	Yes		LCFF \$90,000 Other State \$15,000 Federal \$3,500	\$108,500	\$41,230

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Assistants to meet with the GenEd staff they work directly with in order to provide continued, up-to-date, support.						

Goal 4

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

Rationale

Aveson was built on the tenet of personalized mastery learning (PML) and it has been the cornerstone of our instructional practices. Overtime 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.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Classroom observations that follow the PML model	Inconsistent across content areas	In Progress	All ASL content classrooms will model the PML approach.
	Design of course of study for each content course	Inconsistent across content areas	In Progress	Each content course will have a clearly defined course of study detailing the standards required for instruction,

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
				learning outcomes necessary for student mastery.
	Data analysis reflecting individual learning and student mastery	Current practices are shown at only 42% of ongoing methodized data implementation	In Progress	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	In Progress	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	In Progress	As identified by developed rubrics, students will be able to show mastery of learning outcomes through reading, research, presentations and defense

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Evidence of student mastery from a cross curricular approach	Not currently implemented	In Progress	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 and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	Course of study Development/revision of course of study	Through 11/30/2021	Yes		LCFF \$24,000 Other State \$332,500 Federal \$77,500	\$434,000	\$164,920
4.2	Personalized mastery learning student plan Development/revision of personalized mastery learning student plan	Through 11/30/2021	Yes		LCFF \$179,500 Other State \$30,500 Federal \$7,000	\$217,000	\$82,460
4.3	Project based rubrics Development/revision of project based rubrics	Through 11/30/2021	Yes		LCFF \$1,500	\$1,500	\$570
4.4	Progress Monitoring Development/revision of assessments to monitor student progress towards goal mastery	Through 11/30/2021	Yes		LCFF \$134,000 Other State \$23,000 Federal \$5,500	\$162,500	\$61,750

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.5	Learning outcomes Development/revision of student learning outcomes	Through 11/30/2021	Yes		LCFF \$134,000 Other State \$23,000 Federal \$5,500	\$162,500	\$224,250

Goal 5

Rationale

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aveson Global Leadership Academy		

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

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

Staff were given the opportunity to fill out the survey in weekly staff meetings. The link to the survey was then included in weekly staff communication for several weeks. Students received the survey and advisors provided time in advisory for students to complete the survey. The student survey was also pushed out via StudentSquare. Families received the survey via ParentSquare available in English and Spanish. As of June 3, 2021 122 students, 34 staff members and 140 families completed the survey.

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

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

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

N/A

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

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

Staff were given the opportunity to fill out the survey in weekly staff meetings. The link to the survey was then included in weekly staff communication for several weeks. Students received the survey and advisors provided time in advisory for students to complete the survey. The student survey was also pushed out via StudentSquare. Families received the survey via ParentSquare available in English and Spanish. As of June 3, 2021 122 students, 34 staff members and 140 families completed the survey.

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

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

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

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

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

Addressing the Impact of Lost Instructional Time:

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

Extending instructional learning time through before, afterschool and summer programs

Staffing has been extremely difficult given the shortage of qualified candidates to fill vacant positions especially afterschool programs. Also, keeping qualified candidates in our staffing pipeline has been a challenge as we've had staff leave or organization for new horizons. Despite

all of this, we feel confident in our innovative programming which we implemented in the first year which has given us data on what has worked and what needs to be improved upon. We anticipate changing course offerings to meet the needs of our families and broader community.

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

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

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

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

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

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

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

Introduction

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

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

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

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

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

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

Instructions

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

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aveson School of Leaders		

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

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

Staff were given the opportunity to fill out the survey in weekly staff meetings. The link to the survey was then included in weekly staff communication for several weeks. Students received the survey and advisors provided time in advisory for students to complete the survey. The student survey was also pushed out via StudentSquare. Families received the survey via ParentSquare available in English and Spanish. We received a good number of survey responses back from our community and feel it representative of our overall community population.

