



AVESON SCHOOLS

A California nonprofit public benefit corporation

Governing Board Meeting Agenda

January 26, 2023, 6:00 P.M.

Location: [Zoom Link](#)

Meeting ID: 635 876 1750 Password: aveson

Instructions for Presentations to the Board by the Public

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

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

during online meetings. It shall only be used by the Board to post public materials..

6. When addressing the Board, speakers are requested to state their name and adhere to the time limits.
7. You may request that a topic related to school business be placed on a future agenda in accordance with the guidelines in Board Policy. Once such an item is properly agendized and publicly noticed, the Board can respond, interact, and act upon the item.
8. In compliance with the Americans with Disabilities Act (ADA) and upon request, Aveson may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact Aveson's main office.

1. PRELIMINARY

1.1. CALL TO ORDER

Meeting was called to order by the Board Chair at:

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

1.2. Core Practice

1.3. Guiding Principle: Integrity is everything

2. COMMUNICATIONS

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

3. CONSENT AGENDA ITEMS

- 3.1. Approval of Board Minutes: 12-15-22
- 3.2. Approval of November Bank and Credit Card Statements
- 3.3. Approval of Amazon December Statement

4. DISCUSSION ITEMS

- 4.1. Financial Report Update
- 4.2. Site Directors' Reports. (May include: curriculum & instruction; equity, diversity, & inclusion; events & community; student achievement & support; professional development)
 - 4.2.1. ASL
 - 4.2.2. AGLA
- 4.3. Executive Director's Report. (May include: C & I; equity, diversity, & inclusion; events & community; student achievement & support; professional development; human resources; facilities; operations; finance)
 - 4.3.1. Annual Fund Update
 - 4.3.2. Covid Safety Update
 - 4.3.3. Rechartering Update
- 4.4. ACO Report

5. ACTION ITEMS

- 5.1. Approve Board Policy (International Student Policies)
- 5.2. Approve SARC for AGLA
- 5.3. Approve SARC for ASL
- 5.4. Approve of virtual meeting due to emergency circumstances per AB 361

6. CLOSED SESSION

- 6.1. Employee Performance Evaluation. Title: Executive Director. Pursuant to paragraphs (1-4) of subdivision (b) of Section 54957
- 6.2. Conference with Legal Counsel – Anticipated Litigation (Gov. Code section 54956.9(d)(2)): 1 Case.

7. RETURN TO PUBLIC SESSION

- 7.1. Report Out of Closed Session

8. ADJOURNMENT

Posting Certification: I, Ian McFeat, Executive Director of Aveson Charter Schools, certify this agenda was posted at each school's front office and aveson.org on or before Monday, December 12, 2022 at 5pm.



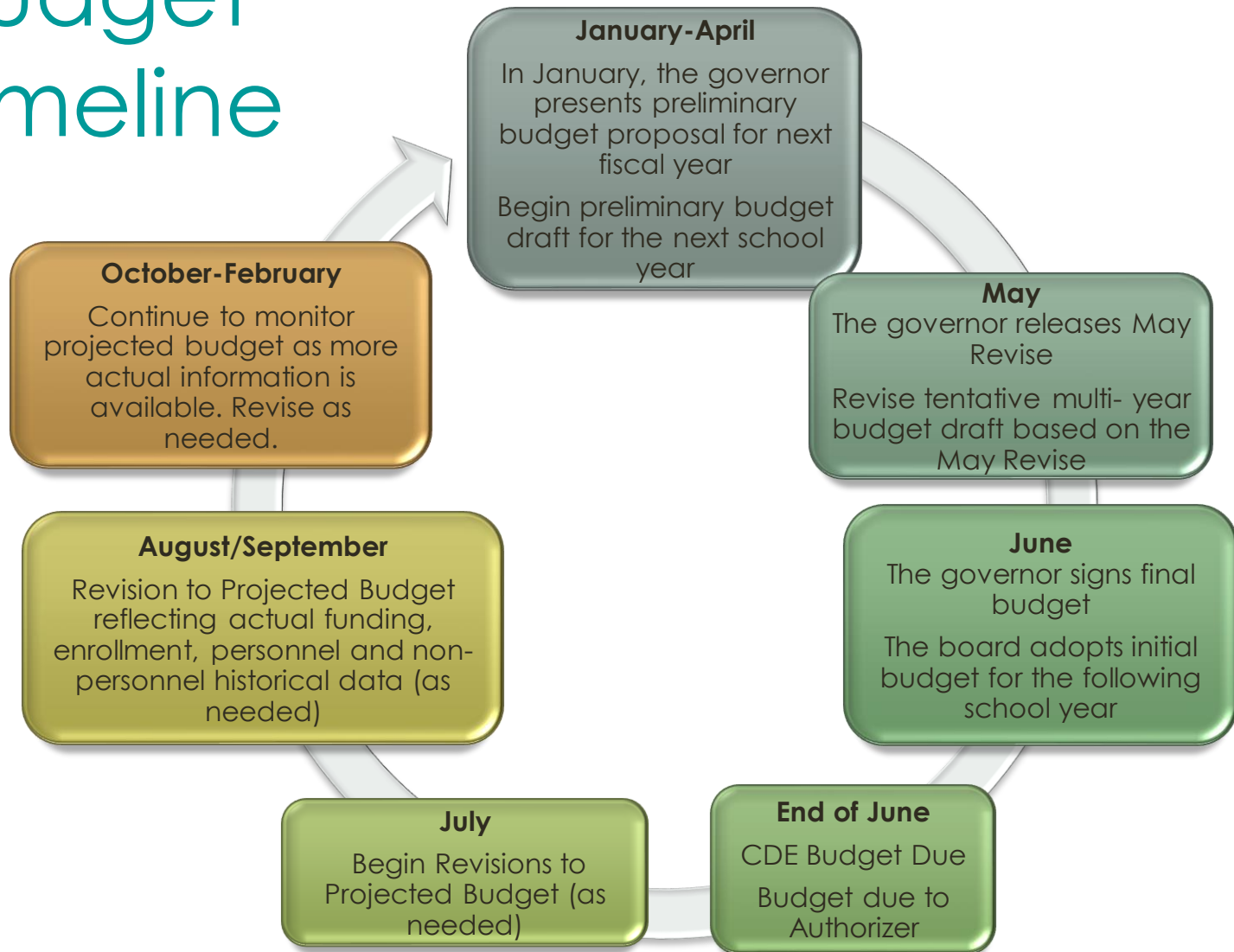
Financial Update

Thursday,
January 26, 2023

Presentation Agenda

- Budget Timeline
- Governor's January Budget Proposals
- Monthly Financials
- Cash Flow
- First Interim MYP

Budget Timeline



Governor's January Proposals

- Overall themes:
 - Shift from pandemic focused to more “business as usual”
 - Focused on maintaining programs where possible while trimming others
 - Keeps state's significant reserves intact
 - Revenue assumes slower economic growth, but not a recession
 - Precariously balanced budget and a change in the economic forecast could require more difficult decisions at the May Revise

Revenue Proposals

- LCFF base grant increase of 8.13% COLA
- Categorical Programs also increased by 8.13% COLA
 - Special Education
 - Child Nutrition
 - Mandate Block Grant
 - Charter School Facility Grant Program
- Continued funding for:
 - Expanded Learning Opportunities Program (ELO-P)
 - Transitional Kindergarten
 - Universal Meals

Revenue Proposals Continued

- Revenue for the Arts, Music and Instructional Materials Block Grant funding announced in FY22-23 (current), **reduced** by \$1.2 billion (-34% from previously apportioned)
- Prop 28: Arts and Music in School ~\$1 billion in FY23-24 for dedicated ongoing funding outside of Prop 98 for arts and music education
 - Used to supplement, not supplant
 - Expenditure Plan needed
 - Report to board – type of arts education funded, number of staff, number of students served

Revenue Proposals Continued

- 12th grade Cultural Enrichment - \$100 million
 - One-time
 - To provide 12th grade students opportunities to visit museums, attend theater performances or participate in enrichment activities
- Opioid Overdose Reversal - \$3.5 million
 - Ongoing
 - Funding for middle and high school sites to maintain medication to reverse opioid overdose

Revenue Proposals Continued

- Proposed items that do not apply to Aveson
 - LCFF “Equity Multiplier” \$300 million to LCFF base
 - Allocations to schools with high free-meal eligibility (85-90%)
 - Literacy Coaches and Reading Specialists Grant Program
 - Current year funds went to schools with high free-meal eligibility (higher than 90%)

What's *Not* in the Proposed Budget?

