



AGENDA
BOARD OF DIRECTORS MEETING
AVESON CORPORATION

Zoom Virtual Meeting [Zoom Link](#)

Meeting ID: 635 876 1750

Password: aveson

August 25, 2022 | 6:00 P.M.

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

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

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

when the Board discusses that item.

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

I. PRELIMINARY

A. CALL TO ORDER

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

B. ROLL CALL

	Present	Absent
Javier Guzman	_____	_____
Trinity Jolley	_____	_____
Jeiran Lashai	_____	_____
James Perreault	_____	_____
Elsie Rivas Gómez	_____	_____
Marisa White-Hartman	_____	_____

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.

A. **CONSENT AGENDA ITEMS**

1. Approval of Board Minutes: 6-23-22
2. Approval of May and June bank and credit card statements
3. Approval of Amazon May statement.

B. DISCUSSION ITEMS

1. Financial Report
2. Site Directors' Reports
 - Topics May Include: Curriculum & Instruction; Equity, Diversity, & Inclusion; Events & Community; Student Achievement & Support; Professional Development*
 - a) ASL
 - b) AGLA
3. Executive Director's Report
 - Topics May Include: Curriculum & Instruction; Equity, Diversity, & Inclusion; Events & Community; Student Achievement & Support; Human Resources; Professional Development; Operations*
 - a) Annual Fund Update
 - b) Covid Compliance Report
 - c) Enrollment Calendar
4. ACO Report

C. ACTION ITEMS

1. Approve AGLA FY 2022-23 Consolidated Application
2. Approve ASL FY 2022-23 Consolidated Application
3. Approve AGLA FY 2022-23 Unaudited Actuals
4. Approve ASL FY 2022-23 Unaudited Actuals
5. Approve Mari Bennett to serve as a member of the Aveson Board of Directors For a Term Ending July 31, 2023
6. Approve Marisa White-Hartman's Resignation from the Aveson Board of Directors
7. Approve Aveson Board Meeting Schedule for 2022-2023
8. Approve ASL Visitor/Volunteer Handbook
9. Approve ASL Student/Family Handbook
10. Approve AGLA Student/Family Handbook
11. Approve ACIS Independent Study Board Policies
12. Approve September virtual meeting due to emergency circumstances per AB 361

III. CLOSED SESSION

- A. Employee Performance Evaluation. Title: Executive Director. Pursuant to paragraphs (1-4) of subdivision (b) of Section 54957

IV. ADJOURNMENT



Aveson Financial Update

**Thursday,
August 25, 2022**

Presentation Agenda

- FY2021-22 Highlights
- Cash Update
- Unaudited Actuals FY21-22
- Budget Timeline
- Approved CA Budget FY2022-23 Updates
- Compliance Update

FY2021-22 Year-to-Date Highlights

FY21-22 Combined Master Summary

	FY21-22	FY21-22	FY21-22
	AGLA FINAL ACTUALS	ASL FINAL ACTUALS	COMBINED
Enrollment	264	368	632
FY ADA	241	337	577

TOTAL INCOME	\$ 5,214,938	\$ 5,623,817	\$ 10,838,755
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Total 1000 Certificated Salaries	\$ 1,684,991	\$ 2,061,365	\$ 3,746,356
Total 2000 Classified Salaries	\$ 600,484	\$ 927,172	\$ 1,527,656
Total 3000 Employee Benefits	\$ 382,854	\$ 473,384	\$ 856,238
Total 4000 Supplies	\$ 470,669	\$ 381,350	\$ 852,019
Total 5000 Services and Other Operating Expenditures	\$ 1,416,261	\$ 1,097,346	\$ 2,513,607
Total 6000 Capital Outlay	\$ 34,754	\$ 20,048	\$ 54,802
TOTAL EXPENSE	\$ 4,590,012	\$ 4,960,665	\$ 9,550,678

NET INCREASE (DECREASE) IN FUND BALANCE	\$ 624,926	\$ 663,151	\$ 1,288,078
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BEGINNING FUND BALANCE	\$ 907,354	\$ 602,581	\$ 1,509,935
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ENDING FUND BALANCE	\$ 1,532,280	\$ 1,265,733	\$ 2,798,013
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RESERVE (AS % OF EXPENSES)	33%	26%	29%
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FY21-22 Comparision to Approved Budget