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

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

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

N/A

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

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

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

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

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

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

Addressing the Impact of Lost Instructional Time:

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

Extending instructional learning time through before, afterschool and summer programs

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

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

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

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

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

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

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

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

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

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

Introduction

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

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

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

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

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

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

Instructions

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

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

AVESON CHARTER SCHOOLS
FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2021

OPERATING:

AVESON SCHOOL OF LEADERS (#0848)
AVESON GLOBAL LEADERSHIP ACADEMY (#0847)

DRAFT - For Discussion Purposes Only

**AVESON CHARTER SCHOOLS
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Aveson Charter Schools
Altadena, California

Report on the Financial Statements

We have audited the accompanying financial statements of Aveson Charter Schools (a nonprofit organization), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of Aveson Charter Schools as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the Organization's financial statements as a whole. The Aveson School of Leaders and Global Leadership Academy columns in the statements of financial position, activities, functional expenses and cash flows as well as the accompanying supplementary schedules as identified in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated REPORT DATE on our consideration of Aveson Charter Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the Organization's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

**AVESON CHARTER SCHOOLS
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2021**

	Aveson School of Leaders	Global Leadership Academy	Total
ASSETS			
CURRENT ASSETS			
Cash and Cash Equivalents	\$ 843,856	\$ 953,114	\$ 1,796,970
Accounts Receivable	1,008,260	1,121,288	2,129,548
Prepaid Expenses	2,478	49,888	52,366
Total Current Assets	<u>1,854,594</u>	<u>2,124,290</u>	<u>3,978,884</u>
LONG-TERM ASSETS			
Fixed Assets, Net	224,791	328,931	553,722
Deposits	5,432	39,848	45,280
Total Long-Term Assets	<u>230,223</u>	<u>368,779</u>	<u>599,002</u>
Total Assets	<u>\$ 2,084,817</u>	<u>\$ 2,493,069</u>	<u>\$ 4,577,886</u>
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts Payable and Accrued Expenses	\$ 363,820	\$ 122,512	\$ 486,332
Deferred Revenue	224,916	209,137	434,053
Line of Credit, Current Portion	250,000	-	250,000
Note Payable, Current Portion	643,500	643,500	1,287,000
Total Current Liabilities	<u>1,482,236</u>	<u>975,149</u>	<u>2,457,385</u>
LONG-TERM LIABILITIES			
Deferred Rent	-	610,567	610,567
Total Current Liabilities	-	610,567	610,567
Total Liabilities	1,482,236	1,585,716	3,067,952
NET ASSETS			
Without Donor Restrictions	602,581	907,353	1,509,934
Total Net Assets	<u>602,581</u>	<u>907,353</u>	<u>1,509,934</u>
Total Liabilities and Net Assets	<u>\$ 2,084,817</u>	<u>\$ 2,493,069</u>	<u>\$ 4,577,886</u>

See accompanying Notes to Financial Statements.

**AVESON CHARTER SCHOOLS
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2021**

	Aveson School of Leaders	Aveson Global Leadership Academy	Total
REVENUES, WITHOUT DONOR RESTRICTIONS			
Revenue Limit Sources:			
State Apportionments	\$ 1,342,264	\$ 1,421,155	\$ 2,763,419
In-Lieu of Property Taxes	2,236,491	1,990,661	4,227,152
Federal Revenue	292,265	441,512	733,777
Other State Revenue	428,497	675,940	1,104,437
Local Revenue:			
Donations and Fundraising	79,532	90,256	169,788
Other Revenue	102,484	95,539	198,023
Total Revenues	<u>4,481,533</u>	<u>4,715,063</u>	<u>9,196,596</u>
EXPENSES			
Program Services	3,556,938	3,665,816	7,222,754
Management and General	621,671	483,297	1,104,968
Fundraising	5,868	9,035	14,903
Total Expenses	<u>4,184,477</u>	<u>4,158,148</u>	<u>8,342,625</u>
CHANGE IN NET ASSETS	297,056	556,915	853,971
Net Assets Without Donor Restrictions - Beginning of Year	<u>305,525</u>	<u>350,438</u>	<u>655,963</u>
NET ASSETS WITHOUT DONOR RESTRICTIONS - END OF YEAR	<u>\$ 602,581</u>	<u>\$ 907,353</u>	<u>\$ 1,509,934</u>

See accompanying Notes to Financial Statements.