Myriad Categorical Programs

This Governor's Budget lacks the litany of one-time and ongoing new categorical programs as nearly all revenues are needed to maintain current programs



Pension Relief

While Governor Newsom applauds the paydown of pension debt in past years, no relief is provided as CalPERS rates increase and CalSTRS rates remain high



Reserve Withdrawal

The Governor is holding back on using Rainy Day funds, but may need to play that card if economic conditions worsen



Covid-Related Relief

A first since May 2020, not a single K-12 proposal appears tied to the COVID-19 pandemic



No "hold harmless" language for Enrollment/ADA for Charter Schools for FY23-24

Risks to the Budget

- California's progressive tax system is extremely volatile
- The Governor's Budget forecast assumes slower economic growth but does not assume a recession
- Geopolitical turmoil
- COVID-19 in the U.S. and abroad
- Inflation and Federal Reserve policy
- Further decline of the stock market
- Further declines in home prices
- Recession?



Planning Considerations

- Still a proposal
- Economy is volatile
- Out year deficits are not addressed in Governor's plan (FY24-25 and beyond)
- New one-time funds are unlikely in future years
- LCFF COLA increases help fund the gap when enrollment and ADA decreases. Enrollment trends impact the bottom line – in the current year and the out years.
- No word of 2021-22 Hold Harmless Declining Enrollment apportionment amounts & timing

FY22-23 Budget Highlights – Combined YTD Nov 2022

	WORKING BUDGET FY22-23	YTD Actuals	2022-23 Projections	Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining
Total 8011-8096 Local Control Funding Formula Sources	\$ 5,616,942	\$ 1,868,212	\$ 5,616,942	\$ -	\$ 3,748,731	67%
Total 8100-8299 Federal Income	\$ 933,899	\$ 590,528	\$ 933,899	\$ -	\$ 343,370	37%
Total 8300-8599 State Income	\$ 2,058,981	\$ 241,108	\$ 2,058,688	\$ (293)	\$ 1,817,873	88%
Total 8600-8799 Local Income	\$ 793,900	\$ 312,873	\$ 795,762	\$ 1,862	\$ 481,027	61%
TOTAL INCOME	\$ 9,403,722	\$ 3,012,721	\$ 9,405,291	\$ 1,569	\$ 6,391,001	68%
Total 1000 Certificated Salaries	\$ 3,960,877	\$ 1,449,375	\$ 3,960,877	\$ -	\$ 2,511,502	63%
Total 2000 Classified Salaries	\$ 1,582,659	\$ 700,398	\$ 1,582,659	\$ -	\$ 882,260	56%
Total 3000 Employee Benefits	\$ 992,151	\$ 400,328	\$ 992,151	\$ -	\$ 591,824	60%
Total 4000 Supplies	\$ 734,224	\$ 343,365	\$ 737,509	\$ 3,285	\$ 390,859	53%
Total 5000 Services and Other Operating Expenditures	\$ 2,392,687	\$ 1,102,218	\$ 2,421,726	\$ 29,040	\$ 1,346,638	22
Total 6000 Capital Outlay	\$ 53,493	\$ 22,289	\$ 53,493	\$ 0	\$ 31,204	58%
		\$ -				
TOTAL EXPENSE	\$ 9,716,091	\$ 4,017,973	\$ 9,748,416	\$ 32,325	\$ 5,754,288	59%
NET INCOME (LOSS)	\$ (312,369)	\$ (1,005,252)	\$ (343,125)	\$ (30,756)	\$ 636,714	

FY22-23 Budget Highlights – AGLA

YTD Nov 2022

	WORKING BUDGET FY22-23	YTD Actuals	2022-23 Projections	WORKING Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining	CWM Comments
Total 8011-8096 Local Control Funding Formula Sources	\$ 2,256,258	\$ 778,003	\$ 2,256,258	\$ -	\$ 1,478,255	66%	
Total 8100-8299 Federal Income	\$ 648,913	\$ 547,260	\$ 648,913	\$ -	\$ 101,653	16%	
Total 8300-8599 State Income	\$ 1,007,881	\$ 92,280	\$ 1,010,284	\$ 2,403	\$ 885,254	88%	Prior year revenue not accrued
Total 8600-8799 Local Income	\$ 261,941	\$ 87,556	\$ 262,967	\$ 1,026	\$ 174,385	67%	Misc other local revenue
TOTAL INCOME	\$ 4,174,993	\$ 1,505,099	\$ 4,178,422	\$ 3,429	\$ 2,639,547	63%	
Total 1000 Certificated Salaries	\$ 1,720,561	\$ 626,085	\$ 1,720,561	\$ -	\$ 1,094,475	64%	
Total 2000 Classified Salaries	\$ 665,546	\$ 281,177	\$ 665,546	\$ -	\$ 384,368	58%	
Total 3000 Employee Benefits	\$ 411,347	\$ 166,956	\$ 411,347	\$ -	\$ 244,391	59%	
Total 4000 Supplies	\$ 315,580	\$ 149,668	\$ 315,580	\$ (0)	\$ 165,913	53%	
Total 5000 Services and Other Operating Expenditures	\$ 1,312,772	\$ 625,834	\$ 1,341,187	\$ 28,415	\$ 686,938	52%	Turf and shade areas, AC repairs
Total 6000 Capital Outlay	\$ 34,009	\$ 14,171	\$ 34,009	\$ 0	\$ 19,839	58%	
TOTAL EXPENSE	\$ 4,459,814	\$ 1,863,890	\$ 4,488,229	\$ 28,415	\$ 2,595,924	58%	
NET INCOME (LOSS)	\$ (284,821)	\$ (358,792)	\$ (309,808)	\$ (24,986)	\$ 43,623		

FY22-23 Budget Highlights – ASL

YTD Nov 2022

	WORKING BUDGET FY22-23	YTD Actuals	2022-23 Projections	Working Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining	Comments
Total 8011-8096 Local Control Funding Formula Sources	\$ 3,360,684	\$ 1,090,209	\$ 3,360,684	\$ -	\$ 2,270,476	68%	
Total 8100-8299 Federal Income	\$ 284,986	\$ 43,269	\$ 284,986	\$ -	\$ 241,717	85%	
Total 8300-8599 State Income	\$ 1,051,100	\$ 148,828	\$ 1,048,404	\$ (2,696)	\$ 902,273	86%	Prior year revenue adjusted
Total 8600-8799 Local Income	\$ 531,959	\$ 225,317	\$ 532,795	\$ 836	\$ 306,642	58%	Donations
			\$ -				
TOTAL INCOME	\$ 5,228,729	\$ 1,507,622	\$ 5,226,869	\$ (1,860)	\$ 3,721,107	71%	
Total 1000 Certificated Salaries	\$ 2,240,316	\$ 823,290	\$ 2,240,316	\$ -	\$ 1,417,026	63%	
Total 2000 Classified Salaries	\$ 917,113	\$ 419,221	\$ 917,113	\$ -	\$ 497,892	54%	
Total 3000 Employee Benefits	\$ 580,805	\$ 233,372	\$ 580,805	\$ -	\$ 347,433	60%	
Total 4000 Supplies	\$ 418,644	\$ 193,697	\$ 421,929	\$ 3,285	\$ 224,947	54%	Gazebos
Total 5000 Services and Other Operating Expenditures	\$ 1,079,915	\$ 476,384	\$ 1,080,539	\$ 624	\$ 603,531	56%	Repairs and Maintenance - Buildings
Total 6000 Capital Outlay	\$ 19,484	\$ 8,118	\$ 19,484	\$ 0	\$ 11,366	58%	
TOTAL EXPENSE	\$ 5,256,277	\$ 2,154,082	\$ 5,260,186	\$ 3,909	\$ 3,102,195	59%	
NET INCOME (LOSS)	\$ (27,548)	\$ (646,461)	\$ (33,317)	\$ (5,770)	\$ 618,913		

