



## AGENDA

### BOARD OF DIRECTORS MEETING AVESON CORPORATION

Zoom Virtual Meeting [Zoom Link](#)

Meeting ID: 635 876 1750

Password: aveson

**January 28, 2021**

**5:00 P.M.**

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

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

1. During normal operations, agendas are available at the door to the meeting. Note that the order of business on this agenda may be changed without prior notice. For more information on this agenda, please contact: Aveson Charter Schools, 1919 Pinecrest Dr., Altadena, CA 91001. Telephone: 626-797-1440. During the period of remote operations, agendas will be available in the Zoom meeting upon arrival. Agendas and board packets are also posted at [aveson.org](http://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.
3. “Oral Communications” is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not engage in discussion or take action. The Board may give direction to staff to respond to your communication or you may be offered the option of returning with a citizen-requested item. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes.

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

**I. PRELIMINARY**

**A. CALL TO ORDER**

Meeting was called to order by the Board Chair at \_\_\_\_\_.

**B. ROLL CALL**

	Present	Absent
Bridgette Brown	_____	_____
Rob Dell Angelo	_____	_____
Javier Guzman	_____	_____
Trinity Jolley	_____	_____
Jeiran Lashai	_____	_____
James Perreault	_____	_____
Elsie Rivas Gómez	_____	_____
Kat Ross	_____	_____

Core Practice

Guiding Principle: Your commitment is to make others around you successful.

**II. COMMUNICATIONS**

- A. ORAL COMMUNICATIONS: Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to

presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

### **III. PUBLIC SESSION AGENDA**

#### **A. CONSENT AGENDA ITEMS**

1. Approval of Board Minutes: 12/10/2020
2. Approval of Check Register: November 2020 & December 2020
3. Approval of Credit Card Statements: Capital One & Amex paid in November 2020 & December 2020
4. Approval of 2019-2020 School Accountability Report Card (SARC) Report.
5. Approval of the Conflict of Interest Code

#### **B. DISCUSSION ITEMS**

1. AGLA Student Ambassadors Report
2. Social-Emotional Learning Report
3. Welcome Dr. Shamara Graham
4. Financial Report
5. Co-Executive Directors' Report  
*Topics May Include:*
  - \* *Equity, Diversity, & Inclusion*
  - \* *Employment / Human Resources / Professional Development*
  - \* *Curriculum & Instruction*
  - \* *Student Achievement & Support*
  - \* *Operations - Food Services, Facilities*
  - \* *Events & Community*
6. ACO Report
7. Sub-Committee on Executive Director Board Hiring: Update
  - \* *Timeline + Process*
8. Board Email Protocols

#### **C. ACTION ITEMS**

1. Approve the 2019-2020 Audit Report

### **IV. ADJOURNMENT**



## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

### School

### Accountability Report Card

### Reported Using Data from the 2019–2020 School Year

### California Department of Education

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, 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 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.

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### Eva M. Neuer, Executive Director

- Principal, Aveson School of Leaders



### About Our School

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In 2019-20, Aveson School of Leaders served over 430 students in grades TK-5 with our classroom-based and independent studies programs. Aveson's highly dedicated staff worked hard to both target instruction for every student's distinct needs as well as set the conditions for students to take agency over their learning. Personalized Mastery Learning, Healthy Living, and Social Leadership are the three tenets of our school charter. Community engagement continued its robust and diverse tradition of forging strong relationships with parents and community members as well as realizing extraordinary experiences for all students including student-led conferences, community days, celebrations of learning and right of passage trips. When we moved into remote instruction in March 2020, our staff and families adapted our community events to on-line platforms.

Aveson's culture is created and sustained through our community's commitment to our Guiding Principles:

Vision means seeing what could be and what will be and living the difference.

There is no such thing as too much truth.

How you say it is as important as what you say.

When identifying problems, offer strategies and solutions.

Everyone's time is valuable.

Your commitment is to make others around you successful.

Our growth together requires us to grow individually.

Integrity is everything

Eva M. Neuer  
Executive Director  
Aveson School of Leaders

## Principal's Comment

Students at Aveson School of Leaders use their voice to advocate for themselves and others.

## Contact

Aveson School of Leaders  
1919 East Pinecrest Dr.  
Altadena, CA 91001-2116

Phone: 626-797-1440

Email: [evaneuer@aveson.org](mailto:evaneuer@aveson.org)

## About This School

### Contact Information (School Year 2020–2021)

#### District Contact Information (School Year 2020–2021)

**District Name**

Pasadena Unified

**Phone Number**

(626) 396-3600

**Superintendent**

Brian McDonald

**Email Address**

[mcdonald.brian@pusd.us](mailto:mcdonald.brian@pusd.us)

**Website**

[www.pusd.us](http://www.pusd.us)

#### School Contact Information (School Year 2020–2021)

**School Name**

Aveson School of Leaders

**Street**

1919 East Pinecrest Dr.

**City, State, Zip**

Altadena, Ca, 91001-2116

**Phone Number**

626-797-1440

**Principal**

Eva M. Neuer, Executive Director

**Email Address**

[evaneuer@aveson.org](mailto:evaneuer@aveson.org)

**Website**

<http://www.aveson.org>

**County-District-School (CDS) Code**

19648810113472

*Last updated: 1/22/2021*

**School Description and Mission Statement (School Year 2020–2021)**

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.

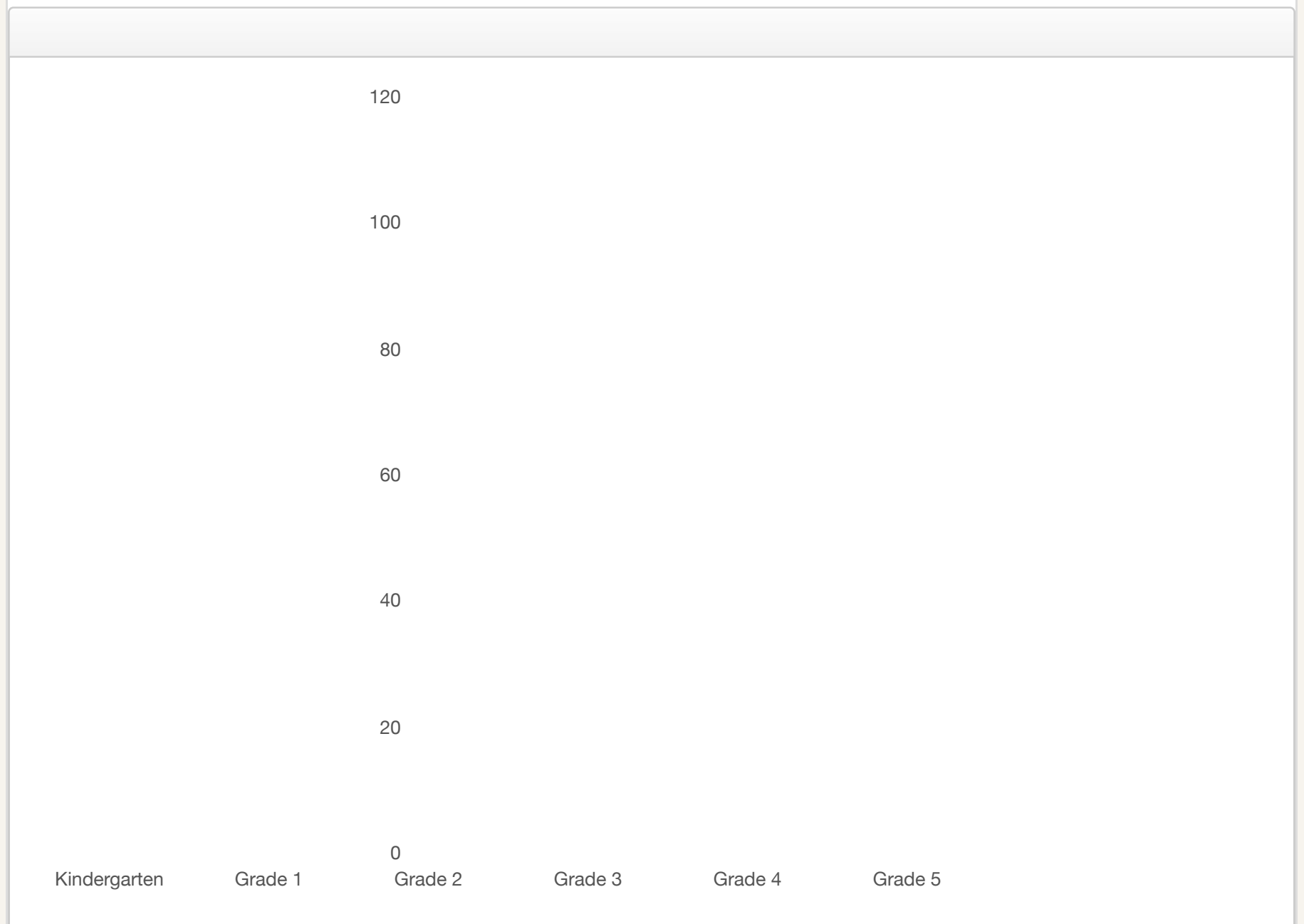
Students master all the necessary skills and content while building confidence in their ability to learn and thrive.

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 have expanded promise to be sure that students, staff, and families of all backgrounds feel seen and included in our school family.

*Last updated: 1/22/2021*

### Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
Number of Students	110	58	63	79	65	60	435



*Last updated: 1/22/2021*

### Student Enrollment by Student Group (School Year 2019–2020)



<b>Student Group</b>	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic c
<b>Percent of Total Enrollment</b>	6.40 %	%	7.10 %	1.10 %	24.10
<b>Student Group (Other)</b>	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Yo	
<b>Percent of Total Enrollment</b>	19.30 %	2.80 %	8.30 %	%	

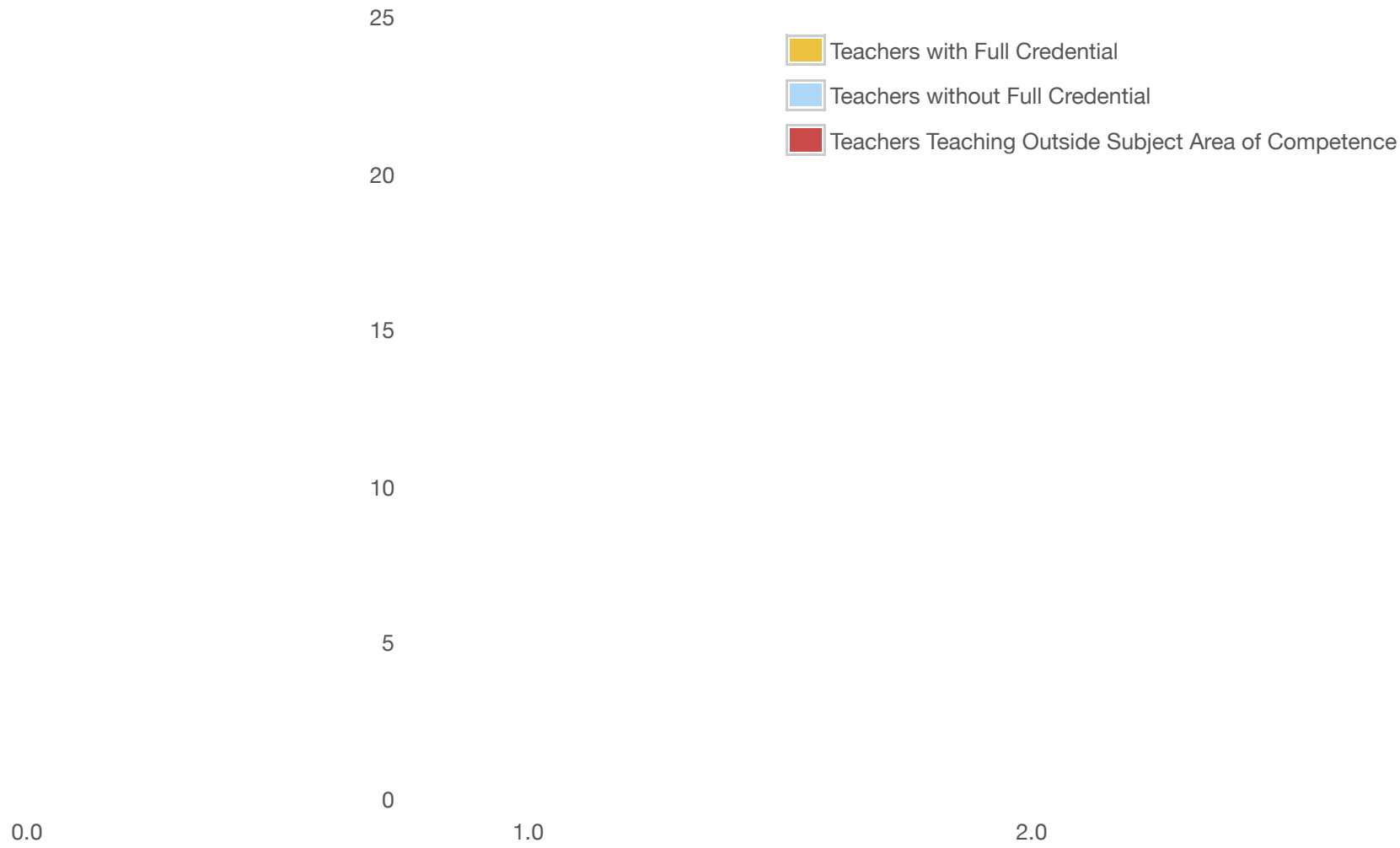
## State Priority: Basic

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

## Teacher Credentials

<b>Teachers</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>School 2020– 2021</b>	<b>District 2020– 2021</b>
With Full Credential	19	19	21	
Without Full Credential	1	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

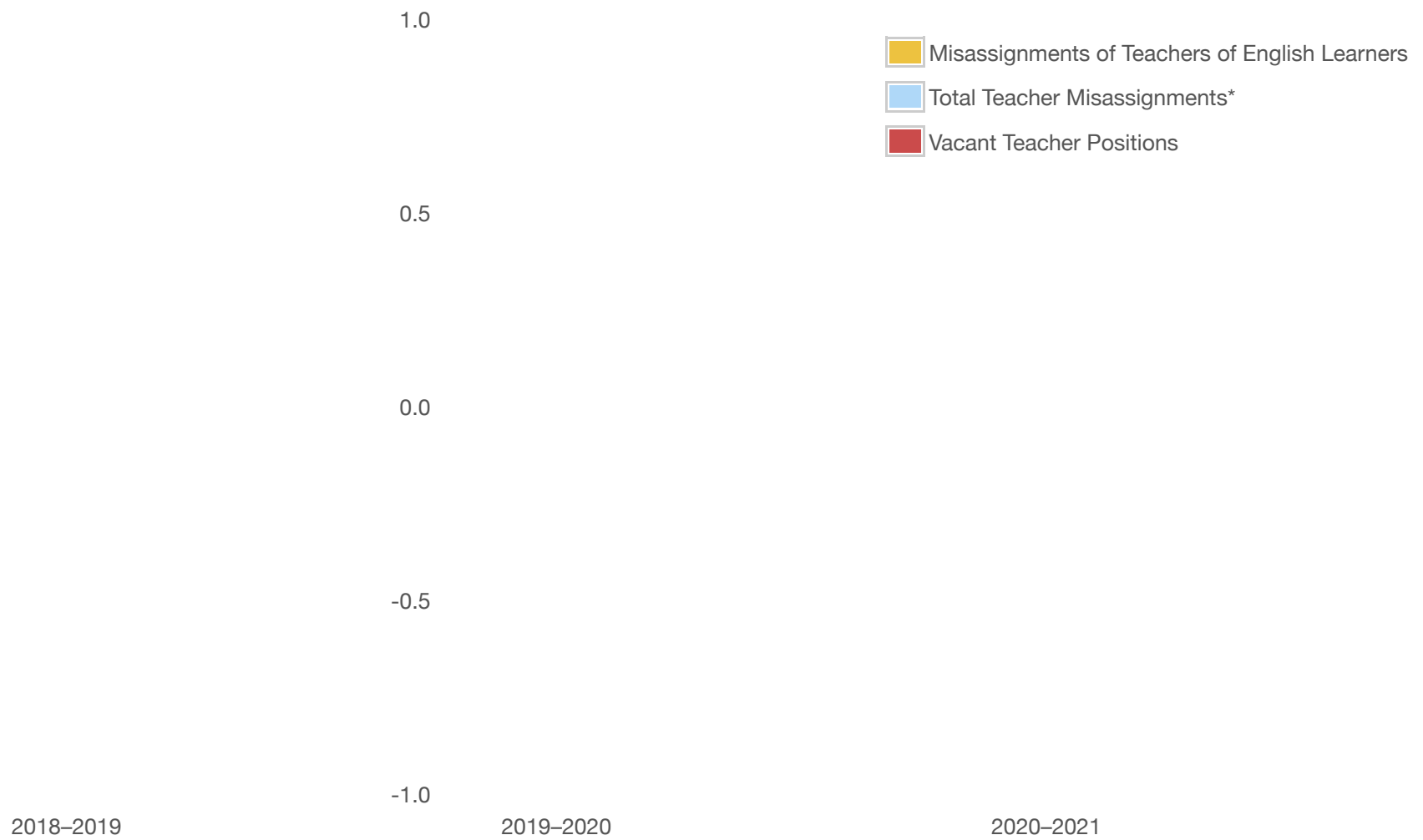


*Last updated: 1/22/2021*

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

*Last updated: 1/22/2021*

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2021

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 the instructional materials they need as they learn through a personalized mastery learning model.		0.00 %
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.			0.0 %
Science Lab Eqpmt (Grades 9-12)		N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 1/22/2021*

### **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 bi-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. The safety, cleanliness and adequacy of the facility are guaranteed by Aveson's maintenance and custodial team.