	FY21-22 SECOND INTERIM BUDGET APPROVED	FY21-22 FINAL ACTUALS	Variance from Approved Budget	% Variance
Enrollment	632	632	0	
FY ADA	577	577	0	0%
TOTAL INCOME	\$ 9,377,035	\$ 10,838,755	\$ 1,461,720	16%
Total 1000 Certificated Salaries	\$ 3,875,239	\$ 3,746,356	\$ (128,883)	-3%
Total 2000 Classified Salaries	\$ 1,449,490	\$ 1,527,656	\$ 78,166	11%
Total 3000 Employee Benefits	\$ 928,173	\$ 856,238	\$ (71,935)	-9%
Total 4000 Supplies	\$ 963,754	\$ 852,019	\$ (111,735)	-21%
Total 5000 Services and Other Operating Expenditures	\$ 2,285,246	\$ 2,513,607	\$ 228,361	12%
Total 6000 Capital Outlay	\$ 55,205	\$ 54,802	\$ (402)	-1%
TOTAL EXPENSE	\$ 9,557,107	\$ 9,550,678	\$ (6,429)	0%
NET INCREASE (DECREASE) IN FUND BALANCE	\$ (180,072)	\$ 1,288,078	\$ 1,468,149	
BEGINNING FUND BALANCE	\$ 1,509,935	\$ 1,509,935		
ENDING FUND BALANCE	\$ 1,329,863	\$ 2,798,013		
RESERVE (AS % OF EXPENSES)	14%	29%		
RESERVE (AS % OF REVENUES)	14%	26%		

Revenue Variances from 2nd Interim Approved Budget

- “Hold Harmless” for Charter Schools
 - ADA Rate/Yield Protection – 2019-20 ADA % based calculation
 - AGLA = \$161,768 to LCFF State Aid
 - ASL = \$25,201
- Recognition of PPP loan forgiveness
 - Loan forgiveness approved 8/31/2021, confirmed February 2022
 - One time accounting adjustment on fund balance

Cash Update – Cash is King

	Gold Standard	Projected Cash Balance as of 6/30/2022*
3 months of payroll	\$1,577,771	\$ 2,229,158
Days Cash on Hand	60	86

**Includes one time LOC payments Jan-June 2022*

Other Cash Analysis

Cash Balance	\$ 2,229,158
PPP Funds	1,287,000
LOC Balance	100,000
Adjusted for PPP	942,158
Adjusted for LOC	2,129,158
Adjusted for PPP & LOC	842,158

**Includes one time LOC payments Jan-June 2022*

FY21-22 Budget Highlights – Combined

	2nd Interim Approved FY21-22	FY21-22 Actuals	Approved Budget vs Actuals	(\$) Budget Variance	(%) Budget Variance
INCOME					
Total 8011-8096 Local Control Funding Formula Sources	\$ 5,342,835	\$ 5,530,101	\$ 187,266	\$ (187,266)	-4%
Total 8100-8299 Federal Income	1,602,151	3,001,777	\$ 1,399,626	\$ (1,399,626)	-87%
Total 8300-8599 State Income	\$ 1,763,970	\$ 1,550,344	\$ (213,626)	\$ 213,626	12%
Total 8600-8799 Local Income	\$ 668,079	\$ 756,533	\$ 88,454	\$ (88,454)	-13%
TOTAL INCOME	\$ 9,377,035	\$ 10,838,755	\$ 1,461,720	\$ (1,461,720)	-16%
EXPENSE					
	-10128				
Total 1000 Certificated Salaries	\$ 3,875,239	\$ 3,746,356	\$ (128,883)	\$ 128,883	3%
Total 2000 Classified Salaries	\$ 1,449,490	\$ 1,527,656	\$ 78,166	\$ (78,166)	-5%
Total 3000 Employee Benefits	\$ 928,173	\$ 856,238	\$ (71,935)	\$ 71,935	8%
Total 4000 Supplies	\$ 963,755	\$ 852,019	\$ (111,736)	\$ 111,736	12%
Total 5000 Services and Other Operating Expenditures	\$ 2,285,246	\$ 2,513,607	\$ 228,361	\$ (174,933)	-1062%
Total 6000 Capital Outlay	\$ 55,205	\$ 54,802	\$ (402)	\$ 402	1%
TOTAL EXPENSE	9,557,107	9,550,678	\$ (6,429)	\$ 59,858	1%
NET INCOME (LOSS)	(180,072)	1,288,078	1,468,149	(1,521,578)	