Other Budget Considerations

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

- Additional revenue from One Time Funds including Employee Retention Credit and Enrollment Hold harmless
- 8800 Donations
- 5845 Legal Fees
- 5875 Instructional Consultants
- Prior Year Adjustments

Additional Considerations

- Maintain enough cash on hand for monthly expenditures
- Plan ahead and consider the long term by projecting multi-year budgets
- Create backup plans, goals and deadlines
- One-time funds are not recommended to fund ongoing expenses
- Maintain a flexible budget as more information becomes available

Cash Update – Cash is King

	Gold Standard	Cash Balance as of 11/30/2022	Projected Cash Balance as of 6/30/2023*
3 months of payroll	\$ 1,633,922	\$ 2,466,278	\$ 1,478,575
Days Cash on Hand	60	93	56

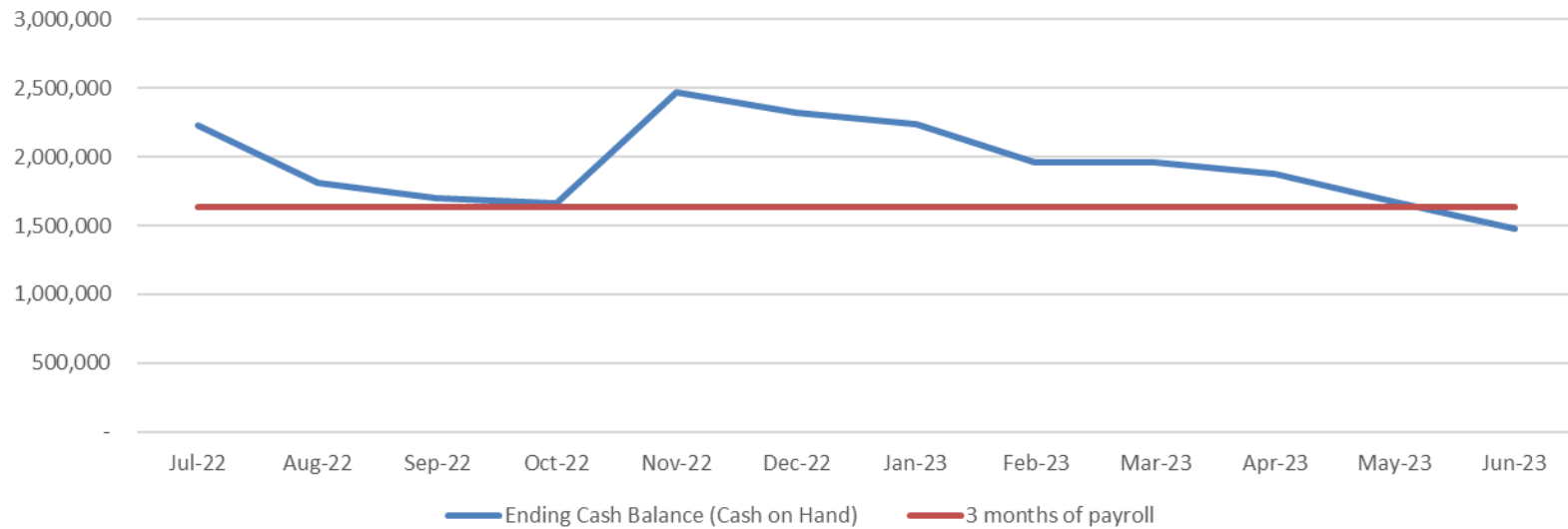
**Includes one time LOC payments*

Other Cash Analysis		
Cash Balance	\$ 2,466,278	\$ 1,478,575
LOC Balance	75,000	40,000
Employee Retention Credit	439,406	439,406

**Includes one time LOC payments*

Recommended Cash on Hand

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



- Timing of receivables not included in this projection
 - Employee Retention Credit (remaining)
 - Hold harmless enrollment (TBD)
- Line of Credit available to draw down: \$425,000

FY22-23 Combined Master Summary

Revised First Interim Budget
Not including ERC full amount

	FY22-23	FY22-23	FY22-23
	AGLA REVISED BUDGET	ASL REVISED BUDGET	COMBINED
Enrollment	220	347	567
FY ADA (93%)	205	323	527

Total 8011-8096 Local Control Funding Formula Sources	\$ 2,256,258	\$ 3,360,684	\$ 5,616,942
Total 8100-8299 Federal Income	\$ 648,913	\$ 284,986	\$ 933,899
Total 8300-8599 State Income	\$ 1,007,881	\$ 1,051,100	\$ 2,058,981
Total 8600-8799 Local Income	\$ 261,941	\$ 531,959	\$ 793,900
TOTAL INCOME	\$ 4,174,993	\$ 5,228,729	\$ 9,403,722

Total 1000 Certificated Salaries	\$ 1,720,561	\$ 2,240,316	\$ 3,960,877
Total 2000 Classified Salaries	\$ 665,546	\$ 917,113	\$ 1,582,659
Total 3000 Employee Benefits	\$ 411,347	\$ 580,805	\$ 992,151
Total 4000 Supplies	\$ 315,580	\$ 418,644	\$ 734,224
Total 5000 Services and Other Operating Expenditures	\$ 1,312,772	\$ 1,079,915	\$ 2,392,687
Total 6000 Capital Outlay	\$ 34,009	\$ 19,484	\$ 53,493
TOTAL EXPENSE	\$ 4,459,814	\$ 5,256,277	\$ 9,716,091

NET INCREASE (DECREASE) IN FUND BALANCE \$ (284,821) \$ (27,548) \$ (312,369)

BEGINNING FUND BALANCE \$ 1,532,282 \$ 1,265,733 \$ 2,798,015

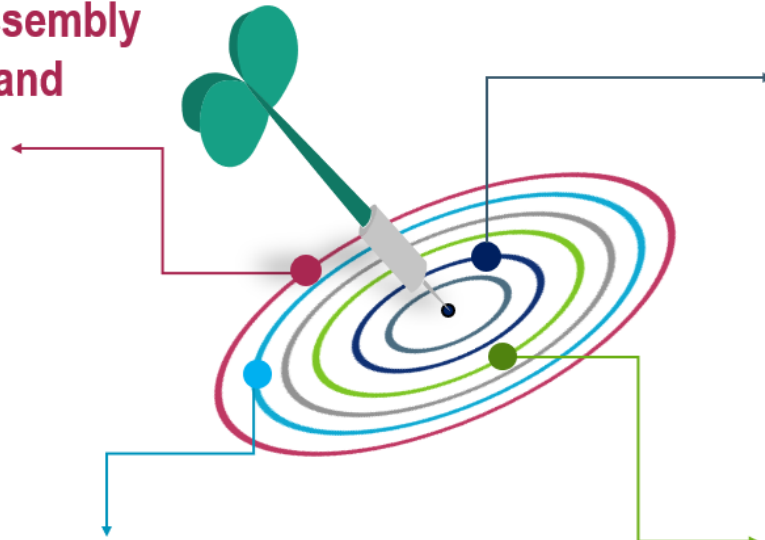
ENDING FUND BALANCE \$ 1,247,461 \$ 1,238,185 \$ 2,485,646