*Last updated: 1/22/2021*

### **School Facility Good Repair Status**

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed

- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	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.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Playground equipment is lacking on lower blacktop. Fundraising efforts are ongoing.

## Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating	Good
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*Last updated: 1/22/2021*

## 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, which 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); and

- 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.

**CAASPP Test Results in ELA and Mathematics for All Students**

**Grades Three through Eight and Grade Eleven**

**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>District 2018– 2019</b>	<b>District 2019– 2020</b>	<b>State 2018– 2019</b>	<b>State 2019– 2020</b>
English Language Arts / Literacy (grades 3-8 and 11)	62.0%	N/A	46.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	37.0%	N/A	35.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: 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.

Note: 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.

*Last updated: 1/22/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/22/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/22/2021*



**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2018–2019</b>	<b>School 2019–2020</b>	<b>District 2018–2019</b>	<b>District 2019–2020</b>	<b>State 2018–2019</b>	<b>State 2019–2020</b>
Science (grades 5, 8, and high school)	44	N/A	26	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/22/2021*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/22/2021*

## 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

### California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/22/2021*

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020–2021)

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 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. During remote learning, 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.

*Last updated: 1/22/2021*

## State Priority: Pupil Engagement

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

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

## 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

**(data collected between July through June, each full school year respectively)**

Rate	Suspensions	Expulsions
School 2017–2018	0.00%	0.00%
School 2018–2019	1.60%	0.00%
District 2017–2018	4.60%	0.00%
District 2018–2019	3.50%	0.10%
District 2018–2019	3.50%	0.10%

**State**  
**2017–2018**

**Suspensions and Expulsions for School Year 2019–2020 Only**

**State**

**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

<b>Rate</b>	<b>Suspensions</b>	<b>Expulsions</b>
<b>School 2019–2020</b>	1.40%	0.20%
<b>District 2019–2020</b>	2.90%	--
<b>2019–2020</b>	--	--

**State**  
**2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 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 2019–2020 school year compared to prior years.

*Last updated: 1/22/2021*

### **School Safety Plan (School Year 2020–2021)**

The health and safety of our community is of paramount importance at Aveson. Each year the Executive Director and Director of Student Support Services update 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.

*Last updated: 1/22/2021*

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>	25.00	26.00	24.00	25.00	25.00	22.00		
<b>Number of Classes *</b>						1		
<b>1-20</b>	4	2	3	3	3			
<b>Number of Classes *</b>						5		
<b>21-32</b>								

**Number of Classes \* 33+** \* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>	23.00	25.00	26.00	25.00	25.00	27.00		
<b>Number of Classes *</b>								
<b>1-20</b>	3	2	3	3	4	3		
<b>Number of Classes *</b>								
<b>21-32</b>								

**Number of Classes \* 33+** \* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>	18.00	23.00	27.00					25.00
<b>Number of Classes * 1-20</b>	3							
		2	2					10
<b>Number of Classes * 21-32</b>	2							

**Number of Classes \*  
33+**

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

*Last updated: 1/22/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	435.0

\*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.

*Last updated: 1/22/2021*

**Student Support Services Staff (School Year 2019–2020)**

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.00
Other	2.00

\*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.

*Last updated: 1/22/2021*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9207.00	\$257.00	--	\$53605.00
District	N/A	N/A	--	\$72871.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$84577.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

*Last updated: 1/22/2021*

### Types of Services Funded (Fiscal Year 2019–2020)

School Counselor

MFT Counseling

Rite of Passage Trips

Reading Intervention

Field Trips

Healthy lunch program

Advisory class

Assemblies

Student led conferences School leadership activities

Celebrations of Learning

Community Days

Drama productions

Inclusion Assistants in every classroom

*Last updated: 1/22/2021*

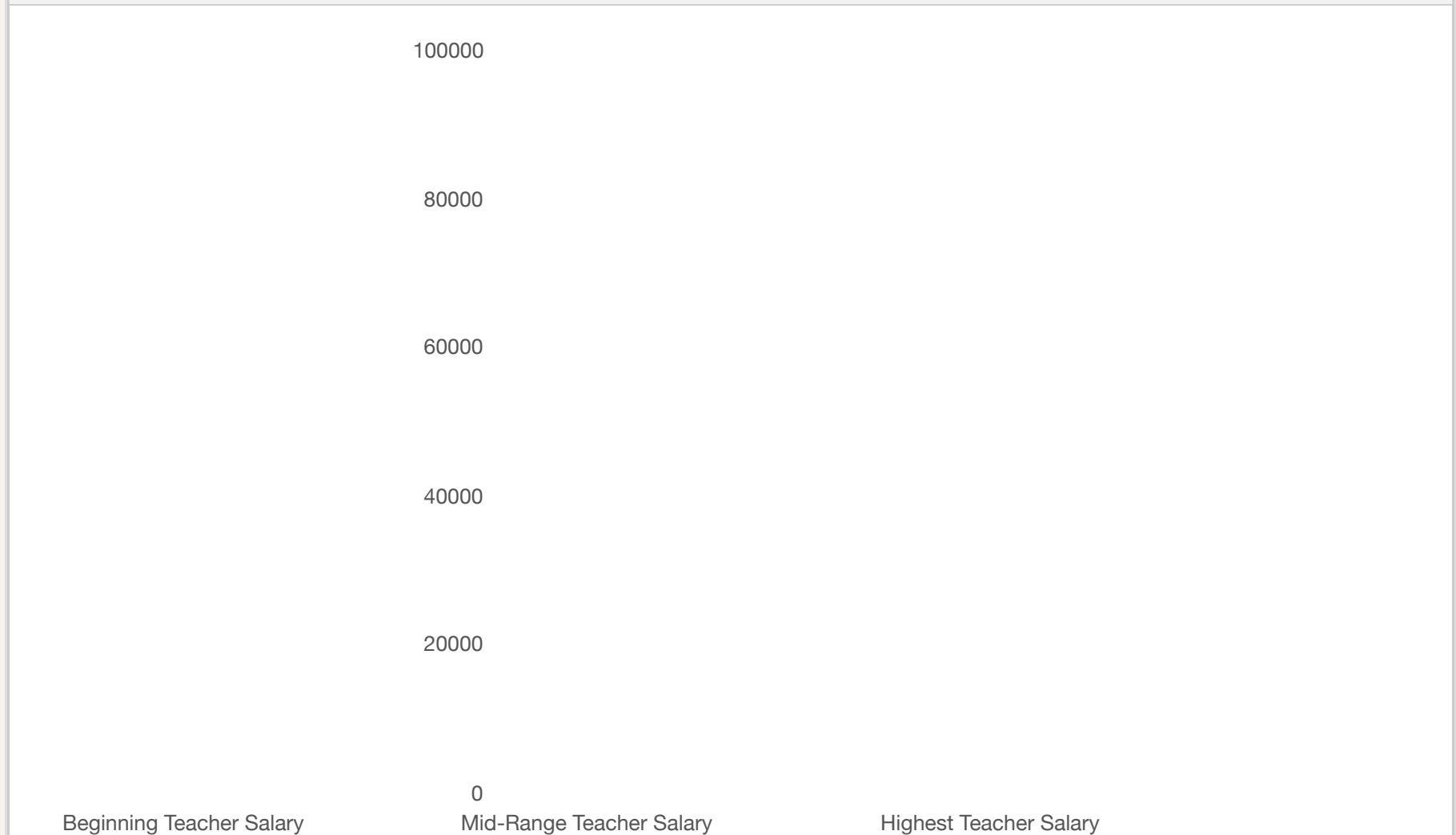


## Teacher and Administrative Salaries (Fiscal Year 2018–2019)

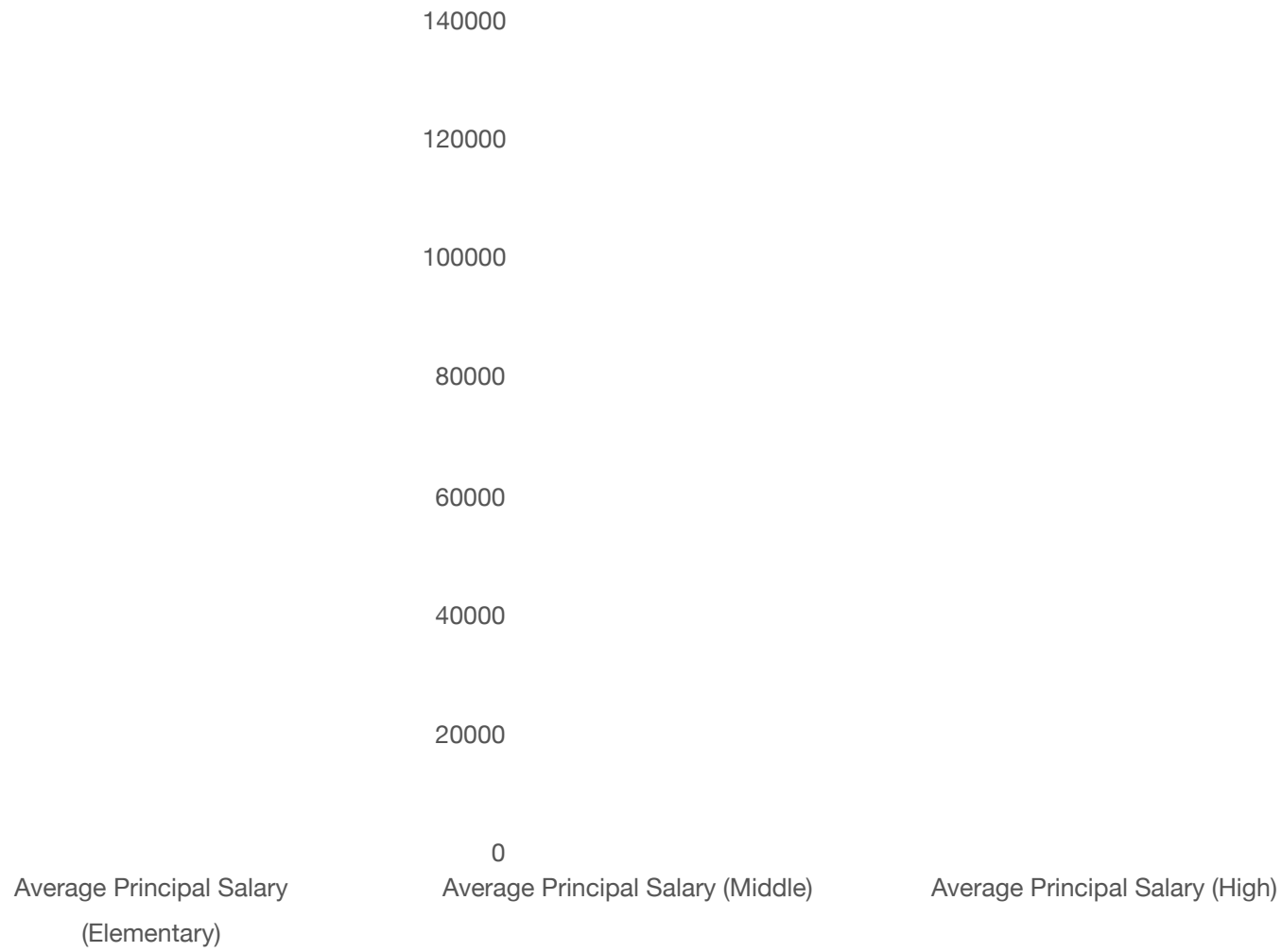
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,901	\$52,484
Mid-Range Teacher Salary	\$67,859	\$81,939
Highest Teacher Salary	\$90,585	\$102,383
Average Principal Salary (Elementary)	\$113,223	\$129,392
Average Principal Salary (Middle)	\$115,692	\$136,831
Average Principal Salary (High)	\$123,024	\$147,493
Superintendent Salary	\$261,768	\$254,706
Percent of Budget for Teacher Salaries	27.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Teacher Salary Chart



## Principal Salary Chart



*Last updated: 1/22/2021*

## Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	6	5	6

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
1430 N Street  
Sacramento, CA 95814



[SARC Home](#) » Aveson Global Leadership Academy

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

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, 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 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.

## Kelly Jung, Co-Executive Director

- Principal, Aveson Global Leadership Academy



## About Our School

In 2019-20, Aveson Global Leadership Academy served over 350 diverse students in a setting that received national recognition for delivering on the ambitious promise to personalize learning for all students. Aveson's highly dedicated staff worked hard to both target instruction for every student's distinct needs as well as set the conditions for students to take agency over their learning. Community engagement continued its robust and diverse tradition of forging strong relationships with parents and community members as well as realizing extraordinary experiences for all students including student-led conferences, community days, and celebrations of learning. Next academic year we look forward to restoring our yearly rights of passage trips locally and internationally.

Aveson's culture is created and sustained through our community's commitment to our Guiding Principles:

Vision means seeing what could be and what will be and living the difference.

There is no such thing as too much truth.

How you say it is as important as what you say.

When identifying problems, offer strategies and solutions.

Everyone's time is valuable.

Your commitment is to make others around you successful.

Our growth together requires us to grow individually.

Integrity is everything

Kelly Jung, Co-Executive Director, Aveson Global Leadership Academy

Eva Neuer, Interim Co-Executive Director, Aveson Global Leadership Academy

## Principal's Comment

Aveson Global Leadership Academy is living up to its name. Students at AGLA are achieving their personal best while advocating for themselves and others.

## Contact

Aveson Global Leadership Academy  
575 West Altadena Dr.  
Altadena, CA 91001-4203

Phone: 626-797-1438

Email: [kellyjung@aveson.org](mailto:kellyjung@aveson.org)

## About This School

### Contact Information (School Year 2020–2021)

#### District Contact Information (School Year 2020–2021)

<b>District Name</b>	Pasadena Unified
<b>Phone Number</b>	(626) 396-3600
<b>Superintendent</b>	Brian McDonald
<b>Email Address</b>	<a href="mailto:mcdonald.brian@pusd.us">mcdonald.brian@pusd.us</a>
<b>Website</b>	<a href="http://www.pusd.us">www.pusd.us</a>

#### School Contact Information (School Year 2020–2021)

<b>School Name</b>	Aveson Global Leadership Academy
<b>Street</b>	575 West Altadena Dr.
<b>City, State, Zip</b>	Altadena, Ca, 91001-4203
<b>Phone Number</b>	626-797-1438
<b>Principal</b>	Kelly Jung, Co-Executive Director
<b>Email Address</b>	<a href="mailto:kellyjung@aveson.org">kellyjung@aveson.org</a>
<b>Website</b>	<a href="http://www.aveson.org">http://www.aveson.org</a>

19648810113464

**County-District-School  
(CDS) Code**

*Last updated: 1/20/2021*

**School Description and Mission Statement (School Year 2020–2021)**

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.