FY21-22 Budget Highlights – AGLA

	2nd Interim Approved FY21-22	FY21-22 Actuals	Approved Budget vs Actuals	(\$) Budget Variance	(%) Budget Variance	CWM Comments
INCOME						
Total 8011-8096 Local Control Funding Formula Sources	\$ 2,325,472	\$ 2,441,973	\$ 116,501	\$ (116,501)	-5%	LCFF hold harmless
Total 8100-8299 Federal Income	969,732	1,674,351	\$ 704,619	\$ (704,619)	-73%	PPP Loan Forgiveness
Total 8300-8599 State Income	\$ 911,858	\$ 824,972	\$ (75,626)	\$ 75,626	8%	Favorable PY adjustments, lottery higher than budgeted
Total 8600-8799 Local Income	\$ 206,947	\$ 273,643	\$ 66,696	\$ (66,696)	-32%	Increased revenue for field trip, donations, afterschool and food services
TOTAL INCOME	\$ 4,414,008	\$ 5,214,938	\$ 812,190	\$ (812,190)	-18%	
EXPENSE						
Total 1000 Certificated Salaries	\$ 1,780,301	\$ 1,684,991	\$ (95,311)	\$ 95,311	5%	Staffing updated to actuals
Total 2000 Classified Salaries	\$ 571,021	\$ 600,484	\$ 29,462	\$ (29,462)	-5%	Staffing updated to actuals
Total 3000 Employee Benefits	\$ 438,239	\$ 382,854	\$ (55,386)	\$ 55,386	13%	Staffing updated to actuals
Total 4000 Supplies	\$ 465,282	\$ 470,669	\$ 5,388	\$ (5,388)	-1%	
Total 5000 Services and Other Operating Expenditures	\$ 1,215,334	\$ 1,416,261	\$ 200,927	\$ (200,927)	-17%	Field trip expenses (revenue offset), HD consultants and Substitutes overbudget
Total 6000 Capital Outlay	\$ 34,791	\$ 34,754	\$ (37)	\$ 37	0%	
TOTAL EXPENSE	\$ 4,504,968	\$ 4,590,012	\$ 85,044	\$ (85,044)	-2%	
NET INCOME (LOSS)	\$ (90,960)	\$ 624,926	\$ 727,146	\$ (727,146)		