RESERVE (AS % OF EXPENSES) 28% 24% 26%

Multiyear Projections

Multiyear projections are required by Assembly Bill (AB) 1200 and AB 2756

Projections are anchored in reliable information as of the date of the projection



Projections will change any time the underlying factors change

Projections must be documented, because they will change

FY22-26 Combined Multi Year Projection

Revised First Interim Budget

	FY22-23	FY23-24	FY24-25	FY25-26
	BUDGET	BUDGET	BUDGET	BUDGET
Enrollment	567	567	567	567
FY ADA	527	527	527	527
TOTAL INCOME	\$ 9,403,722	\$ 8,276,861	\$ 8,520,697	\$ 8,755,080
Total 1000 Certificated Salaries	\$ 3,960,877	\$ 3,960,877	\$ 3,960,877	\$ 3,960,877
Total 2000 Classified Salaries	\$ 1,582,659	\$ 1,582,659	\$ 1,582,659	\$ 1,582,659
Total 3000 Employee Benefits	\$ 992,151	\$ 1,177,077	\$ 1,187,171	\$ 1,197,456
Total 4000 Supplies	\$ 734,224	\$ 694,691	\$ 700,997	\$ 707,339
Total 5000 Services and Other Operating Expenditures	\$ 2,392,687	\$ 2,146,545	\$ 2,144,779	\$ 2,178,738
Total 6000 Capital Outlay	\$ 53,493	\$ 53,493	\$ 53,493	\$ 53,493
TOTAL EXPENSE	\$ 9,716,091	\$ 9,615,342	\$ 9,629,976	\$ 9,680,562
NET INCREASE (DECREASE) IN FUND BALANCE	\$ (312,369)	\$ (1,338,481)	\$ (1,109,278)	\$ (925,482)
BEGINNING FUND BALANCE	\$ 2,798,015	\$ 2,485,646	\$ 1,147,165	\$ 37,886
ENDING FUND BALANCE	\$ 2,485,646	\$ 1,147,165	\$ 37,886	\$ (887,596)
RESERVE (AS % OF EXPENSES)	26%	12%	0%	-9%

WORKING BUDGET FY22-23	PRIOR YEAR P-2						P-1					P-2		YTD Actuals	2022-23 Projections	Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining
	ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-22	ACTUAL Nov-22	Forecast Dec-22	Forecast Jan-23	Forecast Feb-23	Forecast Mar-23	Forecast Apr-23	Forecast May-23	Forecast Jun-23	Accrual					
Beginning Cash Balance	2,229,160	2,227,291	1,812,440	1,704,029	1,662,105	2,466,278	2,319,571	2,240,305	1,959,844	1,961,264	1,874,121	1,668,895	1,478,575					
Cash Flow from Operating Activities																		
Net Income (Loss)	(315,197)	(469,797)	(253,543)	(195,190)	228,475	(189,253)	(111,007)	(316,369)	(34,488)	(123,050)	(241,133)	(226,228)	1,903,656					
1 Change in Accounts Receivable																		
1.1 Due from Grantor	439,938	93,086	142,340	110,773	286,256	43,088	32,284	36,450	36,450	36,450	36,450	36,450	36,450					
2 Change in Accounts Payable	(50,941)	(41,067)	(17,843)	21,163	35,460													
Clean Energy funds - refund																		
9 Change in Other Liabilities (incl Due to Grantor)			(7,739)	(13,930)	(8,400)													
5 Change in Payroll Liabilities	(170,806)	(1,754)	9,719	(15,598)	9,274													
6 Change in Prepaid Expenditures	94,168	5,000																
7 Change in Deferred Revenue	21,447	223	19,197	51,401	253,650													
8 Depreciation Expense	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458					
Cash Flow from Investing Activities	(19,936)																	
Capital Expenditures																		
Change in Security Deposits																		
Cash Flow from Financing Activities																		
Source- Sale of Receivables																		
Use- Sale of Receivables																		
Source- Loans																		
Use- Loans	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)					
Ending Cash Balance (Cash on Hand)	2,227,291	1,812,440	1,704,029	1,662,105	2,466,278	2,319,571	2,240,305	1,959,844	1,961,264	1,874,121	1,668,895	1,478,575	3,248,231					



2022-23 Aveson Rechartering Planning Document

July 2022	Brainstorm Aveson Way Values Statements with Directors
August 2022	Introduced Aveson Way to Staff
September 2022	Redesign of Aveson Way (with input from staff)
September 2022	Begin Charter Document
September 2022	Feedback from Governing Board on Aveson Way
November 2022	Roll Out Aveson Way to the Community
November 2022	Rebranding
December 2022	Aveson Way Community Conversations
January 2023	Aveson Way Staff Roll Out - Lesson Planning
January 2023	Aveson Way Student Roll Out - February
January - June 2023	Ongoing Aveson Way Teaching Students & Staff
January 2023	Visioning & Messaging w/ Director Team
January 2023	Form team for AGLA and ASL (1st
January 23-June 2023	Charter Focus Groups - (staff)
January 23-June 2023	Charter Focus Groups (community)
January 23-June 2023	Charter Focus Groups (students)
February 2023	Data Analysis Deep Dive with Susanne Coile Charter Consultant
February (LATE), 2023	Board Retreat (Charter Focus Group)
February 2023	Continue Charter Document Production
February 2023	Rechartering Team Meeting
February Late 2023	Data Analysis Deep Dive Susanne Coile



March 2023	First Draft
March 2023	Rechartering Team Meetings
April, 2023	Rechartering Team Meetings
April 2023	Draft 2
May 2023	(Tentative) 5th Grade ROP - Catalina Trip
May 2023	Final Draft of AGLA and ASL to editing team
June 2023	Rechartering Team Meetings
June 2023	Final Prints and Drafts
June mid to late, 2023	Rechartering Team Meetings
July 2023	AGLA and ASL Charter Due to PUSD

BOARD POLICY:

International Exchange

BP:

INSTRUCTION

THE BOARD OF EDUCATION RECOGNIZES THAT PERSONAL CONTACT BETWEEN STUDENTS OF DIFFERENT COUNTRIES AND CULTURES PROMOTES GLOBAL AWARENESS AND INTERNATIONAL UNDERSTANDING. TO THAT END, THE BOARD WELCOMES THE ENROLLMENT OF INTERNATIONAL EXCHANGE STUDENTS AND FURTHER ENCOURAGES DISTRICT STUDENTS TO TAKE ANY OPPORTUNITIES THAT THEY MAY HAVE TO PARTICIPATE IN SUCH PROGRAMS AND STUDY IN ANOTHER COUNTRY.

WITH BOARD APPROVAL, A DISTRICT SCHOOL MAY ESTABLISH A SISTER-SCHOOL RELATIONSHIP WITH A SCHOOL IN ANOTHER COUNTRY.

INTERNATIONAL STUDENT EXCHANGE PROGRAMS

TO ENROLL IN A DISTRICT SCHOOL, AN INTERNATIONAL EXCHANGE STUDENT MUST BE PARTICIPATING IN AN EXCHANGE PROGRAM REGISTERED WITH THE CALIFORNIA ATTORNEY GENERAL'S OFFICE, DESIGNATED BY THE U.S. DEPARTMENT OF STATE AND ACCEPTED FOR LISTING ON THE COUNCIL FOR STANDARDS FOR INTERNATIONAL EDUCATIONAL TRAVEL'S ADVISORY LIST.

WHEN NECESSARY BECAUSE OF OVERCROWDING WITHIN DISTRICT SCHOOLS OR LIMITED DISTRICT RESOURCES, THE SUPERINTENDENT OR DESIGNEE MAY LIMIT THE NUMBER OF INTERNATIONAL EXCHANGE STUDENTS TO BE ACCEPTED AT ANY DISTRICT HIGH SCHOOL DURING ANY SCHOOL YEAR.