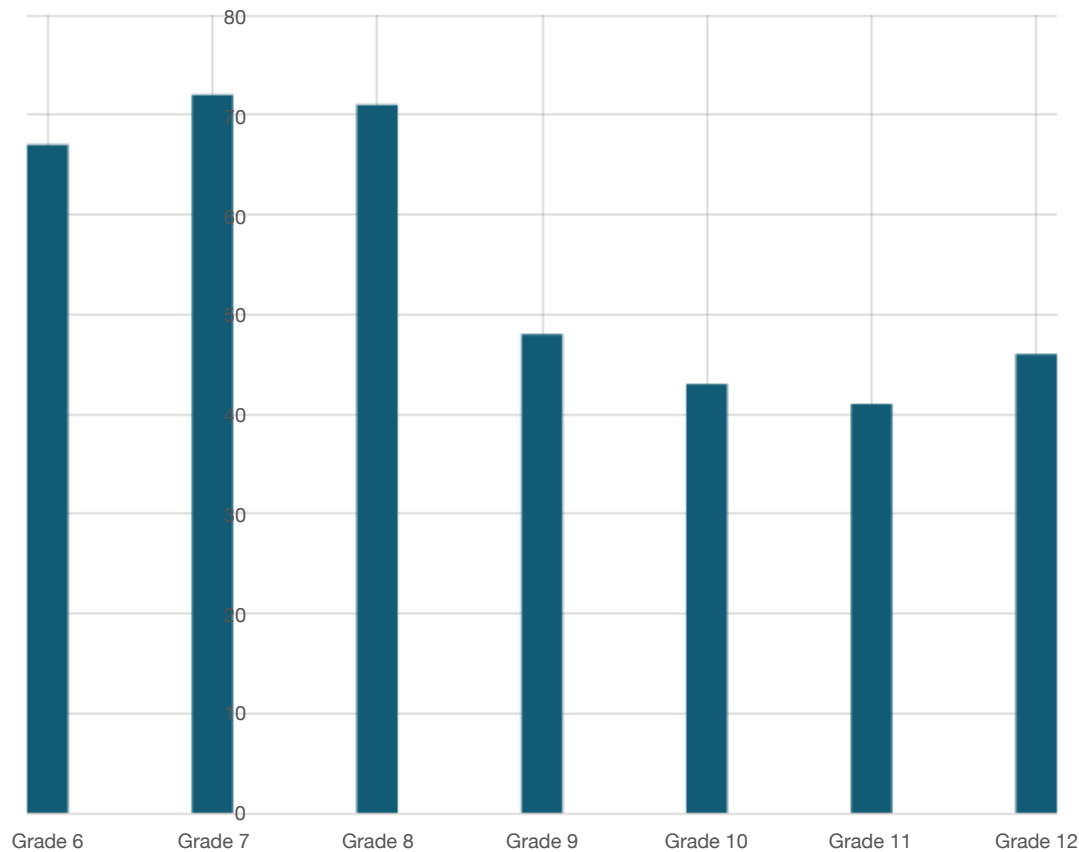
Our Personalized Mastery Learning Network (PML Network) provides opportunities for educators, education leaders and those interested in the evolution of public education to learn PML from some of Aveson’s best master teachers. Our commitment to the PML Network helps educators take incremental steps to 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 a personalized, experience-based learning environment to ensure no child is left unknown.

*Last updated: 1/20/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

<b>Grade Level</b>	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
<b>Number of Students</b>	67	72	71	48	43	41	46	388



Last updated: 1/13/2021

### Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latin American
Percent of Total Enrollment	11.50 %	1.50 %	3.00 %	1.00 %	34.00 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	28.30 %	5.40 %	20.30 %	0.00 %	

### State Priority: Basic

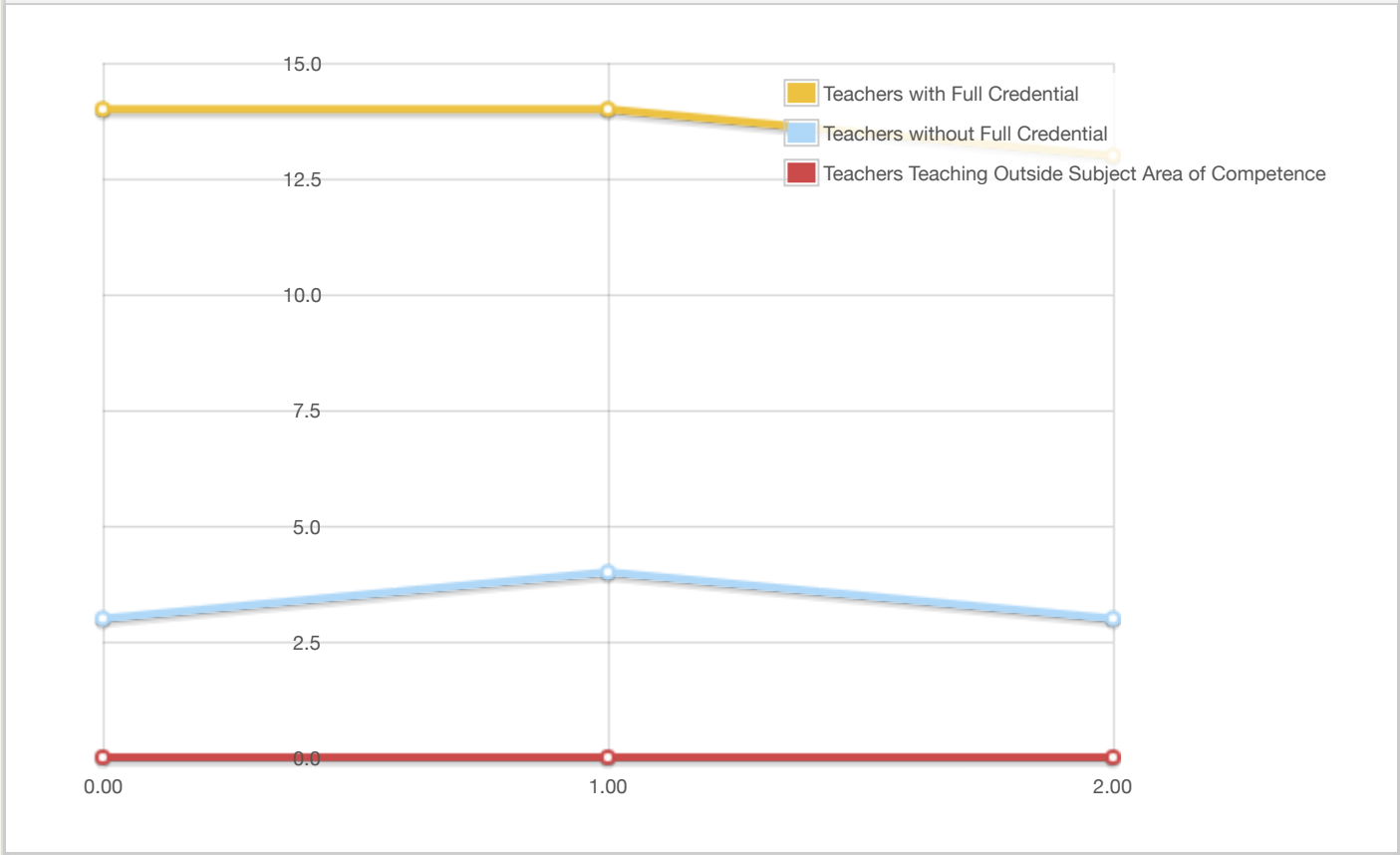
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

### Teacher Credentials

Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	14	14	13	13
Without Full Credential	3	4	3	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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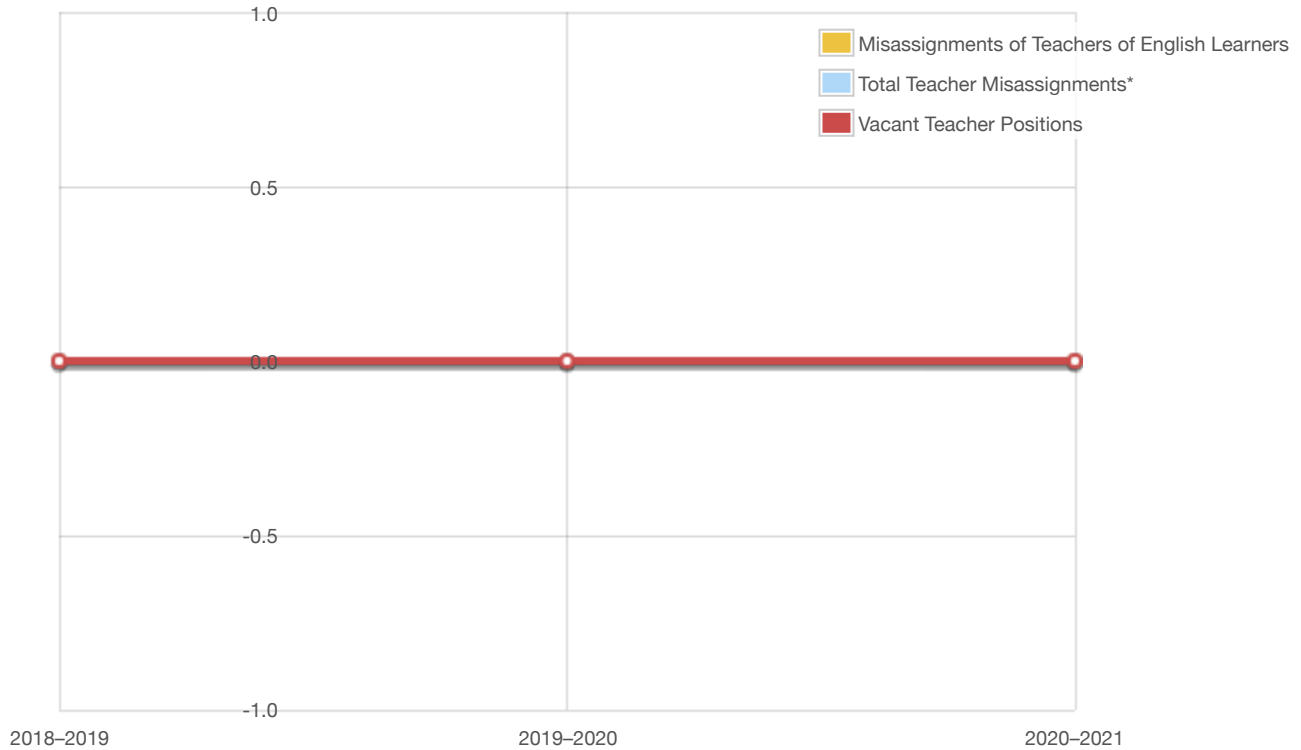
Last updated: 1/20/2021

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2021

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)**

Year and month in which the data were collected: January 2021

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	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 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	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	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	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 1/20/2021*

### 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 Director of Growth and Sustainability 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.

*Last updated: 1/14/2021*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
<b>Interior:</b> Interior Surfaces	Fair	Painting is needed on all interior surfaces. Interior painting will be completed before the campus is opened for the Fall 2021-2022 school year.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
<b>Electrical:</b> Electrical	Good	N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	N/A
<b>Structural:</b> Structural Damage, Roofs	Good	N/A
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

### Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating

Good

Last updated: 1/20/2021

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2018– 2019	2019– 2020	2018– 2019	2019– 2020	2018– 2019	2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	57.0%	N/A	46.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	32.0%	N/A	35.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: 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.

Note: 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.

Last updated: 1/14/2021

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2018–2019</b>	<b>School 2019–2020</b>	<b>District 2018–2019</b>	<b>District 2019–2020</b>	<b>State 2018–2019</b>	<b>State 2019–2020</b>
Science (grades 5, 8, and high school)	30	N/A	26	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/14/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*



## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	99.44%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	44.00%

*Last updated: 1/14/2021*

## 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

## California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/20/2021*

## 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 for the school district and each school site

## Opportunities for Parental Involvement (School Year 2020–2021)

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 School Messenger phone calls and texts. There is a 360 degree approach to pushing out to and pulling information from our families.

*Last updated: 1/20/2021*

## State Priority: Pupil Engagement

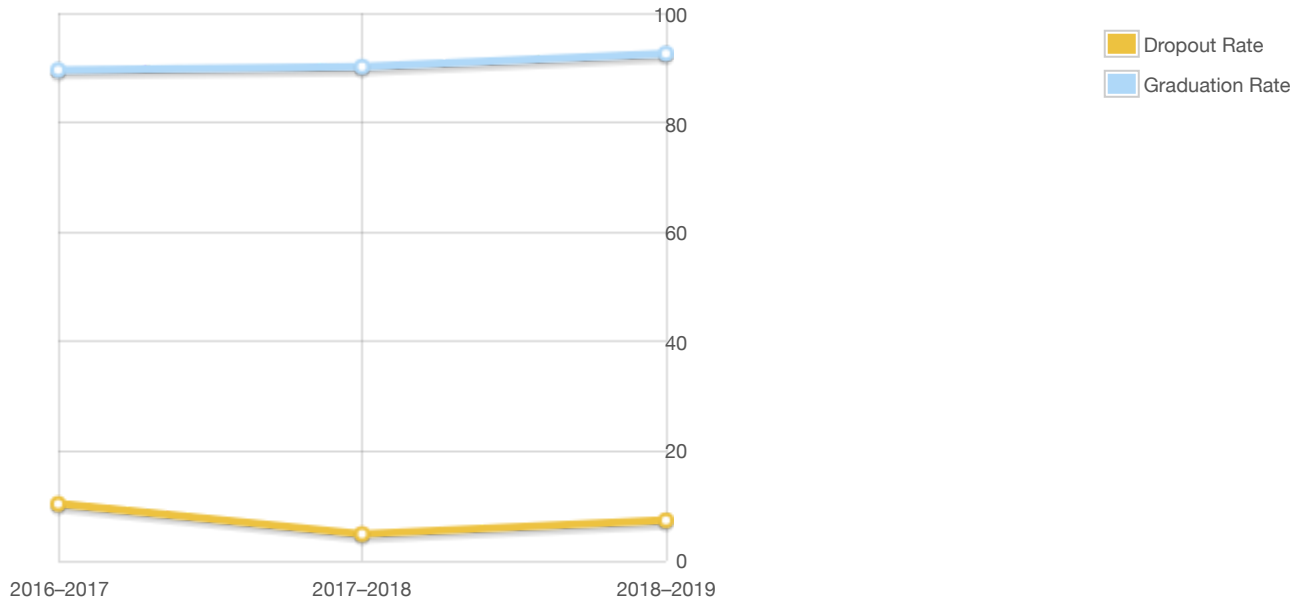
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	10.40%	4.90%	7.40%	9.70%	7.90%	9.40%	9.10%	9.60%	9.00%
Graduation Rate	89.60%	90.20%	92.60%	79.80%	80.30%	82.40%	82.70%	83.00%	84.50%

### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/14/2021

### 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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
<b>School 2017-2018</b>	0.00%	0.00%
<b>School 2018-2019</b>	3.20%	0.00%
<b>District 2017-2018</b>	4.60%	0.00%
<b>District 2018-2019</b>	3.50%	0.10%

**State 2017-2018**

**Suspensions and Expulsions for School Year 2019-2020 Only**

**State 2018-2019** (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	2.80%	0.00%
<b>District 2019–2020</b>	2.80%	0.00%
	--	--

**State  
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 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 2019–2020 school year compared to prior years.

*Last updated: 1/20/2021*

### **School Safety Plan (School Year 2020–2021)**

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.

*Last updated: 1/20/2021*

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

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>	0.00	0.00	0.00	0.00	0.00	0.00	20.00	0.00
<b>Number of Classes * 1-20</b>	0	0	0	0	0	0	6	0
<b>Number of Classes * 21-32</b>	0	0	0	0	0	0	0	0

**Number of Classes \*  
33+**

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>	0.00	0.00	0.00	0.00	0.00	0.00	21.00	0.00
<b>Number of Classes * 1-20</b>	0	0	0	0	0	0	6	0
<b>Number of Classes * 21-32</b>	0	0	0	0	0	0	14	0

**Number of Classes \*  
33+**

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	0.00	0.00	0.00	0.00	0.00	0.00	18.00	0.00
Number of Classes * 1-20	0	0	0	0	0	0	8	0
Number of Classes * 21-32	0	0	0	0	0	0	9	0
Number of Classes * 33+	0	0	0	0	0	0	0	0

Number of Classes \*  
33+

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/20/2021

### Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	11.00	8.00	12.00	10.00
Number of Classes * 1-22	32	35	9	8
Number of Classes * 23-32	6	3	2	4
Number of Classes * 33+	0	0	0	0

Number of Classes \*  
33+

\* Number of classes indicates how many classrooms 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	13.00	9.00	19.00	16.00
Number of Classes * 1-22	31	40	6	6
Number of Classes * 23-32	5	0	6	3
Number of Classes * 33+	0	0	0	0

Number of Classes \*  
33+

\* Number of classes indicates how many classrooms 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

<b>Subject</b>	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	23.00	19.10	23.50	23.60
<b>Number of Classes * 1-22</b>	8	12	4	4
<b>Number of Classes * 23-32</b>	8	4	8	8
<b>Number of Classes * 33+</b>	0	0	0	0

**Number of Classes \*  
33+**

\* Number of classes indicates how many classrooms 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.

*Last updated: 1/20/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	388

\*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.

*Last updated: 1/14/2021*

**Student Support Services Staff (School Year 2019–2020)**

	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	4.00

**Number of FTE\* Assigned to School**

Other	7.00
-------	------

\*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.

*Last updated: 1/20/2021*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8750.00	\$476.00	\$8274.00	\$51566.84
District	N/A	N/A	\$0.00	\$72871.00
Percent Difference – School Site and District	N/A	N/A	0.00%	41.31%
State	N/A	N/A	\$7750.12	\$84577.00
Percent Difference – School Site and State	N/A	N/A	12.90%	64.01%

Note: Cells with N/A values do not require data.