**AVESON CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2021**

	Aveson School of Leaders			Aveson Global Leadership Academy					Total Expenses
	Program Services	Management and General	Fundraising	Total Aveson School of Leaders Expenses	Program Services	Management and General	Fundraising	Total Aveson Global Leadership Academy Expenses	
Salaries and Wages	\$ 2,202,310	\$ 412,052	\$ -	\$ 2,614,362	\$ 2,061,098	\$ 354,748	\$ -	\$ 2,415,846	\$ 5,030,208
Other Employee Benefits	199,235	37,440	-	236,675	158,522	27,285	-	185,807	422,482
Payroll Taxes	165,581	30,981	-	196,562	153,860	26,482	-	180,342	376,904
Legal Expenses	-	65,025	-	65,025	-	3,495	-	3,495	68,520
Accounting Expenses	-	41,231	-	41,231	-	39,971	-	39,971	81,202
Other Fees for Services	384,147	24,168	5,868	414,183	356,239	23,445	9,035	388,719	802,902
Advertising and Promotion Expenses	2,902	-	-	2,902	2,399	-	-	2,399	5,301
Office Expenses	3,737	-	-	3,737	1,916	-	-	1,916	5,653
Information Technology Expenses	20,189	-	-	20,189	20,841	-	-	20,841	41,030
Instructional Materials	218,111	-	-	218,111	139,114	-	-	139,114	357,225
Occupancy Expenses	182,551	-	-	182,551	570,159	-	-	570,159	752,710
Conference and Meeting Expenses	1,553	-	-	1,553	306	-	-	306	1,859
Depreciation Expense	24,671	-	-	24,671	40,230	-	-	40,230	64,901
Interest Expense	-	10,774	-	10,774	-	7,871	-	7,871	18,645
Insurance	64,175	-	-	64,175	64,175	-	-	64,175	128,350
Other Expenses	87,776	-	-	87,776	96,957	-	-	96,957	184,733
Total	\$ 3,556,938	\$ 621,671	\$ 5,868	\$ 4,184,477	\$ 3,665,816	\$ 483,297	\$ 9,035	\$ 4,158,148	\$ 8,342,625

See accompanying Notes to Financial Statements.

**AVESON CHARTER SCHOOLS
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2021**

	Aveson School of Leaders	Aveson Global Leadership Academy	Total
CASH FLOWS FROM OPERATING ACTIVITIES			
Change in Net Assets	\$ 297,056	\$ 556,915	\$ 853,971
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:			
Depreciation	24,671	40,230	64,901
Gain from Disposal of Fixed Assets	(2,250)	(2,250)	(4,500)
Change in Operating Assets:			
Accounts Receivable	(588,772)	(631,487)	(1,220,259)
Prepaid Expenses and Other Assets	26,853	19,462	46,315
Change in Operating Liabilities:			
Accounts Payable and Accrued Liabilities	(4,957)	(29,540)	(34,497)
Deferred Revenue	224,916	209,137	434,053
Deferred Rent	-	8,978	8,978
Net Cash Provided (Used) by Operating Activities	<u>(22,483)</u>	<u>171,445</u>	<u>148,962</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from Disposal of Fixed Assets	2,250	2,250	4,500
CASH FLOWS FROM FINANCING ACTIVITIES			
Net Change in Line of Credit	<u>(250,000)</u>	<u>-</u>	<u>(250,000)</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	<u>(270,233)</u>	<u>173,695</u>	<u>(96,538)</u>
Cash and Cash Equivalents - Beginning of Year	<u>1,114,089</u>	<u>779,419</u>	<u>1,893,508</u>
CASH AND CASH EQUIVALENTS - END OF YEAR	<u><u>\$ 843,856</u></u>	<u><u>\$ 953,114</u></u>	<u><u>\$ 1,796,970</u></u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION			
Cash Paid for Interest	<u><u>\$ 10,774</u></u>	<u><u>\$ 7,871</u></u>	<u><u>\$ 18,645</u></u>

See accompanying Notes to Financial Statements.

**AVESON CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Aveson Charter Schools (Organization) is a nonprofit public benefit corporation. The Organization operates two charter schools and petitioned and was approved through the Pasadena Unified School District. The Organization was incorporated in the state of California on June 7, 2005.

The mission of the Organization is to inspire the global leaders of this and future generations. The Organization provides the flexibility of time, space, and resources necessary for a diverse group of students from the Pasadena and surrounding area to move beyond dependency in learning to become successful independent learners and leaders. Through an academically, challenging, personalized, project-based, social entrepreneurial program, students will become inquisitive and confident learners who are prepared to be successful leaders in the global community.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the Organization's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, and payroll taxes, which are allocated on the basis of estimates of time and effort.