FY21-22 Budget Highlights – ASL

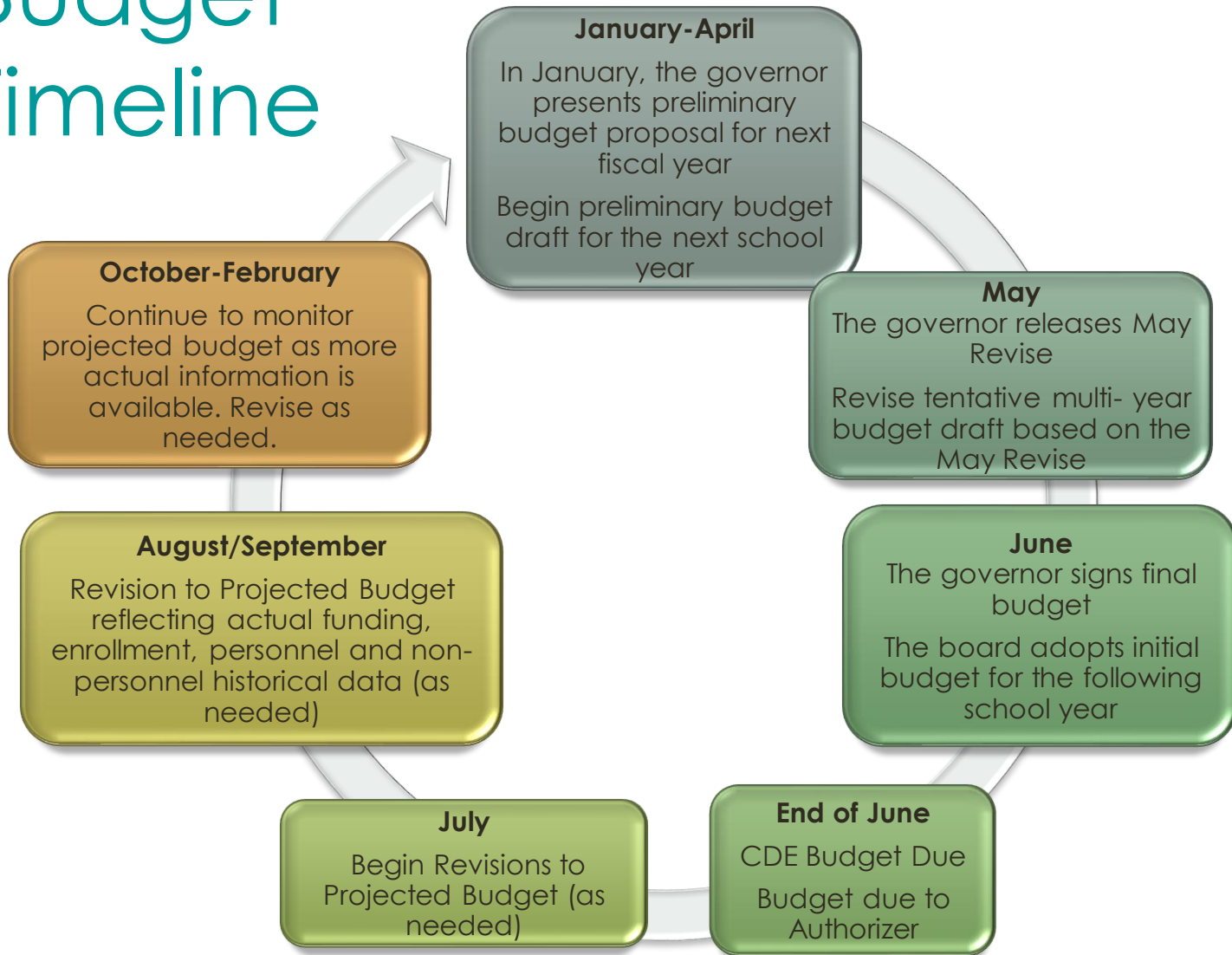
	2nd Interim Approved FY21-22	FY21-22 Actuals	Approved Budget vs Actuals	(\$) Budget Variance	(%) Budget Variance	CWM Comments
INCOME						
Total 8011-8096 Local Control Funding Formula Sources	\$ 3,017,363	\$ 3,088,128	\$ 70,765	\$ (70,765)	-2%	LCFF hold harmless
Total 8100-8299 Federal Income	632,419	1,327,426	\$ 695,007	\$ (695,007)	-110%	PPP Loan Forgiveness
Total 8300-8599 State Income	\$ 852,113	\$ 725,373	\$ (126,740)	\$ 126,740	15%	Unused one time grants to be used in future years, lottery higher than budgeted
Total 8600-8799 Local Income	\$ 461,132	\$ 482,890	\$ 21,758	\$ (21,758)	-5%	Increased revenue for field trip, donations, afterschool and food services
TOTAL INCOME	\$ 4,963,027	\$ 5,623,817	\$ 660,790	\$ (660,790)	-13%	
EXPENSE						
	\$ (10,128)					
Total 1000 Certificated Salaries	\$ 2,094,938	\$ 2,061,365	\$ (33,572)	\$ 33,572	2%	Staffing updated to actuals
Total 2000 Classified Salaries	\$ 878,469	\$ 927,172	\$ 48,703	\$ (48,703)	-6%	Staffing updated to actuals
Total 3000 Employee Benefits	\$ 489,933	\$ 473,384	\$ (16,549)	\$ 16,549	3%	Staffing updated to actuals
Total 4000 Supplies	\$ 498,473	\$ 381,350	\$ (117,124)	\$ 117,124	23%	Lower than projected food expense
Total 5000 Services and Other Operating Expenditures	\$ 1,069,912	\$ 1,097,346	\$ 27,434	\$ (27,434)	-3%	Legal fees, HR and SPED consultants overbudget
Total 6000 Capital Outlay	\$ 20,414	\$ 20,048	\$ (366)	\$ 366	2%	
TOTAL EXPENSE	\$ 5,052,139	\$ 4,960,665	\$ (91,473)	\$ 91,473	2%	
NET INCOME (LOSS)	\$ (89,112)	\$ 663,151	\$ 752,263	\$ (752,263)		

FY2021-22 Unaudited Actuals

Reporting Unaudited Actuals

- For the period July 1, 2021 to June 30, 2022, the submission of charter school financial data to the California Department of Education (CDE) is required by [Education Code Section 1628](#) and by [Education Code Section 42100](#) (as amended by Assembly Bill 1994).
- Charter schools must submit the completed forms to their authorizing agencies by September 15, 2022.
- The authorizing agencies will submit the forms to their county offices of education, who will submit the forms to the CDE by October 15, 2022.