*Last updated: 1/24/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

- School Counselor
- MFT Counseling
- Sports Program
- Rite of Passage Trips
- Elective classes
- Field Trips
- Healthy lunch program
- Advisory class
- Pathways class
- College visits
- Senior Projects
- Assemblies
- Student led conferences
- School leadership activities
- Celebrations of Learning
- Community Days



Drama productions  
Inclusion Assistants  
Learning Center

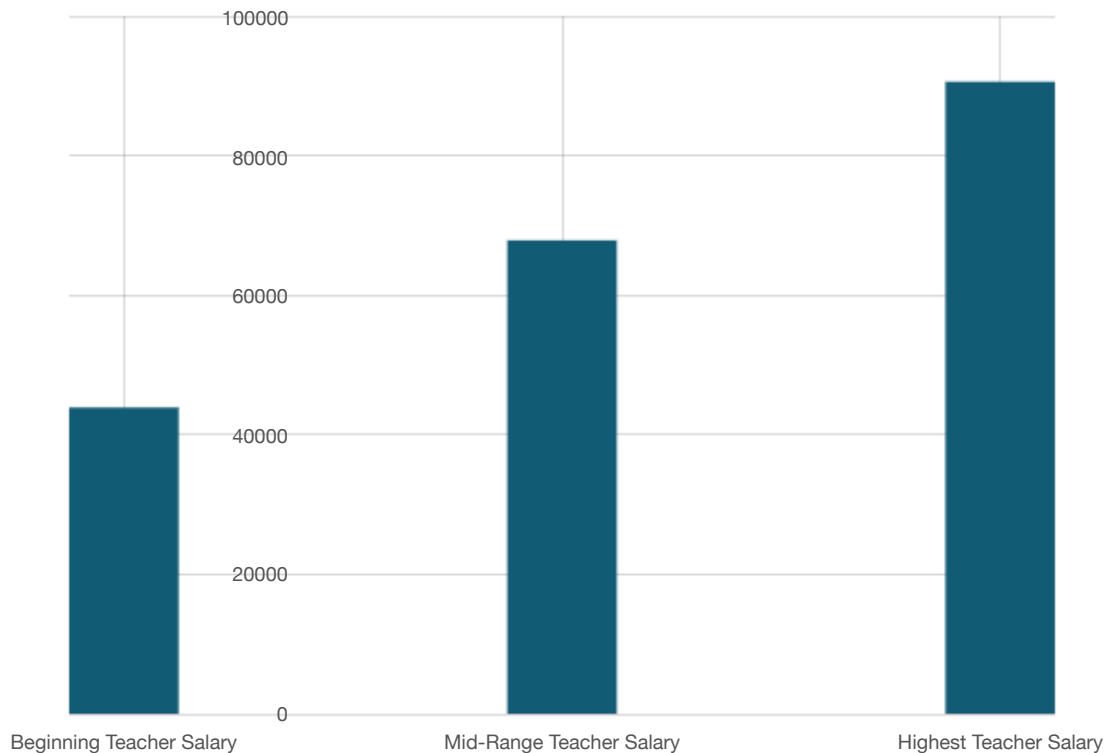
*Last updated: 1/20/2021*

## Teacher and Administrative Salaries (Fiscal Year 2018–2019)

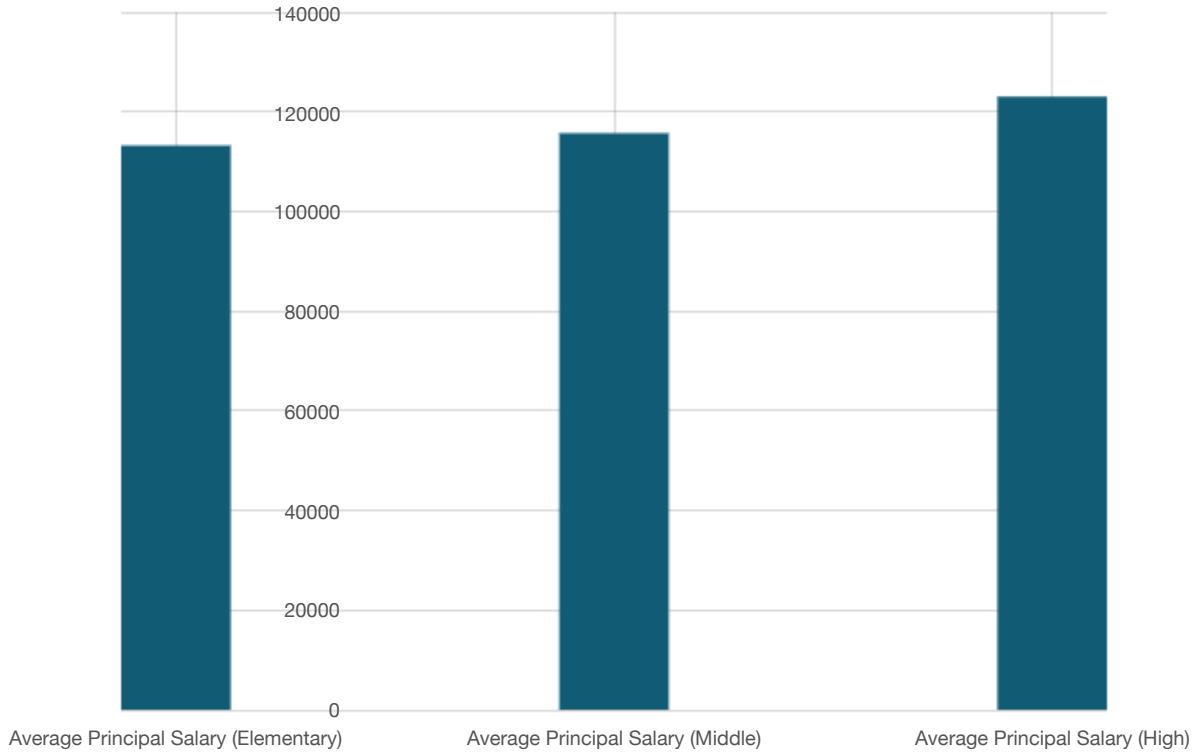
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,901	\$52,484
Mid-Range Teacher Salary	\$67,859	\$81,939
Highest Teacher Salary	\$90,585	\$102,383
Average Principal Salary (Elementary)	\$113,223	\$129,392
Average Principal Salary (Middle)	\$115,692	\$136,831
Average Principal Salary (High)	\$123,024	\$147,493
Superintendent Salary	\$261,768	\$254,706
Percent of Budget for Teacher Salaries	27.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Teacher Salary Chart



**Principal Salary Chart**



*Last updated: 1/20/2021*

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	6	5	6

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

**California Department of Education**  
 1430 N Street  
 Sacramento, CA 95814

EXECUTIVE OFFICE



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January 21, 2021

TO: Liliana Campos  
Irene Aguilar

FROM: Don Garcia

CONFLICT OF INTEREST CODE FOR AVESON CHARTER SCHOOLS

Attached for your review is the proposed Conflict of Interest Code for Aveson Charter Schools.

Background- Aveson Charter Schools:

Aveson Charter Schools is a California nonprofit public benefit corporation. It operates two charter schools in Altadena. It teaches elementary, middle, and high school students. It is chartered by Pasadena Unified School District.

Due to SB 126, a separate conflict of interest code is now being proposed for adoption. Aveson Charter Schools will be incorporating, by reference, Regulation 18730 that contains the terms of their Conflict of Interest Code. They will also be adopting their own uniquely tailored disclosure categories geared for small charter schools. **(See proposed code).**

It is recommended that Aveson Charter Schools' code contain three designated positions:

**Member, Governing Board-** The Members of the Board formulate general policy and programs of the charter school and hire the organizations top level positions, such as the Executive Director. The Board is responsible for assuring that all aspects of the financial and programmatic accountability systems are consistent with its charter. The Board is responsible for approving major contracts on behalf of the charter school including the purchase, sale, lease, or transfer of real property. It is recommended that this position file under disclosure categories 1, 2 and 4.



## Proposed Code

Conflict of Interest Code  
of the  
**Aveson Charter Schools**

Incorporation of FPPC Regulation 18730 (2 California Code of Regulations, Section 18730) by Reference

The Political Reform Act (Government Code Section 81000, *et seq.*) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. 18730), which contains the terms of a standard conflict of interest code. After public notice and hearing, it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730, and any amendments to it duly adopted by the Fair Political Practices Commission, are hereby incorporated into the conflict of interest code of this agency by reference. This regulation and the attached Appendices (or Exhibits) designating officials and employees and establishing economic disclosure categories shall constitute the conflict of interest code of this agency.

Place of Filing of Statements of Economic Interests

All officials and employees required to submit a statement of economic interests shall file their statements with the agency head; or his or her designee. The agency shall make and retain a copy of all statements filed by its Members of the Governing Board and its Executive Director and forward the originals of such statements to the Executive Office of the Board of Supervisors of Los Angeles County.

The agency shall retain the originals of statements for all other Designated Positions named in the agency's conflict of interest code. All retained statements, original or copied, shall be available for public inspection and reproduction (Gov. Code Section 81008).

## **Aveson Charter Schools**

### **EXHIBIT "A"**

#### **CATEGORY 1**

Persons in this category shall disclose all interest in real property which is located in whole or in part within two (2) miles of any facility utilized by Aveson Charter Schools, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

Persons are not required to disclose a residence, such as a home or vacation cabin, used exclusively as a personal residence; however, a residence in which a person rents out a room or for which a person claims a business deduction may be reportable.

#### **CATEGORY 2**

Persons in this category shall disclose all investments and business positions in, and sources of income (including gifts, loans and travel payments) that are from, business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by Aveson Charter Schools.

#### **CATEGORY 3**

Persons in this category shall disclose all investments and business positions in, and sources of income (including gifts, loans and travel payments) that are from, business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by the designated position's department.

#### **CATEGORY 4**

Persons in this category shall disclose all income (including gifts, loans and travel payments) from any Aveson Charter Schools employee or any known representative or association of such employee or any business known by the reporting official to be owned or controlled by such employee.

## Aveson Charter Schools

### EXHIBIT "B"

<u>Designated Positions</u>	<u>Disclosure Categories</u>
Member, Governing Board	1, 2, 4
Executive Director	1, 2, 4
Consultants/New Positions*	

\* Consultants/New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitations:

The Executive Director or designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

Individuals who perform under contract the identical duties of any designated position shall be required to file Statements of Economic Interests disclosing reportable interests in the categories assigned to that designated position.

**EFFECTIVE:**





# Financial Update

Thursday, January 28, 2021

# Presentation Agenda

- Year to Date Highlights July-December 2020
- Governor's Proposal for FY2021-22

# Year to Date – Highlights

## Combined

<b>Object Code</b>	<b>Category</b>	<b>Year to Date December 2020</b>	<b>First Interim Budget</b>	<b>% Received/Spent</b>	
8XXX	Revenue	\$ 3,147,489	\$ 9,052,973	35%	*
1XXX	Certificated Salaries	1,797,162	4,039,230	44%	
2XXX	Classified Salaries	321,772	699,823	46%	
3XXX	Employee Benefits	374,299	828,134	45%	
4XXX	Supplies	219,412	580,328	38%	
5XXX	Services	982,096	2,031,963	48%	
6XXX	Depreciation	38,700	78,539	49%	
	Budget Surplus (Deficit)	\$ (585,952)	\$ 794,956	-74%	

*\* Timing of revenues, schools receive the majority of revenues later in the fiscal year, however cash deferrals will be in effect starting February*

# Year to Date – Highlights

AGLA

<b>Object Code</b>	<b>Category</b>	<b>Year to Date December 2020</b>	<b>First Interim Budget</b>	<b>% Received/Spent</b>	
8XXX	Revenue	\$ 1,590,225	\$ 4,641,706	34%	*
1XXX	Certificated Salaries	845,905	1,909,116	44%	
2XXX	Classified Salaries	184,982	403,817	46%	
3XXX	Employee Benefits	171,876	394,842	44%	
4XXX	Supplies	92,896	276,404	34%	
5XXX	Services	605,143	1,129,699	54%	Professional Development/Rent
6XXX	Depreciation	23,240	47,049	49%	
Budget Surplus (Deficit)		\$ (333,817)	\$ 480,779	-69%	

*\* Timing of revenues, schools receive the majority of revenues later in the fiscal year, however cash deferrals will be in effect starting February*

# Year to Date – Highlights

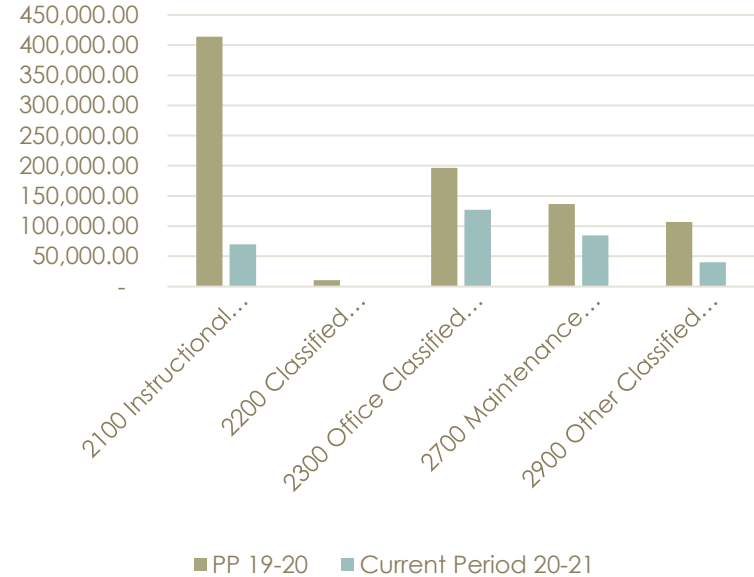
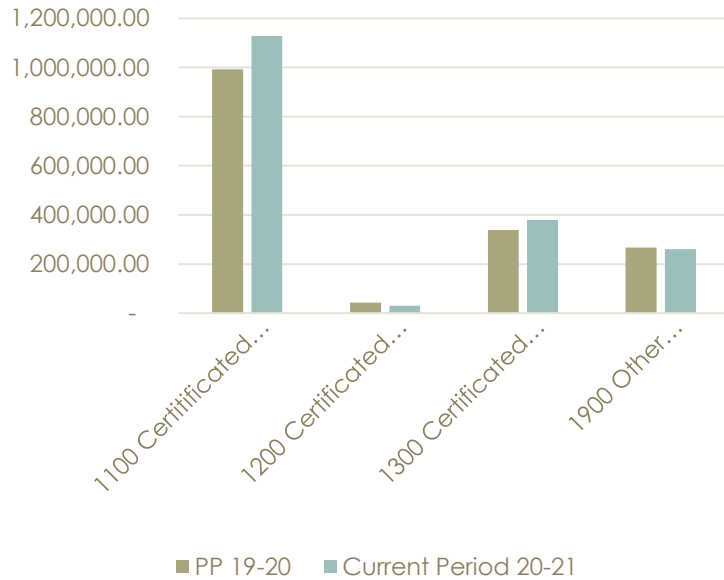
ASL

<b>Object Code</b>	<b>Category</b>	<b>Year to Date December 2020</b>	<b>First Interim Budget</b>	<b>% Received/Spent</b>	
8XXX	Revenue	\$ 1,557,264	\$ 4,411,267	35%	*
1XXX	Certificated Salaries	951,257	2,130,114	45%	
2XXX	Classified Salaries	136,790	296,006	46%	
3XXX	Employee Benefits	202,423	433,292	47%	
4XXX	Supplies	126,516	303,924	42%	
5XXX	Services	376,953	902,264	42%	
6XXX	Depreciation	15,460	31,490	49%	
	Budget Surplus (Deficit)	\$ (252,135)	\$ 314,177	-80%	

*\* Timing of revenues, schools receive the majority of revenues later in the fiscal year, however cash deferrals will be in effect starting February*