THE DISTRICT SHALL NOT INCUR ANY FINANCIAL OBLIGATIONS WHEN SENDING AND/OR RECEIVING INTERNATIONAL EXCHANGE STUDENTS. PROGRAM SPONSORS SHALL PROVIDE ASSURANCE OF THEIR RESPONSIBILITY FOR HEALTH/ACCIDENT/LIABILITY INSURANCE, THE STUDENT'S HOME PLACEMENT, AND THE RESOLUTION OF ANY RELATED PERSONAL DIFFICULTIES WHICH MAY ARISE.

THE SUPERINTENDENT OR DESIGNEE SHALL ESTABLISH DISTRICT CRITERIA FOR ISSUING REGULAR OR HONORARY DIPLOMAS TO INTERNATIONAL EXCHANGE STUDENTS. THE PRINCIPAL OR DESIGNEE SHALL REFER TO THESE CRITERIA WHEN ASSISTING INTERNATIONAL

EXCHANGE STUDENTS IN SELECTING CLASSES AND COCURRICULAR ACTIVITIES BASED ON THE STUDENT'S INDIVIDUAL QUALIFICATIONS, NEEDS AND INTERESTS.

(CF. 5127 - GRADUATION CEREMONIES AND ACTIVITIES)

(CF. 6146.1 - HIGH SCHOOL GRADUATION REQUIREMENTS)

(CF. 6146.3 - RECIPROCITY OF ACADEMIC CREDIT)

DISTRICT STAFF SHALL PROVIDE RELEVANT COUNSELING TO DISTRICT STUDENTS WHO WISH TO STUDY IN A FOREIGN COUNTRY. DISTRICT CREDIT FOR COURSES SUCCESSFULLY COMPLETED IN THE FOREIGN COUNTRY SHALL BE GRANTED IN ACCORDANCE WITH BOARD POLICY AND ADMINISTRATIVE REGULATION.

(CF. 6146.11 - ALTERNATIVE CREDITS TOWARD GRADUATION)

LEGAL REFERENCE:

EDUCATION CODE

35160 AUTHORITY OF GOVERNING BOARDS

35160.1 BROAD AUTHORITY OF SCHOOL DISTRICTS

51225.5 HONORARY DIPLOMAS; FOREIGN EXCHANGE STUDENTS

GOVERNMENT CODE

12620-12630 INTERNATIONAL STUDENT EXCHANGE VISITOR PLACEMENT ORGANIZATIONS

CODE OF FEDERAL REGULATIONS, TITLE 22

62.25 SECONDARY SCHOOL STUDENTS, EXCHANGE VISITOR PROGRAM

MANAGEMENT RESOURCES:

WEB SITES

CALIFORNIA ATTORNEY GENERAL'S OFFICE:

[HTTP://WWW.CAAG.STATE.CA.US](http://WWW.CAAG.STATE.CA.US)

CALIFORNIA INTERSCHOLASTIC FEDERATION:

[HTTP://WWWCIFSTATE.ORG](http://WWWCIFSTATE.ORG)

COUNCIL ON STANDARDS FOR INTERNATIONAL EDUCATIONAL TRAVEL:

[HTTP://WWW.CSIET.ORG](http://WWW.CSIET.ORG)

U.S. DEPARTMENT OF STATE, BUREAU OF EDUCATIONAL AND CULTURAL
AFFAIRS: [HTTP://EXCHANGES.STATE.GOV](http://EXCHANGES.STATE.GOV)

U.S. IMMIGRATION AND CUSTOMS ENFORCEMENT:
[HTTP://WWW.ICE.GOV](http://WWW.ICE.GOV)

AR 6145.6

INSTRUCTION

ADMISSION

NOTE: THE FOLLOWING OPTIONAL PARAGRAPH MAY BE REVISED TO SET A DATE BY WHICH THE REQUEST FOR ENROLLMENT MUST BE RECEIVED.

IN ORDER TO APPROVE THE ADMISSION OF AN INTERNATIONAL EXCHANGE STUDENT, THE SUPERINTENDENT OR DESIGNEE MUST RECEIVE A WRITTEN REQUEST FOR ENROLLMENT BEFORE THE END OF THE PRECEDING SCHOOL YEAR. ENROLLMENT SHALL BE FOR ONE YEAR ONLY.

(CF. 5111.2 - NONRESIDENT FOREIGN STUDENTS)

ALL INTERNATIONAL EXCHANGE STUDENTS SHALL MEET STATE AND DISTRICT IMMUNIZATION REQUIREMENTS.

(CF. 5141.22 - INFECTIOUS DISEASES)

(CF. 5141.31 - IMMUNIZATIONS)

ATHLETICS

NOTE: STATE BYLAWS OF THE CALIFORNIA INTERSCHOLASTIC FEDERATION (CIF) LIST ELIGIBILITY REQUIREMENTS FOR PARTICIPATION BY INTERNATIONAL EXCHANGE STUDENTS IN INTERSCHOLASTIC ATHLETICS. THESE REQUIREMENTS INCLUDE, BUT ARE NOT LIMITED TO, REQUIRING THAT THE STUDENT HAS BEEN PLACED WITH A HOST FAMILY BY AN EXCHANGE PROGRAM ACCEPTED FOR LISTING BY THE COUNCIL FOR STANDARDS FOR INTERNATIONAL EDUCATIONAL TRAVEL AND HAS BEEN APPROVED BY THE CIF, CALIFORNIA ATTORNEY GENERAL'S OFFICE AND U.S. DEPARTMENT OF STATE. INDIVIDUAL CIF SECTION BYLAWS MAY HAVE ADDITIONAL REQUIREMENTS.

INTERNATIONAL EXCHANGE STUDENTS SHALL BE ELIGIBLE FOR PARTICIPATION IN INTERSCHOLASTIC SPORTS IN ACCORDANCE WITH STATE BYLAWS OF THE CALIFORNIA INTERSCHOLASTIC FEDERATION AS WELL AS APPLICABLE SECTION BYLAWS.

(CF. 6145 - EXTRACURRICULAR AND COCURRICULAR ACTIVITIES)

(CF. 6145.2 - ATHLETIC COMPETITION)

DIPLOMAS

INTERNATIONAL EXCHANGE STUDENTS MAY BE CONSIDERED FOR A DIPLOMA IF THEY HAVE SATISFACTORILY COMPLETED THE DISTRICT'S GRADUATION REQUIREMENTS.

(CF. 6146.1 - HIGH SCHOOL GRADUATION REQUIREMENTS)

(CF. 6146.11 - ALTERNATIVE CREDITS TOWARD GRADUATION)

(CF. 6146.3 - RECIPROCITY OF ACADEMIC CREDIT)

***NOTE: PURSUANT TO EDUCATION CODE 51225.5, THE BOARD MAY GRANT AN HONORARY DIPLOMA TO INTERNATIONAL EXCHANGE STUDENTS WHO HAVE COMPLETED THE COURSE OF STUDY REQUIRED FOR

GRADUATION AND ARE RETURNING TO THEIR HOME COUNTRIES FOLLOWING COMPLETION OF ONE SCHOOL YEAR. HONORARY DIPLOMAS MUST BE DISTINGUISHABLE FROM THE DISTRICT'S REGULAR DIPLOMA. ***

***NOTE: THE FOLLOWING OPTIONAL PARAGRAPH PROVIDES STANDARDS FOR THE GRANTING OF THE HONORARY DIPLOMA AND SHOULD BE REVISED TO REFLECT DISTRICT PRACTICE. ***

INTERNATIONAL EXCHANGE STUDENTS WHO ARE NOT ELIGIBLE FOR A REGULAR DIPLOMA MAY RECEIVE AN HONORARY DIPLOMA, PROVIDED THEY HAVE COMPLETED AT LEAST ONE SEMESTER OF FULL-TIME ENROLLMENT AND ACHIEVED AT LEAST A 2.0 GRADE POINT AVERAGE.