Budget Timeline



Major Variances from CA June Placeholder Budget

- Two forms of “Hold Harmless” for Charter Schools
 - **ADA Rate/Yield Protection**
 - Accrued in FY21-22
 - **Declining Enrollment Protection**
 - Calculation to be released Feb 2023
 - Will be included in FY22-23 budget when apportionments are released

New Restricted One-Time Grants

○ Learning Recover Emergency Block Grant

- \$7.9 billion, one-time grants
- Broad range of specified items/purposes (AB182)
- Spend by 6/30/2028

○ Arts, Music & Instructional Materials Discretionary Block Grant

- \$3.56 billion, one-time grants
- Long list of allowable expenditures – including retirement and health care cost increases
- Board adopted expenditure plan needed, no adoption date specified
- Spend by 6/30/2026

Compliance Update

August

- Action: Consolidated Application
- Action: FY21-22 Unaudited Actuals

September

- Action: FY22-23 Budget Revision

TBD

- Action: Arts, Music & Instructional Materials Discretionary Block Grant Expenditure Plan

WORKING BUDGET FY21-22	PRIOR YEAR P-2							P-1				P-2		YTD Actuals	2021-22 Projections	Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining	
	ACTUAL Jul-21	ACTUAL Aug-21	ACTUAL Sep-21	ACTUAL Oct-21	ACTUAL Nov-21	ACTUAL Dec-21	ACTUAL Jan-22	ACTUAL Feb-22	ACTUAL Mar-22	ACTUAL Apr-22	Forecast May-22	Forecast Jun-22	Accrual						
Beginning Cash Balance	1,796,971	1,905,351	1,831,607	2,051,404	2,169,468	2,346,703	1,842,814	2,549,680	2,485,500	1,892,792	2,661,583	2,578,114	2,229,158						
Cash Flow from Operating Activities																			
Net Income (Loss)	(409,426)	(509,256)	(284,523)	119,536	(12,331)	(605,254)	483,235	(61,054)	(569,510)	549,372	(257,823)	2,845,113	-						
1 Change in Accounts Receivable	6,437	(46)		1			4,286					14,459							
1.1 Due from Grantor	735,198	321,766	578,413	5,170	109,728	(28,339)	55,091	(11,001)	(43,930)	80,398	196,757	(1,559,634)							
2 Change in Accounts Payable	(56,539)	70,766	(77,973)	(16,563)	16,643	11,367	(60,697)	30,382	31,024	29,347	4,009	38,470							
Clean Energy funds - refund																			
2.1 Change in Other Liabilities												(1,077,425)							
5 Change in Payroll Liabilities	(177,185)	4,986	(6,277)	5,438	(1,804)	(6,063)	5,412	(1,990)	1,227	(5,195)	5,110	177,310							
6 Change in Prepaid Expenditures	52,367			0						(1,932)	(45,385)	(51,851)							
7 Change in Deferred Revenue	(24,508)	36,392	5,518		60,518	119,918	240,059		9,000	137,491	34,553	(712,081)							
8 Depreciation Expense	(17,962)	1,648	4,639	4,482	4,482	4,482	4,482	4,482	4,482	4,310	4,310	1,685							
Cash Flow from Investing Activities																			
Capital Expenditures																			
Change in Security Deposits																			
Cash Flow from Financing Activities																			
Source- Sale of Receivables																			
Use- Sale of Receivables																			
Source- Loans																			
Use- Loans							(25,000)	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)							
Ending Cash Balance (Cash on Hand)	1,905,351	1,831,607	2,051,404	2,169,468	2,346,703	1,842,814	2,549,680	2,485,500	1,892,792	2,661,583	2,578,114	2,229,158	2,229,158						

AVESON - GLA
CASHFLOW PROJECTIONS
FISCAL YEAR 2021-22



Table with columns for PRIOR YEAR P-2, P-1, P-2, YTD Actuals, 2021-22 Projections, Working Budget VS Projections, (\$ Budget Remaining, and (%) Budget Remaining. Rows are categorized into INCOME and EXPENSE, with sub-sections like 8011-8096 Local Control Funding Formula Sources, 8100-8299 Federal Income, 8300-8599 State Income, 8600-8799 Local Income, 1000 Certificated Salaries, 2000 Classified Salaries, 3000 Employee Benefits, and 4000 Books and Supplies.