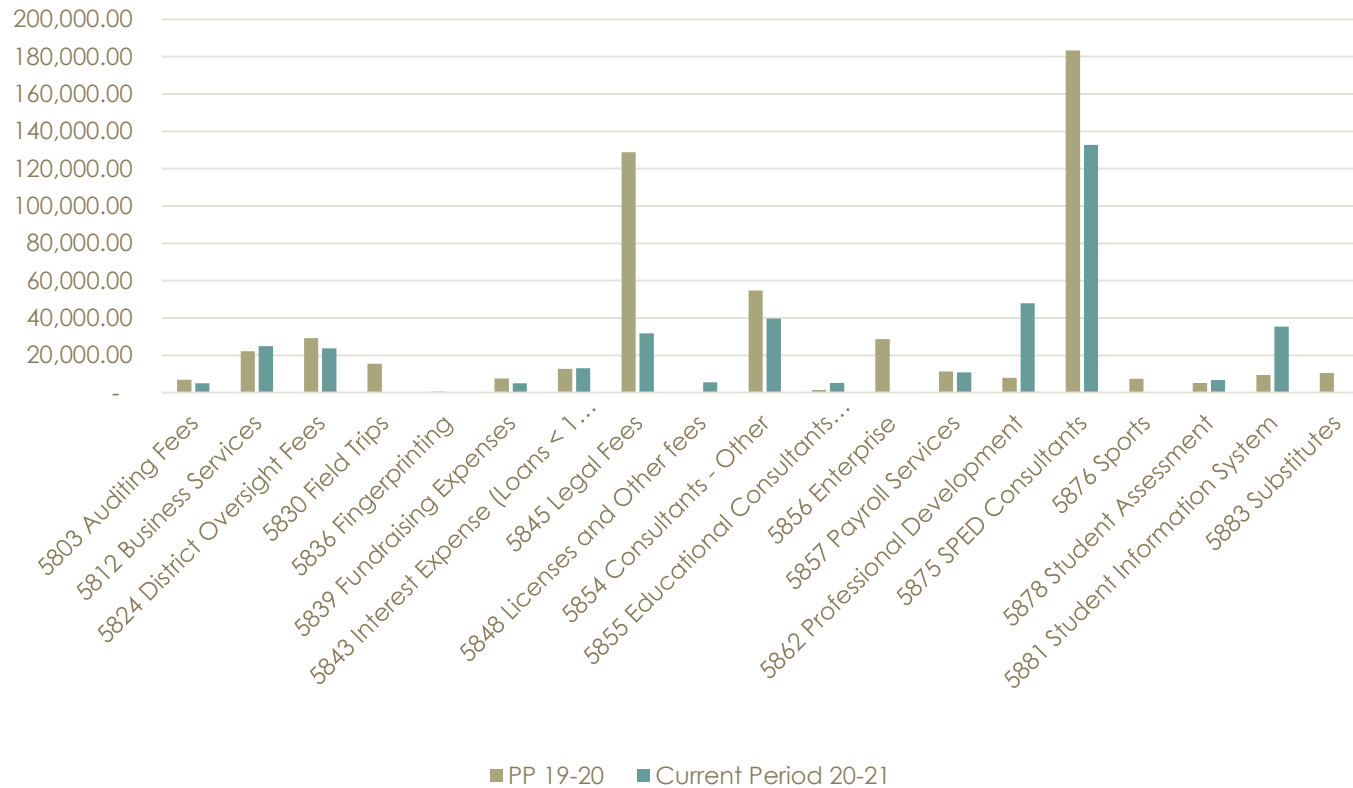
# Trends for Salaries –

Current Period vs Prior Period (PP)\* July to December



# Trends for Services –

Current Period vs Prior Period (PP)\* July-December



\*Variances may be due to timing

# Cash Update – Cash is King

	<b>Gold Standard</b>	<b>Cash Balance as of 12/31/2020</b>	<b>Projected Cash Balance as of 6/30/2021*</b>
<b>3 months of payroll</b>	\$1,392,906	\$ 1,661,981	\$ 1,049,830
<b>Days Cash on Hand</b>	60	99	49

*\*Includes one time LOC payment in November 2020 of \$250k*

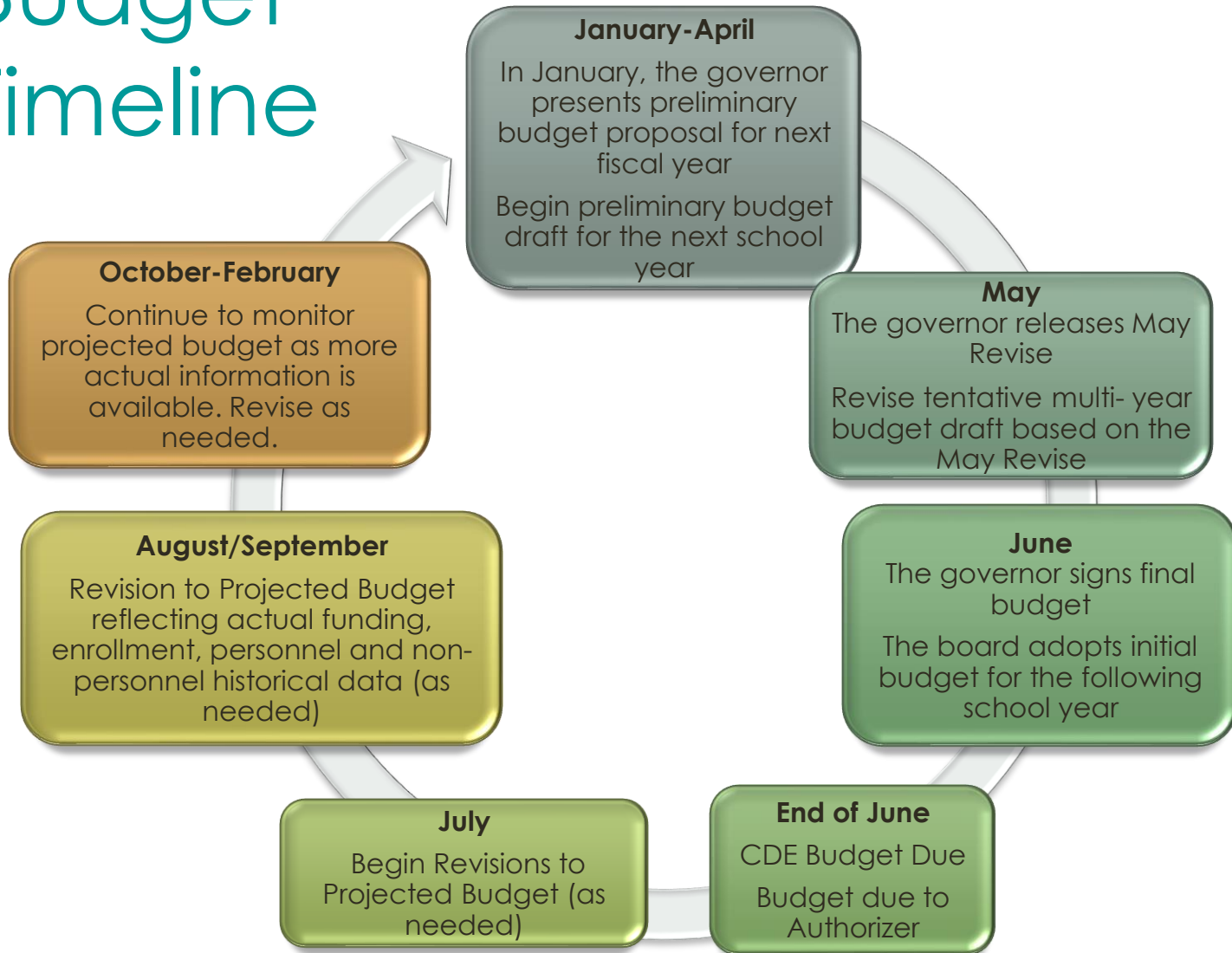
## Other Cash Analysis

<b>Cash Balance</b>	<b>\$ 1,661,981</b>	<b>\$ 1,049,830</b>
PPP Funds	1,287,000	1,287,000
LOC Balance	250,000	250,000
Adjusted for PPP	374,981	(237,170)
Adjusted for LOC	1,411,981	799,830
Adjusted for PPP & LOC	124,981	(487,170)

*\*Includes one time LOC payment in December 2020 of \$250k*



# Budget Timeline



# Governor's Proposal Highlights\*

*\*all subject to change*

- No Hold Harmless Provision
- \$2.2 billion for COLA 3.84%
- STRS reduction 16.15% to 15.92 % - not applicable to Aveson
- \$2 billion for In-person instruction grants (immediate)
- \$4.6 billion for expanded instructional times (early action)
- \$7.3 billion to pay down most deferrals in 2021-22
- \$725 million (state and federal) for various programs related to student wellness and mental health
- \$540 million for training and support for the educator workforce
- \$500 million for training, support and expansion related to TK, Kindergarten and childcare
- \$300 million for Special Education Early Intervention Grant
- \$15 million (\$12 ongoing, \$3 one-time) for Cradle-to-Career Data System

# No Hold Harmless Provision

	<u>PY P2</u> <u>Enrollment</u>	Census Day Enrollment	Decrease in Students	% Decrease	Base Grant	Approx. Revenue Loss*
AGLA	384	328	56	15%	9,149	\$ 512,344
ASL	423	405	18	4%	8,436	151,842
	<u>807</u>	<u>733</u>	<u>74</u>	<u>9%</u>		<u>\$ 664,186</u>

*\*If schools enrollment for Fy2021-22 mirrors Census Day October 7, 2020 for FY2020-21, the schools are looking at a combined revenue loss of greater than \$600k*

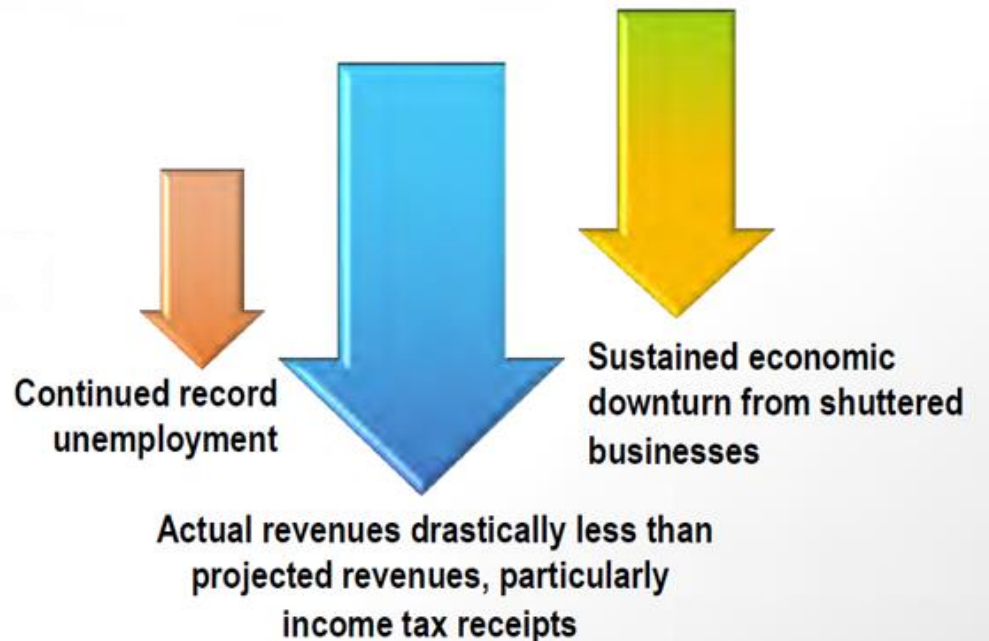
# Federal Funds

- Federal funds are expected again for FY21-22
- However, the funds will be based on current year enrollment vs Hold Harmless Provision
- Exact apportionments are not yet available
- Spend by date is September 30, 2022

# Ready to Pivot?

We are in unprecedented times and though the current fiscal year is hold harmless, the state of CA cannot afford to maintain this moving forward.

The next official budget checkpoint comes on Governor's *May Revise* –  
**May 15, 2021.**



# Additional Considerations

- Maintain enough cash on hand for upcoming deferrals that may span multiple fiscal years
- Plan ahead and consider the long term by projecting multi-year budgets
- Create backup plans, goals and deadlines
- Maintain a flexible budget as more information becomes available



AVESON - Combined  
CASHFLOW PROJECTIONS  
FISCAL YEAR 2020-21



Enrollment 711.00  
P2 ADA 780.04

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

	First Interim Adopted Budget FY20-21	WORKING BUDGET FY20-21	PRIOR YEAR P-2								P-1					P-2		YTD Actuals	2020-21 Forecast	Budget VS Forecast	(\$) Budget Remaining	(%) Budget Remaining	
			ACTUAL Jul-20	ACTUAL Aug-20	ACTUAL Sep-20	ACTUAL Oct-20	ACTUAL Nov-20	ACTUAL Dec-20	Forecast Jan-21	Forecast Feb-21	Forecast Mar-21	Forecast Apr-21	Forecast May-21	Forecast Jun-21	Accrual								
5615 Repairs and Maintenance - Buildings	18,000	18,000	2,548	-	1,775	426	22	480	-	-	-	-	-	-	-	12,749	-	4,749	18,000	-	13,251	74%	
5616 Repairs and Maintenance - Computers	5,125	5,125	-	-	-	-	-	-	5,125	-	-	-	-	-	-	5,125	-	-	5,125	-	5,125	100%	
5618 Repairs and Maintenance - Vehicles expense	2,500	2,500	-	-	-	-	-	1,665	-	-	-	-	-	-	-	835	-	-	2,500	-	2,500	100%	
5800 Prof/Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5803 Auditing Fees	13,176	12,546	-	-	-	-	-	-	5,040	6,000	-	-	-	-	-	4,656	-	-	15,696	3,150	12,546	100%	
5807 Legal Settlements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5809 Banking Fees	6,859	7,000	569	344	541	604	334	348	600	600	600	600	600	600	600	600	-	2,059	6,341	(659)	4,941	71%	
5810 Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5811 AEC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5812 Business Services	60,000	60,000	-	-	10,000	-	-	10,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	10,000	-	10,000	60,000	-	50,000	83%	
5824 District Oversight Fees	69,692	69,692	-	4,180	8,361	5,574	-	-	5,574	7,667	7,667	7,667	7,667	7,667	7,667	7,667	-	18,115	69,692	-	51,577	0%	
5815 Advertising/Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100%	
5830 Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5836 Fingerprinting/Livescan	450	450	-	-	50	-	-	-	-	67	67	67	67	67	67	67	-	50	450	-	400	89%	
5839 Fundraising Expense	10,000	10,000	-	-	-	-	-	-	833	833	833	833	833	833	833	833	-	5,000	10,000	-	5,000	50%	
5843 Interest Expense/Misc fee	30,000	30,000	2,500	2,583	-	5,083	1,101	1,771	2,827	2,827	2,827	2,827	2,827	2,827	2,827	2,827	-	10,167	30,000	-	19,833	66%	
5845 Legal Fees	50,000	50,000	-	2,252	18,127	3,803	1,191	6,399	3,038	8,280	2,461	2,461	2,461	2,461	2,461	2,461	-	24,181	52,931	2,931	25,819	52%	
5848 Licenses and Other Fees	5,441	5,470	-	5,239	152	50	-	-	92	-	-	-	-	-	-	5,441	-	5,441	5,333	63	29	1%	
5851 Marketing and Student Recruiting	550	500	-	-	50	-	-	-	-	83	83	83	83	83	83	83	-	50	550	50	450	90%	
5854 Consultants - Other	72,000	86,000	-	3,375	10,665	3,850	10,225	11,470	9,025	9,025	9,025	9,025	9,025	9,025	9,025	9,025	-	17,890	93,590	7,590	68,110	79%	
5855 Ed Consultants	50,000	50,000	-	-	-	-	-	3,200	2,000	7,467	7,467	7,467	7,467	7,467	7,467	7,467	-	50,000	-	-	50,000	100%	
5856 Enterprise	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5857 Payroll Services	19,892	20,200	1,347	1,622	1,720	1,603	1,657	2,975	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	-	6,292	21,124	924	13,908	69%	
5860 Printing and Reproduction	400	400	-	-	-	-	-	-	67	67	67	67	67	67	67	67	-	400	-	-	400	100%	
5861 PF Expenses (Unaccrued)	6,262	6,262	-	-	-	-	-	-	-	-	-	-	-	-	-	6,262	-	-	6,262	-	6,262	100%	
5862 Professional Development	25,001	25,000	1,045	1,499	772	11,148	30,233	3,069	-	-	-	-	-	-	-	-	-	14,664	47,966	22,966	10,337	41%	
5873 Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5874 SPED Encroachment	-	550	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(550)	550	100%	
5875 SPED Consultants	534,928	534,928	-	2,551	6,997	51,716	45,071	26,351	64,071	64,071	64,071	64,071	64,071	64,071	64,071	64,071	-	61,264	517,113	(17,815)	473,663	89%	
5876 Sports	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5877 Staff Recruiting/Hiring	826	826	-	-	750	-	-	-	13	13	13	13	13	13	13	13	-	750	826	-	76	9%	
5878 Student Assessment	9,948	9,948	5,040	-	1,327	455	-	-	521	521	521	521	521	521	521	521	-	6,822	9,948	-	3,126	31%	
5881 Student Information System	40,420	40,420	-	7,875	125	3,054	24,400	-	-	-	-	-	-	-	-	5,066	-	11,054	40,520	100	29,366	73%	
5883 Substitutes (Contracted)	26,500	26,500	-	-	-	-	-	-	4,417	4,417	4,417	4,417	4,417	4,417	4,417	4,417	-	26,500	-	-	26,500	100%	
5887 Technology Services	3,137	3,137	-	-	-	-	-	-	523	523	523	523	523	523	523	523	-	-	3,137	-	3,137	100%	
5893 Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5899 Misc Operating Expenses	11,083	11,083	-	-	-	-	2,932	457	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	-	11,083	-	-	11,083	100%	
5910 Communications-Internet/Website Fees	11,085	12,200	1,073	2,513	741	757	909	584	584	584	584	584	584	584	584	584	-	5,084	10,080	(2,120)	7,116	58%	
5915 Communications-Postage and Delivery	2,749	2,749	-	16	67	49	52	83	417	417	417	417	417	417	417	417	-	112	2,749	-	2,637	96%	
5920 Communications-Telephone & Fax	60,667	61,476	3,825	3,448	5,190	5,405	5,300	5,689	5,350	5,350	5,350	5,350	5,350	5,350	5,350	5,350	-	17,867	60,956	(520)	43,609	71%	
5999 Expense Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
<b>Total 5000 Services and Other Operating Expenditures</b>	<b>\$ 2,017,963</b>	<b>\$ 2,046,078</b>	<b>\$ 126,730</b>	<b>\$ 114,913</b>	<b>\$ 157,921</b>	<b>\$ 174,905</b>	<b>\$ 200,947</b>	<b>\$ 207,108</b>	<b>\$ 192,798</b>	<b>\$ 192,519</b>	<b>\$ 186,220</b>	<b>\$ 175,478</b>	<b>\$ 175,898</b>	<b>\$ 173,667</b>	<b>\$ -</b>	<b>\$ 574,488</b>	<b>2,079,103</b>	<b>33,025</b>	<b>1,541,302</b>	<b>30</b>	<b>\$ -</b>	<b>30</b>	
<b>6000 Capital Outlay</b>	<b>\$ 2,017,963</b>	<b>\$ 2,046,078</b>	<b>\$ 126,730</b>	<b>\$ 114,913</b>	<b>\$ 157,921</b>	<b>\$ 174,905</b>	<b>\$ 200,947</b>	<b>\$ 207,108</b>	<b>\$ 192,798</b>	<b>\$ 192,519</b>	<b>\$ 186,220</b>	<b>\$ 175,478</b>	<b>\$ 175,898</b>	<b>\$ 173,667</b>	<b>\$ -</b>	<b>\$ 574,488</b>	<b>\$ 2,079,103</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
6900 Depreciation Expense	78,539	78,539	6,515	6,437	6,437	6,437	6,437	6,437	6,640	6,640	6,640	6,640	6,640	6,640	6,640	6,640	-	25,826	78,539	-	52,713	67%	
6901 Amortization Expense	78,539	78,539	6,515	6,437	6,437	6,437	6,437	6,437	6,640	6,640	6,640	6,640	6,640	6,640	6,640	6,640	-	25,826	78,539	-	52,713	67%	
<b>Total 6000 Capital Outlay</b>	<b>\$ 78,539</b>	<b>\$ 78,539</b>	<b>\$ 6,515</b>	<b>\$ 6,437</b>	<b>\$ 6,437</b>	<b>\$ 6,437</b>	<b>\$ 6,437</b>	<b>\$ 6,437</b>	<b>\$ 6,640</b>	<b>\$ 6,640</b>	<b>\$ 6,640</b>	<b>\$ 6,640</b>	<b>\$ 6,640</b>	<b>\$ 6,640</b>	<b>\$ 6,640</b>	<b>\$ 6,640</b>	<b>\$ -</b>	<b>\$ 25,826</b>	<b>\$ 78,539</b>	<b>\$ -</b>	<b>\$ 52,713</b>	<b>67%</b>	
<b>Total 6000 Capital Outlay</b>	<b>\$ 78,539</b>	<b>\$ 78,539</b>	<b>\$ 6,515</b>	<b>\$ 6,437</b>	<b>\$ 6,437</b>	<b>\$ 6,437</b>	<b>\$ 6,437</b>	<b>\$ 6,437</b>	<b>\$ 6,640</b>	<b>\$ 6,640</b>	<b>\$ 6,640</b>	<b>\$ 6,640</b>	<b>\$ 6,640</b>	<b>\$ 6,640</b>	<b>\$ 6,640</b>	<b>\$ 6,640</b>	<b>\$ -</b>	<b>\$ 25,826</b>	<b>\$ 78,539</b>	<b>\$ -</b>	<b>\$ 52,713</b>	<b>67%</b>	
7438 Debt Service - Bond Payments / Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
<b>Total 6000 Capital Outlay</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>0%</b>
<b>TOTAL EXPENSE</b>	<b>\$ 8,246,880</b>	<b>\$ 8,279,319</b>	<b>\$ 295,477</b>	<b>\$ 639,313</b>	<b>\$ 754,000</b>	<b>\$ 677,239</b>	<b>\$ 643,210</b>	<b>\$ 724,202</b>	<b>\$ 732,216</b>	<b>\$ 748,844</b>	<b>\$ 734,504</b>	<b>\$ 719,272</b>	<b>\$ 727,832</b>	<b>\$ 707,913</b>	<b>\$ 190,023</b>	<b>\$ 2,366,029</b>	<b>\$ 8,294,045</b>	<b>\$ 14,726</b>	<b>\$ 5,982,982</b>	<b>3361%</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>NET INCOME (LOSS)</b>	<b>\$ 806,097</b>	<b>\$ 773,654</b>	<b>\$ (286,376)</b>	<b>\$ (252,694)</b>	<b>\$ 269,110</b>	<b>\$ 39,666</b>	<b>\$ (277,880)</b>	<b>\$ (77,778)</b>	<b>\$ 41,915</b>	<b>\$ 30,949</b>	<b>\$ 97,168</b>	<b>\$ (71,363)</b>	<b>\$ (304,812)</b>	<b>\$ (271,044)</b>	<b>\$ 1,808,385</b>	<b>\$ (230,294)</b>	<b>\$ 745,246</b>	<b>(28,407)</b>	<b>934,256</b>	<b>121%</b>	<b>\$ (585,952)</b>	<b>\$ 745,246</b>	
<b>Total</b>	<b>\$ -</b>	<b>\$ 0</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ (0)</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ -</b>	<b>\$ 355,658</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>					