(CF. 5127 - GRADUATION CEREMONIES AND ACTIVITIES)

AT THE DISCRETION OF THE PRINCIPAL OR DESIGNEE, INTERNATIONAL EXCHANGE STUDENTS WHO DO NOT MEET REQUIREMENTS FOR A REGULAR OR AN HONORARY DIPLOMA MAY, AT THE END OF THEIR VISIT, BE GIVEN A LETTER CERTIFYING THE TIME PERIOD FOR WHICH THEY WERE ENROLLED.

Aveson Global Leadership Academy

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



AVESON SCHOOLS

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Aveson Global Leadership Academy
Street	575 West Altadena Dr.
City, State, Zip	Altadena, CA 91001-4203
Phone Number	626-797-1438
Principal	Ian McFeat
Email Address	ianmcfear@aveson.org
School Website	http://www.aveson.org
County-District-School (CDS) Code	19648810113464

2022-23 District Contact Information

District Name	Aveson Global Leadership Academy
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
District Website Address	www.pusd.us

2022-23 School Overview

Aveson's number one promise is Personalized Mastery Learning (PML). Our promise is to provide the best personalized mastery learning model to nearly 400 Southern California 6-12 students and to advocate for personalized mastery learning to lead the way in transforming public education for students everywhere so they also experience the best education possible.

Students at our public charter school receive an academically challenging learning experience with the goal that they become inquisitive and confident life-long learners, prepared to be successful in the global community. Our skilled educators, whom we call 'advisors,' guide students through the Personalized Mastery Learning continuum celebrating students' individuality and teaching them about learning itself. Students master all the necessary skills and content while building confidence in their ability to learn and thrive.

Our Personalized Mastery Learning Network (PML Network) provides opportunities for educators, education leaders and those interested in the evolution of public education to learn PML from some of Aveson's best master teachers. Our commitment to the PML Network helps educators take incremental steps to implement PML in their schools and for their students. Aveson's Mission Statement: We provide the right instruction for every student every day by supporting innovative teaching methods and

2022-23 School Overview

a personalized, experience-based learning environment to ensure no child is left unknown.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	36
Grade 7	38
Grade 8	63
Grade 9	35
Grade 10	34
Grade 11	28
Grade 12	32
Total Enrollment	266

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.2
Male	56.4
American Indian or Alaska Native	0.4
Asian	4.1
Black or African American	10.5
Filipino	1.1
Hispanic or Latino	40.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.1
White	42.5
English Learners	7.5
Foster Youth	0.4
Homeless	1.5
Migrant	0.0
Socioeconomically Disadvantaged	27.4
Students with Disabilities	21.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.20	73.39	564.40	74.69	228366.10	83.12
Intern Credential Holders Properly Assigned	1.90	11.06	13.40	1.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	13.11	37.20	4.93	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	2.28	22.10	2.92	12115.80	4.41
Unknown	0.00	0.00	118.50	15.68	18854.30	6.86
Total Teaching Positions	18.00	100.00	755.70	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	2.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.40	
Total Out-of-Field Teachers	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	26.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected			
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Aveson uses a variety of textbooks, technology, online resources, and scientifically researched-based instructional materials and assessments. All students have access to the instructional materials they need as they learn through a personalized mastery learning model.	Yes	0.00 %
Mathematics	Mathematics Aveson uses a variety of textbooks, technology, online resources and scientifically researched based instructional materials and assessments. All students have access the instructional materials they need as they learn through a personalized mastery learning model.	Yes	0.00 %
Science	Science Aveson uses a variety of textbooks, technology, online resources and scientifically researched based instructional materials and assessments. All students have access the instructional materials they need as they learn through a personalized mastery learning model.	Yes	0.00 %
History-Social Science	Aveson uses a variety of textbooks, technology, online resources and scientifically researched based instructional materials and assessments. All students have access the instructional materials they need as they learn through a personalized mastery learning model.	Yes	0.00 %
Foreign Language	Foreign Language Aveson uses a variety of textbooks, technology, online resources and scientifically researched based instructional materials and assessments. All students have access the instructional materials they need as they learn through a personalized mastery learning model.	Yes	0.00 %
Health	Health Aveson uses a variety of textbooks, technology, online resources and scientifically researched based instructional materials and assessments. All students have access the instructional materials they need as they learn through a personalized mastery learning model.	Yes	0.00 %
Visual and Performing Arts	Aveson uses a variety of textbooks, technology, online resources and scientifically researched based instructional materials and assessments. All students have access the instructional materials they need as they learn through a personalized mastery learning model.	Yes	0.00 %
Science Laboratory Equipment (grades 9-12)	N/A		0.00 %

School Facility Conditions and Planned Improvements

Aveson Global Leadership Academy is located at the northeast corner of Altadena Drive and Lincoln Avenue in Altadena, California.

The 22,000 square foot, two story facility was designed and built to support AGLA's Personalized Mastery Learning model. Each of the 16, 1,000 square foot classrooms have three learning spaces. One large room and two smaller breakout room allow for whole group, small group, individual and peer instruction. The safety, cleanliness and adequacy of the facility are guaranteed by Aveson's maintenance and custodial team.

Inspections by the Executive Director are conducted biweekly. At the support team meeting each week, facilities issues and updates are discussed resulting in an action plan for correction or implementation.

Routine maintenance and small upgrades will ensure the facility remains in good repair.

Year and month of the most recent FIT report

December 10,2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces		X		Interior Surfaces Fair Painting is needed on all interior surfaces. Interior painting will be completed before the campus is opened for the Fall 2023-2024 school year.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			N/A
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	50	N/A	45	N/A	47
Mathematics (grades 3-8 and 11)	N/A	21	N/A	33	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	166	144	86.75	13.25	50.35
Female	78	67	85.90	14.10	49.25
Male	87	77	88.51	11.49	51.32
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	11	8	72.73	27.27	--
Black or African American	19	16	84.21	15.79	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	57	48	84.21	15.79	29.79
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	74	68	91.89	8.11	66.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	38	32	84.21	15.79	46.88
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	31	28	90.32	9.68	14.29

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	165	139	84.24	15.76	20.86
Female	77	63	81.82	18.18	12.70
Male	87	76	87.36	12.64	27.63
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	11	7	63.64	36.36	--
Black or African American	19	16	84.21	15.79	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	56	48	85.71	14.29	8.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	74	64	86.49	13.51	28.13
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	38	32	84.21	15.79	18.75
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	31	28	90.32	9.68	7.14

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	25.93	33.89	29.71	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	151	135	89.4	10.6	25.93
Female	70	60	85.71	14.29	16.67
Male	80	75	93.75	6.25	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	13	92.86	7.14	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	54	47	87.04	12.96	4.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	74	66	89.19	10.81	37.88
English Learners	11	11	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	35	92.11	7.89	8.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	30	90.91	9.09	16.67

2021-22 Career Technical Education Programs

None at this time

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.46
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	94.44

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	n/a	n/a	n/a	n/a	n/a
Grade 7	n/a	n/a	n/a	n/a	n/a
Grade 9	n/a	n/a	n/a	n/a	n/a

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

From the original charter in 2007, family engagement has been an integral part of the students academic and social emotional learning environment. The structure of Action Teams, Parent/Guardian Liaisons, Parent Family/Student/Teacher Triads, Celebrations of Learning and Community Forums was developed through a collaborative effort while the charter was being written and through continued dialogue each component is alive and thriving today. Aveson also encourages parent involvement in the classroom through our Personalized Mastery Learning model which provides space and time for families to work directly with students. The vision and structure for all of these school/family engagement activities is delineated in the Family Student Handbook and is advertised weekly through the Aveson Bite newsletter.