Cash and Cash Equivalents

Cash is from time to time variously composed of cash on hand and in banks. The Organization considers all highly liquid investments with maturities of three months or less at time of acquisition to be the cash equivalents. As of June 30, 2021, the Organization had no cash equivalents.

**AVESON CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2021. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Fixed Assets

Fixed assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives of 5 to 10 years. Repair and maintenance costs, which do not extend the useful lives of the asset, are charged to expense. The cost of assets, sold or retired, and related amounts of accumulated depreciation are eliminated from the accounts in the year of disposal, and any resulting gain or loss is included in the earnings. Management has elected to capitalize and depreciate all assets costing \$5,000 or more; all other assets are charged to expense in the year incurred.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the Organization based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

**AVESON CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2021, the Organization has conditional grants of \$1,488,550 of which \$434,053 is recognized as deferred revenue in the statement of financial position.

Other Revenue

Other revenue consists primarily of after-school services and other services. The performance obligation for providing these services is simultaneously received and consumed by the students; therefore, the revenue is recognized ratably the course of the academic year.

Income Taxes

The Organization is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Organization is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The Organization files an exempt school return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Subsequent Events

The Organization has evaluated subsequent events through REPORT DATE, the date these financial statements were available to be issued.

**AVESON CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$3,926,518.

As part of its liquidity management plan, the Organization monitors liquidity required and cash flows to meet operating needs on a monthly basis. The Organization structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). The Organization maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Organization has not experienced any losses in such accounts. At June 30, 2021, the Organization did not have any uninsured funds.

NOTE 4 FIXED ASSETS

Property, plant and equipment in the accompanying financial statements is presented net of accumulated depreciation. Depreciation expense was \$64,901 for the year ended June 30, 2021.

The components of property, plant, and equipment as of June 30, 2021 are as follows:

	Aveson School of Leaders	Aveson Global Leadership Academy	Total
Building Improvements	\$ 276,755	\$ 495,409	\$ 772,164
Vehicles	61,962	61,962	123,924
Gross Fixed Assets	338,717	557,371	896,088
Less: Accumulated Depreciation	(113,926)	(228,440)	(342,366)
Total Fixed Assets	<u>\$ 224,791</u>	<u>\$ 328,931</u>	<u>\$ 553,722</u>
 Depreciation Expense During the Fiscal Year Ended June 30, 2021	 <u>\$ 24,671</u>	 <u>\$ 40,230</u>	 <u>\$ 64,901</u>

NOTE 5 LINE OF CREDIT

The Organization has a Line of Credit (LOC) with Community Bank. The LOC has a limit of \$500,000, with the interest rate of 4.50% per annum. At June 30, 2021, the balance was \$250,000.

AVESON CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 6 NOTE PAYBLE

On May 8, 2020, the Organization received a loan Citizens Business Bank in the amount of \$1,287,000 to fund payroll, rent, utilities, and interest on mortgages and existing debt through the Paycheck Protection Program (the PPP Loan). The original loan agreement was written prior to the PPP Flexibility Act of 2020 (June 5) and was due over twenty-four months deferred for six months. Subsequent to this, the law changed the loan deferral terms retroactively. The PPP Flexibility Act and subsequent regulations supersede the loan agreement. The PPP Loan bears interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, has a term of two years, and is unsecured and guaranteed by the U.S. Small Business Administration. Payment of principal and interest is deferred until the date on which the amount of forgiveness is remitted to the lender or, if the organization fails to apply for forgiveness within ten months after the covered period, then payment of principal and interest shall begin on that date. These amounts may be forgiven subject to compliance and approval based on the timing and use of these funds in accordance with the program.

Subsequent to year end, in August 2021, the principal amount related to the PPP Loan of \$1,287,000, along with accrued interest of \$16,713, was forgiven by the financial institution and U.S. Small Business Administration.

The SBA may review funding eligibility and usage of funds for compliance with program requirements based on dollar thresholds and other factors. The amount of liability, if any, from potential noncompliance cannot be determined with certainty; however, management is of the opinion that any review will not have a material adverse impact on the PSI's financial position.