AVESON - ASL  
CASHFLOW PROJECTIONS  
FISCAL YEAR 2020-21



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

Enrollment 388.00  
P2 ADA 412.63  
Unduplicated Pupil Count % 19%  
\$ 779,035

	First Interim Adopted Budget FY20-21	WORKING BUDGET FY20-21	PRIOR YEAR P-2						P-1					P-2		YTD Actuals	2020-21 Forecast	Working Budget VS Forecast	(\$ Budget Remaining	(% Budget Remaining	
			ACTUAL Jul-20	ACTUAL Aug-20	ACTUAL Sep-20	ACTUAL Oct-20	ACTUAL Nov-20	ACTUAL Dec-20	Forecast Jan-21	Forecast Feb-21	Forecast Mar-21	Forecast Apr-21	Forecast May-21	Forecast Jun-21	Accrual						
<b>INCOME</b>																					
<b>8011-8096 Local Control Funding Formula Sources</b>																					
8011 Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	1,338,211	1,338,211	-	66,695	66,695	120,050	120,050	120,050	120,050	120,050	120,914	120,914	120,914	120,914	120,914	120,914	493,540	1,338,211	-	844,671	63%
State Aid Deferrals	-	-	-	-	-	-	-	-	-	-	(64,084)	(99,150)	(99,150)	(99,150)	(99,150)	361,533	-	0	0	-	0%
8012 Education Protection Act Funds	82,528	82,526	-	-	-	20,632	-	-	-	20,632	-	-	-	-	-	-	20,632	82,528	0	61,894	75%
8019 State Aid-Prior Years	-	-	-	394	-	-	-	-	-	-	-	-	-	-	-	(394)	394	-	-	(394)	0%
8096 In Lieu Property Tax	2,144,644	2,144,644	-	128,679	257,357	171,571	171,571	171,571	171,572	171,572	357,441	178,720	178,720	178,720	178,720	178,720	729,179	2,144,644	-	1,415,465	66%
<b>Total 8011-8096 Local Control Funding Formula Sources</b>	<b>\$ 3,565,383</b>	<b>\$ 3,565,381</b>	<b>\$ -</b>	<b>\$ 195,768</b>	<b>\$ 324,052</b>	<b>\$ 312,253</b>	<b>\$ 120,050</b>	<b>\$ 291,622</b>	<b>\$ 312,254</b>	<b>\$ 291,622</b>	<b>\$ 414,270</b>	<b>\$ 221,117</b>	<b>\$ 200,485</b>	<b>\$ 200,485</b>	<b>\$ 681,405</b>	<b>\$ 1,243,746</b>	<b>\$ 3,565,383</b>	<b>2</b>	<b>2,321,635</b>	<b>65%</b>	
<b>8100-8299 Federal Income</b>																					
8181 Federal Special Education (IDEA) Part B, Sec 611	50,243	50,243	-	-	-	-	-	-	-	-	-	-	-	-	-	50,243	-	50,243	-	50,243	100%
8182 Special Ed. IDEA Mental Health	6,775	6,775	-	-	-	-	-	-	-	-	-	-	-	-	-	6,775	-	6,775	-	6,775	100%
8220 Child Nutrition Programs - Federal	53,616	53,616	-	-	-	-	-	3,617	4,120	5,362	5,362	5,362	5,362	5,362	5,362	5,362	7,737	53,616	-	45,879	86%
8291 Title I, A Basic Grants Low-Income	20,945	20,945	-	-	-	-	-	5,828	-	4,189	-	4,189	-	4,189	-	2,550	5,828	20,945	-	15,117	72%
CARES Act (ESSER)	18,511	18,511	-	-	4,628	-	-	-	-	4,628	-	4,628	-	4,628	-	4,628	4,628	18,511	1	13,882	75%
8292 Title II, A Teacher Quality	6,259	6,259	-	-	-	1,506	-	-	-	1,252	-	1,252	-	1,252	-	998	1,506	6,259	-	4,753	76%
8294 Title IV	9,889	9,889	-	-	-	2,500	-	-	-	-	-	2,472	-	2,472	-	2,445	2,500	9,889	-	7,389	75%
8290.1 One Time Loss Learning Mitigation Funds - SWD	17,480	17,480	-	-	-	-	-	-	-	4,370	-	4,370	-	4,370	-	4,370	-	13,110	(4,370)	17,480	100%
8290.2 One Time Loss Learning Mitigation Funds - Supp/Conc	120,069	120,069	-	-	120,069	-	-	-	-	-	-	-	-	-	-	-	120,069	120,069	-	-	0%
8297 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
<b>Total 8100-8299 Federal Income</b>	<b>\$ 303,787</b>	<b>\$ 303,786</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 124,697</b>	<b>\$ 1,506</b>	<b>\$ 11,945</b>	<b>\$ 4,120</b>	<b>\$ 19,800</b>	<b>\$ 5,362</b>	<b>\$ 5,362</b>	<b>\$ 22,272</b>	<b>\$ 5,362</b>	<b>\$ 5,362</b>	<b>\$ 13,275</b>	<b>\$ 85,718</b>	<b>\$ 142,268</b>	<b>\$ 299,417</b>	<b>(4,369)</b>	<b>161,518</b>	<b>53%</b>
<b>8300-8599 State Income</b>																					
8311 Special Education - Entitlement (State)	234,580	234,580	-	-	-	23,116	20,804	20,804	21,112	21,112	25,526	25,526	25,526	25,526	25,526	25,526	64,724	234,580	-	169,856	72%
State Aid Deferrals	-	-	-	-	-	-	-	-	-	(11,189)	(20,932)	(20,932)	(20,932)	(20,932)	(25,526)	99,511	-	-	-	-	-
8312 Mental Health-SPED	30,453	30,453	-	-	-	2,370	1,985	-	-	-	-	-	-	-	-	30,453	-	30,453	-	30,453	100%
8519 Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(4,355)	4,355	-	-	(4,355)	0%
8520 State Child Nutrition	3,295	3,295	-	-	-	-	316	364	330	330	330	330	330	330	330	639	679	3,295	-	2,616	79%
8545 SB 740	9,787	9,787	-	-	-	-	-	-	-	4,893	-	2,447	-	2,447	-	2,447	-	9,787	-	9,787	100%
8550 Mandated Block Grant	6,935	6,935	-	-	-	-	-	6,957	-	-	-	-	-	-	-	(22)	6,957	6,935	-	(22)	0%
8560 State Lottery	81,701	81,701	-	-	-	-	-	-	20,425	-	-	20,425	-	-	-	40,850	-	81,701	-	81,701	100%
8591 One Time Loss Learning Mitigation Funds - LCFF	30,349	30,349	-	-	30,349	-	-	-	-	-	-	-	-	-	-	-	30,349	30,349	-	-	0%
8592 Mental Health-SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8590 All Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
<b>Total 8300-8599 State Income</b>	<b>\$ 397,100</b>	<b>\$ 397,100</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 30,349</b>	<b>\$ 25,486</b>	<b>\$ 23,105</b>	<b>\$ 28,125</b>	<b>\$ 41,867</b>	<b>\$ 15,146</b>	<b>\$ 4,924</b>	<b>\$ 27,796</b>	<b>\$ 4,924</b>	<b>\$ 4,924</b>	<b>\$ 330</b>	<b>\$ 195,049</b>	<b>\$ 107,064</b>	<b>\$ 397,100</b>	<b>-</b>	<b>290,036</b>	<b>73%</b>
<b>8600-8799 Local Income</b>																					
8634 Food Service Sales	50,000	50,000	-	-	-	-	13,599	-	4,167	4,167	4,167	4,167	4,167	4,167	4,167	11,401	13,599	50,000	-	36,401	73%
8693 Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8694 Enterprise Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8801 Donations - Parents	50,000	50,000	2,013	2,408	1,825	14,430	11,420	6,731	4,167	4,167	4,167	4,167	4,167	4,167	4,167	(13,827)	38,827	50,000	-	11,173	22%
8802 Donations - Private	25,000	25,000	225	-	-	-	1,500	-	2,083	2,083	2,083	2,083	2,083	2,083	2,083	10,775	1,725	25,000	-	23,275	93%
8803 Fundraising	20,000	20,000	30	-	-	-	60	2,063	1,667	1,667	1,667	1,667	1,667	1,667	1,667	7,818	2,183	20,000	-	17,818	89%
8804 Computer Repair Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8699 All Other Local Revenue	-	-	2,294	3,188	308	1,066	995	-	-	-	-	-	-	-	-	(7,852)	7,852	-	-	(7,852)	0%
8792 SPED State/County	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
<b>Total 8600-8799 Local Income</b>	<b>\$ 145,000</b>	<b>\$ 145,000</b>	<b>\$ 4,562</b>	<b>\$ 5,626</b>	<b>\$ 2,133</b>	<b>\$ 15,496</b>	<b>\$ 27,574</b>	<b>\$ 8,794</b>	<b>\$ 12,083</b>	<b>\$ 12,083</b>	<b>\$ 12,083</b>	<b>\$ 12,083</b>	<b>\$ 12,083</b>	<b>\$ 12,083</b>	<b>\$ 12,083</b>	<b>\$ 8,314</b>	<b>\$ 64,186</b>	<b>\$ 145,000</b>	<b>-</b>	<b>80,814</b>	<b>56%</b>
<b>TOTAL INCOME</b>	<b>\$ 4,411,270</b>	<b>\$ 4,411,267</b>	<b>\$ 4,562</b>	<b>\$ 201,394</b>	<b>\$ 481,232</b>	<b>\$ 354,742</b>	<b>\$ 182,675</b>	<b>\$ 332,660</b>	<b>\$ 386,004</b>	<b>\$ 324,212</b>	<b>\$ 436,639</b>	<b>\$ 283,268</b>	<b>\$ 222,854</b>	<b>\$ 226,172</b>	<b>\$ 970,485</b>	<b>\$ 1,557,264</b>	<b>\$ 4,406,900</b>	<b>(4,367)</b>	<b>\$ 2,854,003</b>	<b>65%</b>	
<b>EXPENSE</b>																					
<b>1000 Certificated Salaries</b>																					
1100 Teachers' Salaries	1,402,994	1,399,342	5,648	138,390	121,171	119,767	121,606	121,708	119,767	119,767	119,767	119,767	119,767	119,767	119,767	59,883	628,289	1,406,774	7,431	771,053	55%
1200 Substitute Expense	10,072	13,643	-	-	150	2,868	2,415	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	-	5,433	12,874	(769)	8,210	60%
1300 Certificated Super/Admin	534,151	528,310	30,292	40,423	43,408	44,213	36,867	36,867	44,213	44,213	44,213	44,213	44,213	44,213	44,213	22,107	232,072	519,459	(8,850)	296,238	56%
1900 Other Certificated	182,897	177,955	19,452	15,970	16,195	17,215	16,632	15,445	15,445	15,445	15,445	15,445	15,445	15,445	15,445	7,722	85,464	185,854	7,899	92,492	52%
<b>Total 1000 Certificated Salaries</b>	<b>\$ 2,130,114</b>	<b>\$ 2,119,250</b>	<b>\$ 35,941</b>	<b>\$ 198,265</b>	<b>\$ 180,549</b>	<b>\$ 180,325</b>	<b>\$ 178,555</b>	<b>\$ 177,622</b>	<b>\$ 180,665</b>	<b>\$ 180,665</b>	<b>\$ 180,665</b>	<b>\$ 180,665</b>	<b>\$ 180,665</b>	<b>\$ 180,665</b>	<b>\$ 180,665</b>	<b>\$ 89,713</b>	<b>\$ 951,257</b>	<b>\$ 2,124,961</b>	<b>\$ 7,711</b>	<b>\$ 1,167,993</b>	<b>55%</b>
<b>2000 Classified Salaries</b>																					
2100 Instructional Aide Salaries	41,918	48,000	-	206	2,705	3,758	5,282	5,798	4,364	4,364	4,364	4,364	4,364	4,364	4,364	-	17,748	43,930	(4,070)	30,252	63%
2200 Classified Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
2300 Classified Supervisor and Administrator Salaries	93,869	86,433	6,017	7,281	8,136	8,448	7,704	6,517	8,136	8,136	8,136	8,136	8,136	8,136	8,136	-	44,102	92,917	6,484	42,331	49%
2400 Clerical/Technical/Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
2700 Classified Staff/ Maintenance	134,416	127,313	8,263	12,232	12,041	9,487	9,350	4,023	10,611	10,611	10,611	10,611	10,611	10,611	10,611	-	55,396	119,061	(8,270)	71,936	56%
2900 Other Classified Salaries	25,803	25,104	3,530	1,364	2,530	2,215	5,034	4,871	1,956	1,956	1,956	1,956	1,956	1,956	1,956	-	19,544	31,277	6,173	5,561	22%
<b>Total 2000 Classified Salaries</b>	<b>\$ 296,006</b>	<b>\$ 286,869</b>	<b>\$ 17,811</b>	<b>\$ 21,083</b>	<b>\$ 25,410</b>	<b>\$ 23,908</b>	<														