2022-2023 Enrollment Important Dates

August 19, 2022 _____ Lottery Date Determined
 August 26, 2022 _____ Campus Tours Calendared & On Website
 September 2022 _____ Website/New Brand Launch
 September 2022 _____ Email/Outreach to Community Groups
 September 2022 _____ Invite 5th grade and 8th grade families to Campus Tours
 September 2022- March 2023 _____ Preschool Presentations/Meet & Greets
 October 1, 2022 _____ Hispanic Heritage Parade & Celebration
 October 2022 _____ Community Day
 November, 2022 _____ 7th & 8th Grade Meet & Greet w/ High School
 Sept 2022 - Feb 2023 _____ Sept-February Pre-Lottery Campus Tours
 February 2023 _____ 5th & 8th Grade Shadow Days
 February 2023 _____ 8th Grade ROP
 January 2023/February 2023 _____ 8th grade ROP Experience
 February 28, 2023 _____ Application Deadline Reminder Email to tour participants
 March 2023 _____ Community Day
 March 4, 2023 _____ Lottery Date
 March 5, 2023 _____ Welcome to Aveson Message w/ Video to New Families
 Before or after Spring Break _____ New Family Meet & Greet
 April 2023 _____ ASL New Family Playdate
 Early May 2023 _____ Finish Your Enrollment Event
 March/April 2023 _____ AGLA Student Visits (shadow days for non Aveson Students)
 May 2023 _____ AGLA Meet & Greet at end of year COL
 All Year _____ Outreach to Community Partners
 All Year _____ High School Fairs
 All Year _____ Advertising
 All Year _____ Direct Marketing

For 2023-2024 school year _____ Registration & Orientation Event

Tour Sign Up, Reminders & Follow Up

Prospective Family Signs up for a tour	Receive an automatic response: "Thank you for signing up for an ASL campus tour. We are excited to tell you more about our school....."
Tour reminder	Reminder email sent to prospective families, giving parking information/directions and reminding of their tour date sign up. Also telling them how to reschedule and how to apply.
Tour Follow Up email	Thanking prospective family for touring the school, giving them more info if they requested it, giving link to lottery application, providing email address for any questions., reminding of the lottery drawing date.



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Community Events

<p>Latino Heritage Month Parade & Celebration</p>	<p>https://www.visitpasadena.com/events/latino-heritage-celebrations/</p> <p>https://pasadenalatinoheritageparade.org/</p> <p>To register for a booth & participate in the parade: https://docs.google.com/forms/d/e/1FAIpQLSfxvLMbTyEd3NLs4UiquO-WknqzA0kRaFU6badyMyyBYT07lg/viewform</p>
<p>Christmas Tree Lane Celebration</p>	<p>Get a Booth and/or sponsor: https://christmastreelane.net/</p>
<p>Black History Month Parade/Festival</p>	<p>Parade: https://www.blackhistorymonthparade.com/</p> <p>Festival: https://www.cityofpasadena.net/city-manager/news/pasadena-celebrates-black-history-month-2020/</p> <p>https://www.cityofpasadena.net/district3/news-announcements/city-of-pasadena-cancels-black-history-parade-due-to-omicron-concerns-variety-of-family-friendly-programming-to-continue/</p>

Touchpoints to Bolster Matriculation

<p>8th Grade ROP</p>	<p>Creates a community bond between 8th graders and encourages them to stay with</p>
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	<p>their friends at AGLA. This historically occurred at the end of 8th grade year when 8th graders have decided to leave for other high schools.</p>
<p>5th & 8th Grade Shadow Days</p>	<p>5th graders are scheduled to attend AGLA for half or full day. They shadow a middle schooler and participate in classes to get a feel for what it's like to attend AGLA.</p> <p>8th graders do the same but in high school</p> <p>Note: there is already a plan in place that was utilized in 2018-2019 school year.</p>
<p>Community Days</p>	<p>Community Days are traditional events where AGLA students come to the lower campus to lead a day of community building activities. It's a way for the elementary students to be mentored by our older students and our high school scholars lead villages in activities that are theme-based.</p>
<p>8th Grade - High School Mentorships</p>	<p>Connect 8th grade students (and possibly 7th grade students with high school mentors. Create activities and meet ups so that these students are working together and building community.</p>

Direct Marketing/Advertising

<p>Preschool Outreach</p>	<p>Attend kinder info sessions</p>
<p>Community Group/Organization Outreach</p>	<p>Email admissions events and enrollment info to Mom's groups, i.e Pasadena MOMs, etc.</p> <p>Create partnerships with Boys & Girls Club, after school programs, arts instructors/businesses, etc. to distribute</p>



	Aveson promotional info, give a presentation, etc.
Advertising	Social media ads, PasadenaNOW, Outlook Community Newspapers (South Pasadena Review, San Marino Tribune, Burbank Leader, Glendale News Press, etc.)
Direct Marketing	Athletic organizations, talent agencies homeschool groups, modeling agencies (for Flex Studies & ACIS), art educators/organizations
Preschool Fair	Great for promoting TK and providing a preview for kinder/elementary school at Aveson
Flyer distribution	Coffee shops, libraries, community activity centers, etc.