NOTE 7 EMPLOYEE PENSION PLAN

The Organization offers all employees the opportunity to participate in their 403(b) plan. Plan contributions are pre-tax and all investment growth is tax deferred until used for retirement. There is no vesting period. All contributions become the property of the employee upon deposit. The Organization did not provide a contribution match for the year ended June 30, 2021.

**AVESON CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 8 OPERATING LEASES

The Organization leases facilities under lease arrangements for more than one year. The future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2022	\$ 540,174
2023	565,507
2024	592,060
2025	613,071
2026	679,235
Thereafter	1,908,205
Total	<u>\$ 4,898,252</u>

The Organization receives no sublease rental revenues nor pays any contingent rentals associated with these leases. The Organization recognizes escalating rent provisions on a straight-line basis over the lease term. The difference between the rent expense and the required lease payments is reflected as deferred rent in the accompanying statement of financial position. For the fiscal year ended June 30, 2021, operating lease expense was \$608,701.

NOTE 9 PARTICIPATION IN JOINT POWERS AUTHORITY

The Organization entered into a Joint Powers Agreement (JPA) known as the "California Charter Schools Joint Powers Authority (CCS-JPA)," a self-insurance plan for workers' compensation, property/casualty, and school board liability insurance. The CCS-JPA is governed by a board consisting of a representative from each member organization. The board controls the operation of the CCS-JPA including selection of management and approval of operating budgets, independent of any influence by the member organizations beyond their representation on the board. Each member organization pays a premium commensurate with the level of coverage requested and share surpluses and deficits proportionate to their participation in the CCS-JPA. The CCS-JPA is a separate entity, which is audited by an independent accounting firm.

NOTE 10 CONTINGENCIES, RISKS, AND UNCERTAINTIES

The Organization has received state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

The Organization is subject to a claim that arose in the normal course of business. The school is working with legal counsel in defending itself against this claim. As of the date of these consolidated financial statements, the outcome cannot be predicted and no range of loss can be estimated.

**AVESON CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 10 CONTINGENCIES, RISKS, AND UNCERTAINTIES (CONTINUED)

In prior fiscal year, the World Health Organization declared the spread of Coronavirus Disease (COVID-19) a worldwide pandemic. Subsequent to year-end, the COVID-19 pandemic continues to have significant effects on global markets, supply chains, businesses, and communities. Specific to the Organization, COVID-19 may impact various parts of its 2022 operations and financial results, including, but not limited to, loss of revenues, additional bad debts, costs for increased use of technology, or potential shortages of personnel. Management believes the Organization is taking appropriate actions to mitigate the negative impact. However, the full impact of COVID-19 is unknown and cannot be reasonably estimated as these events are still developing.

NOTE 11 SUBSEQUENT EVENT TRANSACTIONS

In August 2021, the principal amount related to the PPP Loan of \$1,287,000, along with accrued interest of \$16,713, was forgiven by the financial institution and U.S. Small Business Administration.

DRAFT - For Discussion Purposes Only

**AVESON CHARTER SCHOOLS
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2021**

Aveson Charter Schools consists of two charter schools: Aveson School of Leaders (#0848) and Aveson Global Leadership Academy (#0847).

Aveson School of Leaders is a Kindergarten through Grade 5 Charter School and was granted a five-year charter renewal by Pasadena Unified School District on January 26, 2017, pursuant to the Charter School Act of 1992, as amended, and expires on June 30, 2022.

Aveson Global Leadership Academy is a Grade 6 through 12 Charter School and was granted a five-year charter renewal by Pasadena Unified School District on January 26, 2017, pursuant to the Charter School Act of 1992, as amended, and expires on June 30, 2022.

The Board of Directors and the Administrators as of the year ended June 30, 2021 were as follows:

BOARD OF DIRECTORS

<u>Member</u>	<u>Office</u>	<u>Term Expires (Term)</u>
Elsie Rivas Gómez	President	June 30, 2022 (2-Year)
Robert Del Angelo	Secretary	June 30, 2021 (1-Year)
Javier Guzman	Member	August 6, 2021 (1-Year)
Kat Ross	Member	August 6, 2021 (1-Year)
Jeiran Lashai	Member	August 6, 2021 (1-Year)
Trinity Jolley	Member	September 24, 2021 (1-Year)
James Perreault	Member	September 24, 2021 (1-Year)
Bridgette Brown	Member	September 24, 2021 (1-Year)