**AVESON - ASL  
CASHFLOW PROJECTIONS  
FISCAL YEAR 2020-21**



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

Enrollment 388.00  
 P2 ADA 412.63  
 Unduplicated Pupil Count % 19%  
 \$ 779,035

	First Interim Adopted Budget FY20-21	WORKING BUDGET FY20-21	PRIOR YEAR P-2						P-1					P-2		YTD Actuals	2020-21 Forecast	Working Budget V5 Forecast	(\$ Budget Remaining)	(% Budget Remaining)	
			ACTUAL Jul-20	ACTUAL Aug-20	ACTUAL Sep-20	ACTUAL Oct-20	ACTUAL Nov-20	ACTUAL Dec-20	Forecast Jan-21	Forecast Feb-21	Forecast Mar-21	Forecast Apr-21	Forecast May-21	Forecast Jun-21	Accrual						
<b>Total 4000 Supplies</b>	\$ 306,788	\$ 306,674	\$ 4,857	\$ 17,658	\$ 61,795	\$ 21,226	\$ 16,629	\$ 4,352	\$ 30,045	\$ 30,045	\$ 30,045	\$ 30,045	\$ 30,045	\$ 30,045	\$ 25,127	\$ -	\$ 126,516	\$ 301,869	\$ (4,804)	\$ 180,157	59%
<b>5000 Services and Other Operating Expenditures</b>																					
5200 Conference Fees	1,254	2,600	1,254	-	-	-	-	-	-	-	-	-	-	-	-	-	1,254	1,254	(1,347)	1,347	52%
5300 Dues and Memberships	150	5,000	50	50	50	-	-	4,400	-	-	-	-	-	-	-	-	4,550	4,550	(450)	450	9%
5400 Insurance	64,452	65,000	5,371	10,742	16,113	5,371	-	10,673	5,371	5,371	5,371	-	-	-	-	-	48,270	64,383	(617)	16,730	26%
5510 Utilities - Gas and Electric	20,890	21,492	1,322	1,635	1,737	1,796	1,423	1,177	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	9,090	19,890	(1,602)	12,402	58%
5515 Janitorial, Gardening Services	4,250	4,250	87	-	-	-	-	-	134	671	671	671	671	671	671	671	222	4,250	-	4,028	95%
5520 Security	500	500	-	-	-	-	-	-	83	83	83	83	83	83	83	83	-	500	-	500	100%
5525 Utilities - Waste	10,317	10,317	393	666	399	541	405	405	1,251	1,251	1,251	1,251	1,251	1,251	1,251	1,251	2,809	10,317	-	7,508	73%
5530 Utilities - Water	20,039	20,039	-	2,689	3,543	-	-	3,254	1,759	1,759	1,759	1,759	1,759	1,759	1,759	1,759	9,486	20,039	-	10,553	53%
5605 Equip Rental/Lease	13,686	14,000	1,208	930	2,629	1,247	-	-	1,115	1,115	1,115	1,115	1,115	1,115	1,115	1,115	6,013	12,703	(1,297)	7,987	57%
5610 Rent	112,309	113,248	9,252	9,271	9,605	9,470	9,468	9,468	9,468	9,468	9,468	9,468	9,468	9,468	9,468	9,468	56,534	113,341	94	56,714	50%
5615 Repairs and Maintenance - Buildings	10,000	10,000	170	-	1,775	-	-	-	-	-	-	-	-	-	-	-	1,945	10,000	-	8,055	81%
5616 Repairs and Maintenance - Computers	3,075	3,075	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,075	-	3,075	100%
5618 Repairs and Maintenance - Vehicles expense	1,500	1,500	-	-	-	-	828	-	-	-	-	-	-	-	-	-	828	1,500	-	673	45%
5800 Prof/Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5803 Auditing Fees	6,903	6,273	-	630	-	-	-	2,520	3,000	-	-	-	-	-	-	3,273	3,150	9,423	3,150	3,123	50%
5807 Legal Settlements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5809 Banking Fees	3,437	3,500	302	172	253	310	167	192	300	300	300	300	300	300	300	300	1,396	3,196	(304)	2,104	60%
5810 Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5811 AEC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5812 Business Services	30,000	30,000	-	-	5,000	-	5,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	5,000	12,500	30,000	-	17,500	58%
5824 District Oversight Fees	35,650	35,650	-	2,137	4,273	2,849	-	2,849	3,924	3,924	3,924	3,924	3,924	3,924	3,924	3,924	12,107	35,650	-	23,543	66%
5815 Advertising/Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5830 Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5836 Fingerprinting/Live scan	200	200	-	-	-	-	-	-	33	33	33	33	33	33	33	33	-	200	-	200	100%
5839 Fundraising Expense	5,000	5,000	-	-	2,500	-	-	-	417	417	417	417	417	417	417	417	2,500	5,000	-	2,500	50%
5843 Interest Expense/Misc. fee	15,000	15,000	1,250	1,292	2,542	1,101	885	1,322	1,322	1,322	1,322	1,322	1,322	1,322	1,322	1,322	7,069	15,000	-	7,931	53%
5845 Legal Fees	35,000	35,000	-	2,252	18,127	3,803	1,191	6,163	578	5,819	-	-	-	-	-	-	31,534	37,931	2,931	3,466	10%
5848 Licenses and Other Fees	1,252	1,360	1,202	-	50	-	-	92	-	-	-	-	-	-	-	-	1,344	1,344	(16)	16	1%
5851 Marketing and Student Recruiting	50	50	-	50	-	-	-	-	-	-	-	-	-	-	-	-	50	50	90	(50)	0%
5854 Consultants - Other	36,000	43,000	-	1,688	5,333	1,925	5,113	5,735	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	19,793	47,543	4,543	23,208	54%
5855 Ed Consultants	25,000	25,000	-	-	-	-	-	-	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	25,000	-	25,000	100%
5856 Enterprise	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5857 Payroll Services	9,946	10,250	674	811	860	802	828	1,488	850	850	850	850	850	850	850	850	5,462	10,562	312	4,788	47%
5860 Printing and Reproduction	200	200	-	-	-	-	-	-	33	33	33	33	33	33	33	33	-	200	-	200	100%
5861 PY Expenses (Unaccrued)	2,316	2,316	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,316	-	2,316	100%
5862 Professional Development	20,001	20,000	1,045	1,499	322	11,263	15,008	474	-	-	-	-	-	-	-	-	29,611	29,611	9,611	(9,611)	-48%
5873 Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5874 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5875 SPED Consultants	322,000	322,000	2,482	1,051	23,665	33,589	10,935	41,713	41,713	41,713	41,713	41,713	41,713	41,713	41,713	41,713	71,721	322,000	-	250,279	78%
5876 Sports	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5877 Staff Recruiting/Hiring	413	413	-	375	-	-	-	-	6	6	6	6	6	6	6	6	375	413	-	38	9%
5878 Student Assessment	2,670	2,670	-	1,327	455	-	-	-	148	148	148	148	148	148	148	148	1,782	2,670	-	888	33%
5881 Student Information System	20,200	20,200	-	3,938	125	1,525	12,200	-	-	-	-	-	-	-	-	-	17,788	20,250	50	2,412	12%
5883 Substitutes (Contracted)	20,000	20,000	-	-	-	-	-	-	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	20,000	-	20,000	100%
5887 Technology Services	1,568	1,568	-	-	-	-	-	-	261	261	261	261	261	261	261	261	-	1,568	-	1,568	100%
5893 Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5899 Misc. Operating Expenses	2,719	2,719	-	-	-	-	-	-	453	453	453	453	453	453	453	453	-	2,719	-	2,719	100%
5910 Communications- Internet/Website Fees	5,118	5,400	295	1,026	415	381	772	176	176	176	176	176	176	176	176	176	3,065	4,120	(1,280)	2,335	43%
5915 Communications- Postage and Delivery	1,342	1,342	-	4	26	44	52	83	189	189	189	189	189	189	189	189	208	1,342	-	1,134	85%
5920 Communications- Telephone & Fax	30,859	31,532	1,713	1,690	2,815	2,640	2,643	2,998	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	14,500	31,000	(532)	17,032	54%
5999 Expense Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
<b>Total 5000 Services and Other Operating Expenditures</b>	\$ 895,264	\$ 911,613	\$ 24,299	\$ 43,572	\$ 73,350	\$ 78,102	\$ 91,033	\$ 66,597	\$ 92,297	\$ 94,538	\$ 88,719	\$ 83,348	\$ 83,348	\$ 83,348	\$ 105,702	\$ -	\$ 376,953	\$ 924,907	\$ 13,294	\$ 534,660	59%
<b>6000 Capital Outlay</b>																					
6900 Depreciation Expense	31,490	31,490	2,609	2,570	2,570	2,570	2,570	2,570	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	15,460	31,490	-	16,030	51%
6901 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
<b>Total 6000 Capital Outlay</b>	\$ 31,490	\$ 31,490	\$ 2,609	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,672	\$ 2,672	\$ 2,672	\$ 2,672	\$ 2,672	\$ 2,672	\$ 2,672	\$ -	\$ 15,460	\$ 31,490	-	\$ 16,030	51%
<b>7438 Debt Service - Bond Payments / &amp; Interest</b>																					
7438 Debt Service - Bond Payments / & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
<b>Total Other Outgo</b>	\$ -	\$ -	\$ -	\$ -	\$																





**AVESON CHARTER SCHOOLS  
FINANCIAL STATEMENTS AND  
SUPPLEMENTARY INFORMATION  
YEAR ENDED JUNE 30, 2020**

**OPERATING:**

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



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**WEALTH ADVISORY  
OUTSOURCING  
AUDIT, TAX, AND  
CONSULTING**

**AVESON CHARTER SCHOOLS  
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## INDEPENDENT AUDITORS' REPORT

Board of Directors  
Aveson Charter Schools  
Altadena, California

### **Report on the Financial Statements**

We have audited the accompanying financial statements of Aveson Charter Schools (a nonprofit organization), which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

### ***Management's Responsibility for the Financial Statements***

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

### ***Auditors' Responsibility***

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

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

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

**Opinion**

In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of Aveson Charter Schools as of June 30, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Other Matters**

*Supplementary Information*

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

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued a report dated December 11, 2020 on our consideration of Aveson Charter Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on Aveson Charter Schools' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Aveson Charter Schools' internal control over financial reporting and compliance.



**CliftonLarsonAllen LLP**

Glendora, California  
December 11, 2020



**AVESON CHARTER SCHOOLS  
STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2020**

	Aveson School of Leaders	Global Leadership Academy	Total
<b>ASSETS</b>			
<b>CURRENT ASSETS</b>			
Cash and Cash Equivalents	\$ 1,114,089	\$ 779,419	\$ 1,893,508
Accounts Receivable	419,488	489,801	909,289
Prepaid Expenses	29,331	69,350	98,681
Total Current Assets	1,562,908	1,338,570	2,901,478
<b>LONG-TERM ASSETS</b>			
Fixed Assets, Net	249,462	369,161	618,623
Deposits	5,432	39,848	45,280
Total Long-Term Assets	254,894	409,009	663,903
 Total Assets	 \$ 1,817,802	 \$ 1,747,579	 \$ 3,565,381
<b>LIABILITIES AND NET ASSETS</b>			
<b>CURRENT LIABILITIES</b>			
Accounts Payable and Accrued Expenses	\$ 368,777	\$ 152,052	\$ 520,829
Line of Credit, Current Portion	500,000	-	500,000
Note Payable, Current Portion	99,041	99,041	198,082
Deferred Rent, Current Portion	-	8,978	8,978
Total Current Liabilities	967,818	260,071	1,227,889
<b>LONG-TERM LIABILITIES</b>			
Note Payable, Net of Current Portion	544,459	544,459	1,088,918
Deferred Rent, Net of Current Portion	-	592,611	592,611
Total Current Liabilities	544,459	1,137,070	1,681,529
 Total Liabilities	1,512,277	1,397,141	2,909,418
<b>NET ASSETS</b>			
Without Donor Restrictions	305,525	350,438	655,963
Total Net Assets	305,525	350,438	655,963
 Total Liabilities and Net Assets	 \$ 1,817,802	 \$ 1,747,579	 \$ 3,565,381

See accompanying Notes to Financial Statements.

**AVESON CHARTER SCHOOLS  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2020**

	Aveson School of Leaders	Aveson Global Leadership Academy	Total
<b>REVENUES, WITHOUT DONOR RESTRICTIONS</b>			
Revenue Limit Sources:			
State Apportionments	\$ 1,421,375	\$ 1,483,179	\$ 2,904,554
In-Lieu of Property Taxes	2,144,644	1,909,613	4,054,257
Federal Revenue	124,991	191,571	316,562
Other State Revenue	232,326	578,408	810,734
Local Revenue:			
Donations	131,705	139,754	271,459
Other Revenue	200,705	166,941	367,646
Net Assets Released from Restrictions	-	134,965	134,965
Total Revenues	<u>4,255,746</u>	<u>4,604,431</u>	<u>8,860,177</u>
<b>EXPENSES</b>			
Program Services	3,712,205	3,936,348	7,648,553
Management and General	495,779	399,269	895,048
Fundraising	13,079	17,269	30,348
Total Expenses	<u>4,221,063</u>	<u>4,352,886</u>	<u>8,573,949</u>
<b>CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS</b>	34,683	251,545	286,228
<b>REVENUES, WITH DONOR RESTRICTIONS</b>			
Net Assets Released from Restrictions	<u>-</u>	<u>(134,965)</u>	<u>(134,965)</u>
<b>CHANGE IN REVENUES WITH DONOR RESTRICTIONS</b>	<u>-</u>	<u>(134,965)</u>	<u>(134,965)</u>
<b>CHANGE IN NET ASSETS</b>	34,683	116,580	151,263
Net Assets - Beginning of Year	<u>270,842</u>	<u>233,858</u>	<u>504,700</u>
<b>NET ASSETS - END OF YEAR</b>	<u>\$ 305,525</u>	<u>\$ 350,438</u>	<u>\$ 655,963</u>

See accompanying Notes to Financial Statements.

**AVESON CHARTER SCHOOLS  
STATEMENT OF FUNCTIONAL EXPENSES  
YEAR ENDED JUNE 30, 2020**

	Aveson School of Leaders				Aveson Global Leadership Academy				Total Expenses
	Program Services	Management and General	Fundraising	Total Aveson School of Leaders Expenses	Program Services	Management and General	Fundraising	Total Aveson Global Leadership Academy Expenses	
Salaries and Wages	\$ 2,578,781	\$ 302,966	\$ -	\$ 2,881,747	\$ 2,466,103	\$ 234,086	\$ -	\$ 2,700,189	\$ 5,581,936
Pension Expense	6,809	906	-	7,715	6,032	573	-	6,605	14,320
Other Employee Benefits	220,575	29,364	-	249,939	158,827	15,076	-	173,903	423,842
Payroll Taxes	185,944	24,753	-	210,697	184,842	17,545	-	202,387	413,084
Legal Expenses	-	15,783	-	15,783	-	10,578	-	10,578	26,361
Accounting Expenses	-	38,580	-	38,580	-	38,580	-	38,580	77,160
Other Fees for Services	297,506	22,050	13,079	332,635	325,871	22,086	17,269	365,226	697,861
Advertising and Promotion Expenses	500	-	-	500	609	-	-	609	1,109
Office Expenses	7,780	-	-	7,780	5,965	-	-	5,965	13,745
Information Technology Expenses	9,512	-	-	9,512	10,285	-	-	10,285	19,797
Instructional Materials	93,046	-	-	93,046	32,679	-	-	32,679	125,725
Occupancy Expenses	183,166	-	-	183,166	606,654	-	-	606,654	789,820
Conference and Meeting Expenses	2,246	299	-	2,545	2,201	208	-	2,409	4,954
Depreciation Expense	31,490	-	-	31,490	49,267	-	-	49,267	80,757
Interest Expense	-	14,832	-	14,832	-	14,832	-	14,832	29,664
Insurance	-	45,393	-	45,393	-	45,393	-	45,393	90,786
Other Expenses	94,850	853	-	95,703	87,013	312	-	87,325	183,028
<b>Total</b>	<b>\$ 3,712,205</b>	<b>\$ 495,779</b>	<b>\$ 13,079</b>	<b>\$ 4,221,063</b>	<b>\$ 3,936,348</b>	<b>\$ 399,269</b>	<b>\$ 17,269</b>	<b>\$ 4,352,886</b>	<b>\$ 8,573,949</b>

See accompanying Notes to Financial Statements.