2022–23 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Ian McFeat
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	08/01/2022

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2022–23 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Ian McFeat
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	08/01/2022
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2022–23 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/23/2022
Authorized Representative's Full Name	Ian McFeat
Authorized Representative's Title	Executive Director

*****Warning*****

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2022–23 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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2022–23 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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2021-22 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021–22 Title II, Part A allocation	\$6,610
Transferred–in amount	\$0
Transferred–out amount	\$0
2021–22 Total allocation	\$6,610

Professional Development Expenditures

Professional development for teachers	\$4,397
Professional development for administrators	\$2,213
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$6,610
2021–22 Unspent funds	\$0

*****Warning*****

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Casey
Homeless liaison last name	Rasmussen
Homeless liaison title	Site Director
Homeless liaison email address (Format: abc@xyz.zyx)	caseyrasmussen@aveson.org
Homeless liaison telephone number (Format: 999-999-9999)	626-797-1440
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.0

Homeless Liaison Training Information

*****Warning*****

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	No
Teachers and instructional assistants	No
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/27/2022
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	
Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2021–22 Title I, Part A LEA allocation	\$36,181
2021–22 Title I, Part A direct or indirect services to homeless children reservation	\$1,500
Amount of 2021–22 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$1,500

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless services provided (Maximum 500 characters)	AGLA provided services to its homeless students such as counseling and academic support.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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2020–21 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2020–21 Title II, Part A allocation	\$8,098
Transferred-in amount	\$0
Transferred-out amount	\$0
2020–21 Total allocation	\$8,098

Professional Development Expenditures

Professional development for teachers	\$8,098
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$8,098
2020–21 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019–20 Title II, Part A Fiscal Year Expenditure Report, 36 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2019–20 Title II, Part A allocation	\$9,097
Transferred-in amount	\$0
Transferred-out amount	\$0
2019–20 Total allocation	\$9,097

Professional Development Expenditures

Professional development for teachers	\$8,238
Professional development for administrators	\$859
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$9,097
2019–20 Unspent funds	\$0

*****Warning*****

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2022–23 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Ian McFeat
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	08/01/2022

*****Warning*****

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2022–23 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Ian McFeat
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	08/01/2022
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2022–23 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/23/2022
Authorized Representative's Full Name	Ian McFeat
Authorized Representative's Title	Executive Director

*****Warning*****

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2022–23 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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2022–23 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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2021-22 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021–22 Title II, Part A allocation	\$5,710
Transferred–in amount	\$0
Transferred–out amount	\$0
2021–22 Total allocation	\$5,710

Professional Development Expenditures

Professional development for teachers	\$4,184
Professional development for administrators	\$1,526
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$5,710
2021–22 Unspent funds	\$0

*****Warning*****

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Dr. Chantell
Homeless liaison last name	Butler
Homeless liaison title	Site Director
Homeless liaison email address (Format: abc@xyz.zyx)	chantellbutler@aveson.org
Homeless liaison telephone number (Format: 999-999-9999)	626-797-1440
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.0

Homeless Liaison Training Information

*****Warning*****

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	No
Teachers and instructional assistants	No
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/27/2020
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	
Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2021–22 Title I, Part A LEA allocation	\$14,480
2021–22 Title I, Part A direct or indirect services to homeless children reservation	\$1,500
Amount of 2021–22 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$1,500

*****Warning*****

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless services provided (Maximum 500 characters)	ASL provided services to its homeless students such as counseling and academic support.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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2020–21 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2020–21 Title II, Part A allocation	\$6,321
Transferred-in amount	\$0
Transferred-out amount	\$0
2020–21 Total allocation	\$6,321

Professional Development Expenditures

Professional development for teachers	\$6,321
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$6,321
2020–21 Unspent funds	\$0

*****Warning*****

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2019–20 Title II, Part A Fiscal Year Expenditure Report, 36 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2019–20 Title II, Part A allocation	\$6,436
Transferred-in amount	\$0
Transferred-out amount	\$0
2019–20 Total allocation	\$6,436

Professional Development Expenditures

Professional development for teachers	\$3,966
Professional development for administrators	\$2,470
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$6,436
2019–20 Unspent funds	\$0

*****Warning*****

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**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2021 to June 30, 2022