ADMINISTRATORS

Kate Bean	Executive Director (Resigned June 30, 2021)
Ian McFeat	Executive Director (Effective July 1, 2021)

**AVESON CHARTER SCHOOLS
 SCHEDULE OF INSTRUCTIONAL TIME
 YEAR ENDED JUNE 30, 2021
 (SEE INDEPENDENT AUDITORS' REPORT)**

Aveson School of Leaders		
	Traditional Calendar	
	Days	Status
Kindergarten	176	In Compliance
Grade 1	176	In Compliance
Grade 2	176	In Compliance
Grade 3	176	In Compliance
Grade 4	176	In Compliance
Grade 5	176	In Compliance
Aveson Global Leadership Academy		
	Traditional Calendar	
	Days	Status
Grade 6	176	In Compliance
Grade 7	176	In Compliance
Grade 8	176	In Compliance
Grade 9	176	In Compliance
Grade 10	176	In Compliance
Grade 11	176	In Compliance
Grade 12	176	In Compliance

DRAFT - For Discussion Purposes Only

**AVESON CHARTER SCHOOLS
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021
(SEE INDEPENDENT AUDITORS' REPORT)**

	Aveson School of Leaders	Aveson Global Leadership Academy
June 30, 2021 Annual Financial Report Fund Balances (Net Assets)	\$ 575,434	\$ 896,312
Adjustments and Reclassifications:		
Increase (Decrease) of Fund Balance (Net Assets):		
Accounts Receivable - Federal and State	20,936	13,809
Property, Plant, and Equipment, Net	6,211	6,210
Accounts Payable and Accrued Liabilities	(13,895)	(10,356)
Notes Payable	13,895	1,378
Net Adjustments and Reclassifications	<u>27,147</u>	<u>11,041</u>
June 30, 2021 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 602,581</u>	<u>\$ 907,353</u>

DRAFT - For Discussion Purposes Only

**AVESON CHARTER SCHOOLS
NOTES TO SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2021**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of California Education Code.

NOTE 2 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

DRAFT - For Discussion Purpose Only

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Aveson Charter Schools
Altadena, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, the financial statements of Aveson Charter Schools (a nonprofit Organization), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Aveson Charter Schools' internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Aveson Charter Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of Aveson Charter Schools' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Aveson Charter Schools' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

DRAFT - For Discussion Purposes Only

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Aveson Charter Schools
Altadena, California

We have audited Aveson Charter Schools's (Organization) compliance with the types of compliance requirements described in the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel that could have a direct and material effect on each of the Organization's state programs for the year ended June 30, 2021. The Organization's state compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditors' Responsibility

Our responsibility is to express an opinion on the Organization's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, and the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the Organization's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Organization's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
Local Education Agencies:	
Attendance and Distance Learning	Yes
Instructional Time	Yes
School Districts, County Office of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes

Compliance Requirements Tested (Continued)

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Charter Schools:	
Independent Study Course Based	Not applicable
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instructional/Independent Study	Not applicable
Determination of Funding for Nonclassroom-Based Instruction	Not applicable
Charter School Facility Grant Program	Yes

The term “Not Applicable” is used above to mean either that the Organization did not offer the program during the current fiscal year, or that the program applies only to a different type of local education agency.

Opinion on State Compliance

In our opinion, the Organization complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2021.

Other Matters

The results of our auditing procedures disclosed an instance of noncompliance, which is required to be reported in accordance with the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, and which is described in the accompanying schedule of findings and questions costs as items 2021-001 and 2021-002. Our opinion on each state program is not modified with respect to this matter.

The Organization’s response to the noncompliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The Organization’s response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

**AVESON CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2021**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

FINANCIAL STATEMENTS:

There were no findings or questioned costs related to the basic financial statements for June 30, 2021.

STATE AWARDS:

2021-001 Unduplicated Local Control Funding Formula Pupil Counts

40000

Criteria: Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced price meals and those identified as “English Learners.”

Condition: During our testing we were not able to obtain supporting English learner support for the applicable sample selections.