Aveson Global Leadership Academy since inception has hired bi-lingual staff members to provide opportunities to explain information to families who have limited English. The Special Education department provides on-going information for students with disabilities. Families have integrated into the Aveson philosophy of student centered instruction - allowing for the students to be able to explain to families in their home language about their personal progress during Student-Led Conferencing, Triads and Celebrations of Learning utilizing any and all electronic translation services.

Parents are provided assistance with understanding state standards and strategies for supporting their students through virtual tools and onsite interactions with students and teachers. Aveson utilizes the Google suite (docs, sheets, slides, forms, and google classroom) as an online learning management system. Onsite experiences for families include: Goal setting triads where the student, family and teacher meet to discuss current progress on learning standards and academic measures and set goals for the year. During Celebrations of Learning twice a year, students present their mastery of learning standards to many families including their own. At Student Led Conferences, students present their entire portfolio of personalized mastery learning and demonstrate their learning to their own families. Through these activities families learn many ways in which they can support learning at home and at school. Families leave with actual resources and strategies for assisting their students in reaching their personal best in ELA, Math and other content areas. Families also receive ideas and education through the Aveson Bite weekly newsletter.

The school family partnership model supports communication, collaboration and contribution with all families. Morning coffees, community forums, board meetings and all events are inclusive and supportive of families with language and/or learning differences. Communication regarding these opportunities for involvement are consistent through the Aveson Bite weekly newsletter, emails, and through the Parent Square phone calls and texts. There is a 360 degree approach to pushing out to and pulling information from our families.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4	0		8	10.5		8.9	7.8
Graduation Rate		86	100		79	84.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	34	34	100.0
Female	15	15	100.0
Male	19	19	100.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	12	12	100.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	20	20	100.0
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	281	271	83	30.6
Female	122	118	36	30.5
Male	158	152	47	30.9
American Indian or Alaska Native	1	1	1	100.0
Asian	12	12	2	16.7
Black or African American	30	29	9	31.0
Filipino	3	3	1	33.3
Hispanic or Latino	111	109	42	38.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	4	1	25.0
White	118	113	27	23.9
English Learners	22	21	7	33.3
Foster Youth	1	1	1	100.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	83	81	37	45.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	62	59	19	32.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.26	2.94	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.30	7.12	0.06	3.35	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.12	0.00
Female	4.92	0.00
Male	8.86	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	16.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.78	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.45	0.00

2022-23 School Safety Plan

The health and safety of our community is of paramount importance at Aveson. For this reason, the Governing Board has adopted a Comprehensive Safe School Plan which will be implemented by school staff along with related policies and regulations. The plan and stated regulations are incorporated in the employee Handbook and Parent-Student Handbook which are also disseminated annually. The health and safety policies and procedures include, but are not limited to:

Requirement of all enrolling students to provide immunization documents to the extent required for enrollment in a public school. Requirement of all staff to have required inoculations upon employment.

Requirement for all staff to have a current negative TB result in accordance with Education Code Section 49406.

Policies and procedures for school-wide training in response to natural disasters and other emergencies, including civil unrest, fires, earthquakes and related seismic safety. Training for staff related to preventing contact with blood borne pathogens.

Requirement for all instructional and administrative staff to receive and have on file current First Aid and CPR training.

Identification of specific staff who will be trained in the administration of prescription drugs and other medicines.

Identification of specific staff who will check for lice.

Fingerprinting and criminal background check shall be conducted prior to employment of every employee as required by Education Code Section 44237.

Fingerprinting and criminal background checks may also be conducted on volunteers who work directly with students out of the direct supervision of a credentialed employee.

Contractors shall be fingerprinted and receive criminal background clearance in accordance with Education Code Section 45125.1 Health screenings, including vision and hearing shall be conducted in conformance with state law.

Child Abuse and Neglect Reporting: Aveson administrators and employees are responsible for complying with the Child Abuse and Neglect Reporting Act, California Penal Code Section 11164 Et. Seq, as well as any other applicable legal requirements.

Aveson facilities shall meet applicable federal, state and local building and safety codes and requirements, including, but not limited to, the Americans with Disabilities Act, AHERA, and playground safety in accordance with Education Code Section 47610.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	12	40	9	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	6	43		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	9	19	1	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	12	4	10
Mathematics	14	38	6	2
Science	12	28	2	
Social Science	21	19	10	3

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	33	8	4
Mathematics	9	53	7	
Science	21	13	10	
Social Science	20	17	8	2

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	18	3	
Mathematics	12	17		
Science	13	12		
Social Science	14	10	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,669	\$5,747	\$6,922	\$56,415
District	N/A	N/A	\$14,665	\$75,843
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Core Curriculum
 School Counselor
 MFT Counseling
 Sports Program
 Rite of Passage Trips
 Elective classes
 Field Trips
 Healthy lunch program
 Advisory class
 College visits
 Senior Projects
 Assemblies
 Student led conferences
 School leadership activities
 Celebrations of Learning
 Community Days
 Aveson Acres
 AGLA Performing Arts

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,221	\$54,370
Mid-Range Teacher Salary	\$66,121	\$82,681
Highest Teacher Salary	\$93,302	\$106,610
Average Principal Salary (Elementary)	\$117,240	\$135,283
Average Principal Salary (Middle)	\$119,160	\$141,244
Average Principal Salary (High)	\$126,720	\$152,955
Superintendent Salary	\$272,950	\$264,367
Percent of Budget for Teacher Salaries	25%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

Aveson School of Leaders
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



AVESON SCHOOLS

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Aveson School of Leaders
Street	1919 Pinecrest Dr.
City, State, Zip	Altadena, CA 91001
Phone Number	626-797-1440
Principal	Casey Rasmussen
Email Address	caseyrasmussen@aveson.org
School Website	http://www.aveson.org
County-District-School (CDS) Code	19648810113472

2022-23 District Contact Information

District Name	Aveson School of Leaders
Phone Number	(626) 797-1440
Superintendent	Ian McFeat
Email Address	ianmcfeat@aveson.org
District Website Address	www.aveson.org

2022-23 School Overview

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

Aveson promises to provide the best personalized mastery learning model to our students and to advocate for personalized mastery learning to lead the way in transforming public education for students everywhere so they also experience the best education possible. Students at our public charter school receive an academically challenging learning experience with the goal that they become inquisitive and confident life-long learners, prepared to be successful in their community. Our skilled educators, whom we call 'advisors,' guide students through the Personalized Mastery Learning continuum celebrating students' individuality and teaching them about learning itself. Students master all the necessary skills and content while building confidence in their ability to learn and thrive.