**AVESON CHARTER SCHOOLS  
STATEMENT OF CASH FLOWS  
YEAR ENDED JUNE 30, 2020**

	Aveson School of Leaders	Aveson Global Leadership Academy	Total
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Change in Net Assets	\$ 34,683	\$ 116,580	\$ 151,263
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:			
Depreciation	31,490	49,267	80,757
Transfer of Fixed Assets	175	(175)	-
Change in Operating Assets:			
Accounts Receivable	94,906	245,530	340,436
Prepaid Expenses and Other Assets	(30,278)	(69,998)	(100,276)
Change in Operating Liabilities:			
Accounts Payable and Accrued Liabilities	35,593	(200,478)	(164,885)
Bank Overdraft	-	(42,329)	(42,329)
Intercompany Payable	(120,000)	-	(120,000)
Deferred Rent	-	37,522	37,522
Net Cash Provided by Operating Activities	<u>46,569</u>	<u>135,919</u>	<u>182,488</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Net Change in Line of Credit	400,000	-	400,000
Proceeds from Debt	643,500	643,500	1,287,000
Net Cash Provided by Financing Activities	<u>1,043,500</u>	<u>643,500</u>	<u>1,687,000</u>
<b>NET CHANGE IN CASH AND CASH EQUIVALENTS</b>	1,090,069	779,419	1,869,488
Cash and Cash Equivalents - Beginning of Year	<u>24,020</u>	<u>-</u>	<u>24,020</u>
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	<u>\$ 1,114,089</u>	<u>\$ 779,419</u>	<u>\$ 1,893,508</u>
<b>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</b>			
Cash Paid for Interest	<u>\$ 14,832</u>	<u>\$ 14,832</u>	<u>\$ 29,664</u>

See accompanying Notes to Financial Statements.

**AVESON CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Nature of Activities**

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

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

**Basis of Accounting**

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

**Basis of Presentation**

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

**Use of Estimates**

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

**Functional Allocation of Expenses**

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

**Cash and Cash Equivalents**

Cash is from time to time variously composed of cash on hand and in banks. The Organization considers all highly liquid investments with maturities of three months or less at time of acquisition to be the cash equivalents. As of June 30, 2020, the Organization had no cash equivalents.

**AVESON CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Net Asset Classes**

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

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

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

**Accounts Receivable**

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2020. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

**Fixed Assets**

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

**Revenue Sources and Recognition**

The Organization primarily receives funds from the California Department of Education (CDE). Revenue limit sources received from the CDE are determined based on the Organization's average daily attendance (ADA) of students and are conditional and recognized in the period the ADA occurs.

In addition, the Organization receives federal, state, and local revenues for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies. The Organization recognizes federal revenue to the extent that eligible expenditures have been incurred.

Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

**AVESON CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Contributions**

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met. As of June 30, 2020, the School did not have any unearned revenue related to conditional grants.

**Other Revenue**

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

**Income Taxes**

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

**Change in Accounting Principle**

In May 2014, FASB issued Accounting Standards Update (ASU) 2014-09, Revenues from Contracts with Customers (Topic 606). The update establishes the core principle that an entity should recognize revenue to depict the transfer of promised goods or services to customers in the amount that reflects the consideration to which the entity expects to be entitled in exchange for those good or services. The Organization has early adopted the implementation of ASU 2014-09 under the full retrospective approach. There was no material impact on the Organization's financial position and results of operations upon adoption of the new standard.

**AVESON CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Change in Accounting Principle (Continued)**

In June 2018, FASB issued Accounting Standards Update (ASU) 2018-08, Not-for-Profit Entities (Topic 958) – Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made. The update clarifies and improves the scope and the accounting guidance for contributions received and contributions made. The amendments in this update should assist entities in (1) evaluating whether transactions should be accounted for as contributions (nonreciprocal transactions), or as exchange (reciprocal transactions) and (2) determining whether a contribution is conditional. The Organization has implemented ASU 2018-08 under the modified prospective approach. There was no material impact on the Organization's financial position and results of operations upon adoption of the new standard.

**Subsequent Events**

The Organization has evaluated subsequent events through December 11, 2020, the date these financial statements were available to be issued.

**NOTE 2 LIQUIDITY AND AVAILABILITY**

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and grants receivable for the total amount of \$2,802,797.

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

**NOTE 3 CONCENTRATION OF CREDIT RISK**

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). The Organization maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Organization has not experienced any losses in such accounts. At June 30, 2020, the Organization did not have any uninsured funds.



**AVESON CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020**

**NOTE 4 FIXED ASSETS**

Fixed assets at June 30, 2020 consisted of the following:

	Aveson School of Leaders	Aveson Global Leadership Academy	Total
Building Improvements	\$ 276,755	\$ 495,409	\$ 772,164
Vehicles	65,200	65,200	130,400
Gross Fixed Assets	341,955	560,609	902,564
Less: Accumulated Depreciation	(92,493)	(191,448)	(283,941)
Total Fixed Assets	<u>\$ 249,462</u>	<u>\$ 369,161</u>	<u>\$ 618,623</u>
Depreciation Expense During the Fiscal Year Ended June 30, 2020	<u>\$ 31,490</u>	<u>\$ 49,267</u>	<u>\$ 80,757</u>

**NOTE 5 LINE OF CREDIT**

The Organization has a Line of Credit (LOC) with Community Bank. The LOC has a limit of \$500,000, with the interest rate of 4.50% per annum. At June 30, 2020, the balance was \$500,000.

**NOTE 6 NOTE PAYBLE**

On May 8, 2020, the Organization received a loan Citizens Business Bank in the amount of \$1,287,000 to fund payroll, rent, utilities, and interest on mortgages and existing debt through the Paycheck Protection Program (the "PPP Loan"). The original loan agreement was written prior to the PPP Flexibility Act of 2020 (June 5) and was due over twenty-four months deferred for six months. Subsequent to this, the law changed the loan deferral terms retroactively. The PPP Flexibility Act and subsequent regulations supersede the loan agreement. The PPP Loan bears interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, has a term of two years, and is unsecured and guaranteed by the U.S. Small Business Administration. Payment of principal and interest is deferred until the date on which the amount of forgiveness is remitted to the lender or, if the organization fails to apply for forgiveness within ten months after the covered period, then payment of principal and interest shall begin on that date. These amounts may be forgiven subject to compliance and approval based on the timing and use of these funds in accordance with the program. To the extent that all or part of the PPP Loan is not forgiven, the Organization will be required to pay interest on the PPP Loan at a rate of 1.0% per annum, and commencing in May 2021 principal and interest payments will be required through the maturity date in May 2022. Future maturities under notes payable are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2021	\$ 198,082
2022	1,088,918
Total	<u>\$ 1,287,000</u>

**AVESON CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020**

**NOTE 7 NET ASSETS WITH DONOR RESTRICTIONS**

The Organization did not have net assets with donor restrictions at June 30, 2020.

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose specified by the donors as follows for the year ended June 30:

	Aveson School of Leaders	Aveson Global Leadership Academy	Total
Released from Restrictions:			
Prop 39 Energy Grant	<u>\$ -</u>	<u>\$ 134,965</u>	<u>\$ 134,965</u>

**NOTE 8 EMPLOYEE PENSION PLAN**

The Organization offers all employees the opportunity to participate in their 403(b) plan and the Organization may make a discretionary matching contribution equal to 100% of the participant's elective deferrals up to 5.00% of the participant's contribution. Plan contributions are pre-tax and all investment growth is tax deferred until used for retirement. There is no vesting or vesting period. All contributions become the property of the employee upon deposit. The Organization's contribution to the Plan for the fiscal year ending June 30, 2020 was \$14,320, and equals 100% of the required contribution for the fiscal year.

**NOTE 9 OPERATING LEASES**

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

<u>Year Ending June 30,</u>	<u>Amount</u>
2021	\$ 599,848
2022	540,174
2023	565,507
2024	592,060
2025	613,071
Thereafter	<u>2,587,439</u>
Total	<u>\$ 5,498,099</u>

The Organization receives no sublease rental revenues nor pays any contingent rentals associated with these leases. The Organization recognizes escalating rent provisions on a straight-line basis over the lease term. The difference between the rent expense and the required lease payments is reflected as deferred rent in the accompanying statement of financial position. For the fiscal year ended June 30, 2020, operating lease expense was \$589,362.

**AVESON CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020**

**NOTE 10 PARTICIPATION IN JOINT POWERS AUTHORITY**

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

**NOTE 11 CONTINGENCIES, RISKS AND UNCERTAINTIES**

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

During the fiscal year, the World Health Organization declared the spread of Coronavirus Disease (COVID-19) a worldwide pandemic. Subsequent to year-end, the COVID-19 pandemic continues to have significant effects on global markets, supply chains, businesses, and communities. Specific to the Organization, COVID-19 may impact various parts of its 2021 operations and financial results, including, but not limited to, loss of revenues, additional bad debts, costs for increased use of technology, or potential shortages of personnel. Management believes the Organization is taking appropriate actions to mitigate the negative impact. However, the full impact of COVID-19 is unknown and cannot be reasonably estimated as these events are still developing.

**AVESON CHARTER SCHOOLS  
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE  
YEAR ENDED JUNE 30, 2020**

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

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

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

The Board of Directors and the Administrators as of the year ended June 30, 2020 were as follows:

**BOARD OF DIRECTORS**

<b>Member</b>	<b>Office</b>	<b>Term Expires (3-Year Term)</b>
Eric Blumberg	President	June 30, 2020
Robert Del Angelo	Secretary	June 30, 2021
Elsie Rivas - Gomez	Member	June 30, 2022
Bridgette Brown	Member	June 30, 2021
Trinity Jolley	Member	June 30, 2020

**ADMINISTRATORS**

Kate Bean	Executive Director
Tracy Bondi	Business Manager

**AVESON CHARTER SCHOOLS  
SCHEDULE OF INSTRUCTIONAL TIME  
YEAR ENDED JUNE 30, 2020  
(SEE INDEPENDENT AUDITORS' REPORT)**

Aveson School of Leaders

	Instructional Minutes		Credited Minutes	Total Actual Plus	Traditional	Credited Days	Total	Status
	Requirement	Actual	COVID-19 School Closure Certification	Credited Minutes	Calendar Days	COVID-19 School Closure Certification	Actual Plus Credited Days	
Kindergarten	36,000	39,400	14,400	53,800	128	48	176	In Compliance
Grade 1	50,400	39,980	14,680	54,660	128	48	176	In Compliance
Grade 2	50,400	39,980	14,680	54,660	128	48	176	In Compliance
Grade 3	50,400	41,115	15,090	56,205	128	48	176	In Compliance
Grade 4	54,000	41,115	15,090	56,205	128	48	176	In Compliance
Grade 5	54,000	41,115	15,090	56,205	128	48	176	In Compliance

Aveson Global Leadership Academy

	Instructional Minutes		Credited Minutes	Total Actual Plus	Traditional	Credited Days	Total Actual Plus	Status
	Requirement	Actual	COVID-19 School Closure Certification	Credited Minutes	Calendar Days	COVID-19 School Closure Certification	Credited Days	
Grade 6	54,000	45,095	16,610	61,705	128	48	176	In Compliance
Grade 7	54,000	45,095	16,610	61,705	128	48	176	In Compliance
Grade 8	54,000	45,095	16,610	61,705	128	48	176	In Compliance
Grade 9	64,800	47,920	17,600	65,520	128	48	176	In Compliance
Grade 10	64,800	47,920	17,600	65,520	128	48	176	In Compliance
Grade 11	64,800	47,920	17,600	65,520	128	48	176	In Compliance
Grade 12	64,800	47,920	17,600	65,520	128	48	176	In Compliance

See accompanying Notes to Supplementary Information

**AVESON CHARTER SCHOOLS  
SCHEDULE OF AVERAGE DAILY ATTENDANCE  
YEAR ENDED JUNE 30, 2020  
(SEE INDEPENDENT AUDITORS' REPORT)**

Aveson School of Leaders				
	Second Period Report		Annual Report	
	Classroom		Classroom	
	Based	Total	Based	Total
Grades K-3	250.05	294.65	250.05	294.65
Grades 4-5	101.25	118.66	101.25	118.66
ADA Totals	351.30	413.31	351.30	413.31

Aveson Global Leadership Academy				
	Second Period Report		Annual Report	
	Classroom		Classroom	
	Based	Total	Based	Total
Grade 6	60.42	63.57	60.42	63.57
Grades 7-8	132.21	134.96	132.21	134.96
Grades 9-12	131.43	169.35	131.43	169.35
ADA Totals	324.06	367.88	324.06	367.88

See accompanying Notes to Supplementary Information

**AVESON CHARTER SCHOOLS  
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH  
AUDITED FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2020  
(SEE INDEPENDENT AUDITORS' REPORT)**

	Aveson School of Leaders	Aveson Global Leadership Academy
June 30, 2020 Annual Financial Report Fund Balances (Net Assets)	\$ 296,996	\$ 293,535
Adjustments and Reclassifications:		
Increase (Decrease) of Fund Balance (Net Assets):		
Accounts Payable and Accrued Liabilities	(5,366)	46,548
Notes Payable	13,895	10,355
Net Adjustments and Reclassifications	8,529	56,903
June 30, 2020 Audited Financial Statement Fund Balances (Net Assets)	\$ 305,525	\$ 350,438

*See accompanying Notes to Supplementary Information*

**AVESON CHARTER SCHOOLS  
NOTES TO SUPPLEMENTARY INFORMATION  
YEAR ENDED JUNE 30, 2020**

**PURPOSE OF SCHEDULES**

**NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME**

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

**NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE**

Average daily attendance is a measurement of the number of pupils attending classes of the Organization. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

**NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS**

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





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

Board of Directors  
Aveson Charter Schools  
Altadena, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, the financial statements of Aveson Charter Schools (a nonprofit Organization), which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, functional expenses, and cash flows for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 11, 2020.

**Internal Control Over Financial Reporting**

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

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

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

### **Compliance and Other Matters**

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

### **Purpose of this Report**

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



### **CliftonLarsonAllen LLP**

Glendora, California  
December 11, 2020



## INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors  
Aveson Charter Schools  
Altadena, California

We have audited Aveson Charter Schools's (Organization) compliance with the types of compliance requirements described in the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel that could have a direct and material effect on each of the Organization's state programs for the year ended June 30, 2020. The Organization's state compliance requirements are identified in the table below.

### Management's Responsibility

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

### Auditors' Responsibility

Our responsibility is to express an opinion on the Organization's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, and the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the Organization's compliance.

### Compliance Requirements Tested

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

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not applicable
Before/After School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

**Compliance Requirements Tested (Continued)**

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

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

**Opinion on State Compliance**

In our opinion, the Organization complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2020.

**Other Matters**

The results of our auditing procedures disclosed an instance of noncompliance, which is required to be reported in accordance with the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, and which is described in the accompanying schedule of findings and questions costs as item 2020-001. Our opinion on each state program is not modified with respect to this matter.

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

**Purpose of this Report**

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.



**CliftonLarsonAllen LLP**

Glendora, California  
December 11, 2020

**AVESON CHARTER SCHOOLS  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
YEAR ENDED JUNE 30, 2020**

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

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

**FINANCIAL STATEMENTS:**

There were no findings related to the basic financial statements for June 30, 2020.

**STATE AWARDS:**

**2020-001 Unduplicated Local Control Funding Formula Pupil Counts**

**40000**

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

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

**AVESON CHARTER SCHOOLS  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
YEAR ENDED JUNE 30, 2020**

**2020-001 Unduplicated Local Control Funding Formula Pupil Counts (Continued)**

**40000**

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

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

**Cause:** Testing coordinator had calendared the incorrect deadline for ELPAC. Upon realization of the actual deadline, the Coordinator informed the Executive Director and Chief Executive Director of the Organization of the inability to administer the test.

**Questioned Costs:** A full file review was conducted, and as a result 10 students were included in the CalPADS report as eligible for free or reduced meals for which supporting documentation indicated they were not eligible. Revised entitlement had a decrease of \$5,138 on LCFF Entitlement.

**Repeat Finding:** This is not a repeating finding.

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

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

**AVESON CHARTER SCHOOLS  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
YEAR ENDED JUNE 30, 2020**

There were no findings and questioned costs related to the basic financial statements or state awards for the prior year.