**AVESON CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2021**

2021-001 Unduplicated Local Control Funding Formula Pupil Counts (Continued)

40000

Effect: The Organization is not in compliance with Education code section 42238.02 (b)(2). The 1.17 and 1.18 Reports contained errors as follows:

Charter School Audit Adjustments to CALPADS Data - Aveson Charter Schools for June 30, 2021

School Name	CDS Code	Original		Updated		Net Change		LCFF Entitlement		
		Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Original Entitlement	Revised Entitlement	Adjustment
Aveson School of Leaders	19 64881 0113472	408	75	408	70	---	-5	135,264	132,586	(2,678)
Aveson Global Leadership Academy	19 64881 0113464	328	99	328	94	---	-5	207,327	204,507	(2,820)

Cause: During the year ended June 30, 2020, the testing Coordinator had calendared the incorrect deadline for ELPAC testing. Upon realization of the actual deadline, the Coordinator informed the Executive Director and Chief Executive Director of the Organization of the inability to administer the test. No ELPAC testing occurred for the year ended June 30, 2021, this is a repeat finding.

Questioned Costs: A full file review was conducted, and as a result 10 students were included in the CalPADS report as eligible for free or reduced meals for which supporting documentation indicated they were not eligible. Revised entitlement had a decrease of \$5,498 on LCFF Entitlement.

Repeat Finding: This is a repeat finding from 2020-001.

Recommendation: We recommend that the Organization follow up with the California Department Education to determine what resolutions if any need to be made.

Views of responsible officials and planned corrective actions: The management of Aveson Public Schools accepts this finding. As a result of this audit, the Organization has developed additional monitoring processes to ensure accuracy and sufficient training for appropriate personnel identified in the future year. Additionally, the Organization has identified a number of individuals beyond Coordinators who will attend trainings, including the Compliance Officer, as well as the Director of Curriculum and Instruction. The Compliance Officer was hired to assist the Organization in all state reporting, deadlines and procedures. The key to success this year is to ensure multiple individuals within the organization have the necessary information to appropriately plan and administer this test.

**AVESON CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2021**

2021-002 Attendance and Distance Learning

10000

Criteria: Pursuant to the provisions of Education Code Sections 43501-43504, absences are to be reported correctly for site-based or distance learning instruction.

Condition: Out the 25 students that were sampled, 2 students were incorrectly reported as absent in the student information system.

Effect: Absences were not reported correctly and therefore the Organization is not in compliance with Education Code Sections 43501-43504.

Cause: Monitoring of student absences was insufficient to ensure compliance.

Questioned Cost: This finding has no fiscal impact.

Repeat finding: Not a repeat finding.

Recommendation: It is recommended that the Organization implement additional review processes for verifying and monitoring student absences to avoid any inaccurate reporting of attendance.

Views of responsible officials and Corrective Action Plan: The attendance finding was due to having a new attendance system during COVID year 2020-2021. Some teachers that were new to the school and new to the attendance system did not follow through in the early months and led to discrepancies between attendance records and actual attendance. However, the Organization along with the rest of the charter schools have returned to the traditional attendance systems where students' attendance in person is tracked and reported on a daily basis. In addition, we have created two roles called Attendance Clerks that are solely responsible for inputting daily attendance which entails recording notes for each student who is late or absent. The Principal also does weekly inspection of the attendance to ensure there are no errors and promptly corrects any discrepancies they find. The Organization is confident that this will eliminate any potential for errors in attendance tracking and reporting.

**AVESON CHARTER SCHOOLS
SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2021**

The findings from the prior audit's schedule of findings and questioned costs are discussed below. The findings are numbered consistently with the numbers assigned in the prior year.

STATE AWARDS:

2020-001 Unduplicated Local Control Funding Formula Pupil Counts

40000

Criteria: Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced price meals and those identified as "English Learners."

Condition: During our testing we were not able to obtain supporting free and reduced meal applications and English learner support for the applicable sample selections.

Effect: The Organization is not in compliance with Education code section 42238.02 (b)(2). The 1.17 and 1.18 Reports contained errors as follows:

School Name	CDS Code	Original		Updated		Net Change		LCFF Entitlement		
		Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Original Entitlement	Revised Entitlement	Adjustment
Aveson School of Leaders	19 64881 0113472	433	89	433	83	---	-6	133,470	130,317	(3,153)
Aveson Global Leadership Academy	19 64881 0113464	391	131	391	127	---	-4	206,100	204,115	(1,985)

Status: Finding was not remediated, see repeat finding at 2021-001.