2022-23 School Overview

Aveson's Mission has always been to provide the right instruction for every student every day by supporting innovative teaching methods and a personalized, experience-based learning environment to ensure no child is left unknown. In school year 2020-21 we expanded our promise to be sure that students, staff, and families of all backgrounds feel seen, included and celebrated in our school family. We encourage all stakeholders in our school family to embrace the values of the Aveson Way by learning how to appreciate, empathize, persevere, reflect, explore, know, imagine and shine.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	59
Grade 2	73
Grade 3	51
Grade 4	62
Grade 5	61
Total Enrollment	358

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.3
Asian	6.1
Black or African American	5.6
Filipino	1.4
Hispanic or Latino	26.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.3
White	49.7
English Learners	3.1
Foster Youth	0.3
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	17.9
Students with Disabilities	13.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	89.47	564.40	74.69	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.26	13.40	1.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.26	37.20	4.93	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	22.10	2.92	12115.80	4.41
Unknown	0.00	0.00	118.50	15.68	18854.30	6.86
Total Teaching Positions	19.00	100.00	755.70	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected			
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Aveson uses a variety of textbooks, technology, online resources and scientifically researched based instructional materials and assessments. All students have access to the instructional materials they need as they learn through a personalized mastery learning model.		0.00 %
Mathematics	Mathematics Aveson uses a variety of textbooks, technology, online resources and scientifically researched based instructional materials and assessments. All students have access the instructional materials they need as they learn through a personalized mastery learning model.		0.00 %
Science	Aveson uses a variety of textbooks, technology, online resources and scientifically researched based instructional materials and assessments. All students have access the instructional materials they need as they learn through a personalized mastery learning model.		0.00 %
History-Social Science	Aveson uses a variety of textbooks, technology, online resources and scientifically researched based instructional materials and assessments. All students have access the instructional materials they need as they learn through a personalized mastery learning model.		0.00 %
Foreign Language	N/A		0.00 %
Health	Aveson uses a variety of textbooks, technology, online resources and scientifically researched based instructional materials and assessments. All students have access the instructional materials they need as they learn through a personalized mastery learning model.		0.00 %
Visual and Performing Arts	Aveson uses a variety of textbooks, technology, online resources and scientifically researched based instructional materials and assessments. All students have access the instructional materials they need as they learn through a personalized mastery learning model.		0.00 %
Science Laboratory Equipment (grades 9-12)	N/A		0.00 %

School Facility Conditions and Planned Improvements

Aveson School of Leaders is located on a beautiful campus in the foothills of Altadena. Sixteen 1000 square foot classrooms comprise the learning space at Aveson School of Leaders. The safety, cleanliness and adequacy of the facility are guaranteed by Aveson's maintenance and custodial team. Inspections by the Director of Facilities are conducted weekly. Due to the age of the campus, continuous improvements are made each year by the charter school and the Prop 39 lessor, Pasadena Unified School District.

Year and month of the most recent FIT report

December 10,2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Restrooms, sinks, and fountains have not been remodeled for years. Prop 39 lessor has inspected facilities and works with charter facilities staff for planning improvements.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Fair Playground equipment is lacking on lower blacktop. Fundraising efforts are ongoing.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	64	N/A	45	N/A	47
Mathematics (grades 3-8 and 11)	N/A	53	N/A	33	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	169	156	92.31	7.69	64.10
Female	83	78	93.98	6.02	64.10
Male	86	78	90.70	9.30	64.10
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	40	90.91	9.09	57.50
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	17	89.47	10.53	52.94
White	84	78	92.86	7.14	67.95
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	27	26	96.30	3.70	50.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	30	24	80.00	20.00	25.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	169	156	92.31	7.69	52.56
Female	83	78	93.98	6.02	50.00
Male	86	78	90.70	9.30	55.13
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	40	90.91	9.09	42.50
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	17	89.47	10.53	41.18
White	84	78	92.86	7.14	56.41
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	27	26	96.30	3.70	34.62
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	30	24	80.00	20.00	12.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	54.72	33.89	29.71	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	53	91.38	8.62	54.72
Female	26	24	92.31	7.69	58.33
Male	32	29	90.63	9.37	51.72
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	13	92.86	7.14	23.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	25	92.59	7.41	60
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100	0	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.2%	96.4%	96.4%	96.4%	96.4%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

From the original charter in 2007, family engagement has been an integral part of the students' academic and social emotional learning environment. The structure of Action Teams, Parent Liaisons, Parent/Student/Teacher Triads, Celebrations of Learning, Student Led Conferences and Community Forums was developed through a collaborative effort while the charter was being written and through continued dialogue each component is alive and thriving today.

Aveson also encourages parent involvement in the classroom through our Personalized Mastery Learning model which provides space and time for parents to work directly with students. Aveson School of Leaders since inception has hired bi-lingual staff members to provide opportunities to explain information to families for whom English is an additional language. The Special Education department provides on-going information for students with disabilities.

Families have integrated into the Aveson philosophy of student centered instruction - allowing for the students to be able to explain to families in their home language about their personal progress during Student-Led Conferencing, Triads and Celebrations of Learning utilizing any and all electronic translation services. Parents are provided assistance with understanding state standards and strategies for supporting their students through virtual tools and onsite interactions with students and teachers. Aveson utilizes Google docs as an online learning management system. Families receive weekly updates from their child's teacher, and regularly from school administration.

The school family partnership model supports communication, collaboration and contribution with all families. The Aveson Community Organization works collaboratively with Aveson staff and families to foster connections, encourage parent involvement, and provide financial and volunteer support.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	386	375	60	16.0
Female	188	183	31	16.9
Male	198	192	29	15.1
American Indian or Alaska Native	3	1	0	0.0
Asian	25	23	3	13.0
Black or African American	21	20	3	15.0
Filipino	5	5	0	0.0
Hispanic or Latino	101	101	18	17.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	190	184	25	13.6
English Learners	13	13	4	30.8
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	83	81	23	28.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	56	16	28.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.35	2.94	2.45
Expulsions	0.23	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.78	0.06	3.35	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.78	0.00
Female	0.00	0.00
Male	1.52	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.58	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The health and safety of our community is of paramount importance at Aveson. Each year the Executive Director and Site Director updates the Safe School Plan which is implemented by school staff along with related policies and regulations. The plan and stated regulations are incorporated in the employee Handbook and Parent-Student Handbook which are also disseminated annually. Policies and procedures include but are not limited to the following:

- School-wide training in response to natural disasters and other emergencies, including civil unrest, fires, earthquakes and related seismic safety.
- Training for staff related to preventing contact with blood-borne pathogens.
- Requirement for all instructional and administrative staff to receive and have on file current First Aid and CPR training.
- Identification of specific staff who will be trained in the administration of prescription drugs and other medicines.
- Fingerprinting and criminal background check shall be conducted prior to employment of every employee as required by Education Code Section 44237. Fingerprinting and criminal background checks may also be conducted on volunteers who work directly with students out of the direct supervision of a credentialed employee. Contractors shall be fingerprinted and receive criminal background clearance in accordance with Education Code Section 45125.1
- Child Abuse and Neglect Reporting: Aveson administrators and employees are responsible for complying with the Child Abuse and Neglect Reporting Act, California Penal Code Section 11164 Et. Seq, as well as any other applicable legal requirements.
- Aveson facilities shall meet applicable federal, state and local building and safety codes and requirements, including, but not limited to, the Americans with Disabilities Act, AHERA, and playground safety in accordance with Education Code Section 47610.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	2	
1	23		2	
2	27		2	
3				
4				
5				
6				
Other	25		10	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	8		
1	11	5		
2	11	5		
3	10	5		
4	10	6		
5	12	5		
6				
Other	18	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	2	1	
1	26		2	
2	19	2		
3	25		1	
4	25		2	
5	25		2	
6				
Other	19	4	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,271	\$3,132	\$7,139	\$58,418
District	N/A	N/A	\$14,665	\$75,843
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Core Curriculum
 School Counselor
 MFT Counseling
 Rite of Passage Trips
 Reading Intervention
 Field Trips
 Healthy lunch program
 Advisory class
 Assemblies
 Student led conferences and School leadership activities
 Celebrations of Learning
 Community Days
 Drama productions
 Inclusion Assistants in classrooms
 Enrichment Programs including art, gardening and culinary arts

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,221	\$54,370
Mid-Range Teacher Salary	\$66,121	\$82,681
Highest Teacher Salary	\$93,302	\$106,610
Average Principal Salary (Elementary)	\$117,240	\$135,283
Average Principal Salary (Middle)	\$119,160	\$141,244
Average Principal Salary (High)	\$126,720	\$152,955
Superintendent Salary	\$272,950	\$264,367
Percent of Budget for Teacher Salaries	25%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Professional development on a wide variety of topics is provided for all staff starting at the beginning of the school year and continuing throughout the school year. Staff receive 11 full day professional development days during the school year in addition to weekly professional development opportunities each Monday afternoon that school is in session.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	11