Charter School Name: Aveson Global Leadership Academy

CDS #: 19648810113464 AGLA Template

Charter Approving Entity: Pasadena Unified School District

County: Los Angeles

Charter #: 847

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	931,535.00		931,535.00
Education Protection Account State Aid - Current Year	8012	166,252.00		166,252.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,344,186.00		1,344,186.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		2,441,973.00	0.00	2,441,973.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		52,910.00	52,910.00
Special Education - Federal	8181, 8182		54,100.00	54,100.00
Child Nutrition - Federal	8220		116,625.52	116,625.52
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299	643,500.00	807,215.33	1,450,715.33
Total, Federal Revenues		643,500.00	1,030,850.85	1,674,350.85
3. Other State Revenues				
Special Education - State	StateRevSE		180,400.17	180,400.17
All Other State Revenues	StateRevAO	59,530.29	585,041.31	644,571.60
Total, Other State Revenues		59,530.29	765,441.48	824,971.77
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	273,101.67	539.99	273,641.66
Total, Local Revenues		273,101.67	539.99	273,641.66
5. TOTAL REVENUES				
		3,418,104.96	1,796,832.32	5,214,937.28
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	514,680.44	548,782.58	1,063,463.02
Certificated Pupil Support Salaries	1200	86,514.61	1,867.88	88,382.49
Certificated Supervisors' and Administrators' Salaries	1300	185,303.97	50,798.43	236,102.40
Other Certificated Salaries	1900	9,134.35	287,908.29	297,042.64
Total, Certificated Salaries		795,633.37	889,357.18	1,684,990.55
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	4,089.20	277,312.01	281,401.21
Noncertificated Support Salaries	2200			0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	85,616.31	87,471.35	173,087.66
Clerical, Technical and Office Salaries	2400			0.00
Other Noncertificated Salaries	2900	1,662.58	144,332.41	145,994.99
Total, Noncertificated Salaries		91,368.09	509,115.77	600,483.86

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2021 to June 30, 2022

Charter School Name: Aveson Global Leadership Academy

CDS #: 19648810113464 AGLA Template

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102			0.00
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	66,306.06	106,016.98	172,323.04
Health and Welfare Benefits	3401-3402	163,122.18	4,362.60	167,484.78
Unemployment Insurance	3501-3502	17,256.05	169.36	17,425.41
Workers' Compensation Insurance	3601-3602	25,620.28	0.00	25,620.28
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		272,304.57	110,548.94	382,853.51
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100			0.00
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	28,106.54	59,735.38	87,841.92
Noncapitalized Equipment	4400	6,896.62	207,106.63	214,003.25
Food	4700	766.99	168,057.09	168,824.08
Total, Books and Supplies		35,770.15	434,899.10	470,669.25
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	2,172.09	2,363.15	4,535.24
Dues and Memberships	5300	6,935.25		6,935.25
Insurance	5400	62,476.10		62,476.10
Operations and Housekeeping Services	5500	41,714.18		41,714.18
Rentals, Leases, Repairs, and Noncap. Improvements	5600	38,503.58	573,305.08	611,808.66
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	422,510.37	241,141.35	663,651.72
Communications	5900	25,136.76		25,136.76
Total, Services and Other Operating Expenditures		599,448.33	816,809.58	1,416,257.91
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Depreciation Expense (accrual basis only)	6900	34,754.13		34,754.13
Amortization Expense - Lease Assets	6910			0.00
Total, Capital Outlay		34,754.13	0.00	34,754.13
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399	(2,503.73)	2,503.73	0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		(2,503.73)	2,503.73	0.00
8. TOTAL EXPENDITURES		1,826,774.91	2,763,234.30	4,590,009.21

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Aveson Global Leadership Academy

CDS #: 19648810113464 AGLA Template

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,591,330.05	(966,401.98)	624,928.07
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(966,401.98)	966,401.98	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(966,401.98)	966,401.98	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		624,928.07	0.00	624,928.07
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	896,309.42	0.00	896,309.42
b. Adjustments/Restatements	9793, 9795	11,044.22	0.00	11,044.22
c. Adjusted Beginning Fund Balance /Net Position		907,353.64	0.00	907,353.64
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		1,532,281.71	0.00	1,532,281.71
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	294,177.55		294,177.55
b. Restricted Net Position	9797		0.00	0.00
c. Unrestricted Net Position	9790A	1,238,104.16	0.00	1,238,104.16

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Aveson Global Leadership Academy

CDS #: 19648810113464 AGLA Template

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	1,233,524.58		1,233,524.58
In Revolving Fund	9130	120.00		120.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments				
3. Accounts Receivable				
4. Due from Grantor Governments				
5. Stores				
6. Prepaid Expenditures (Expenses)				
7. Other Current Assets				
8. Lease Receivable				
9. Capital Assets (accrual basis only)				
10. TOTAL ASSETS				
		2,480,711.08	154,037.09	2,634,748.17
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources				
	9490			0.00
2. TOTAL DEFERRED OUTFLOWS				
		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable				
	9500	142,526.64		142,526.64
2. Due to Grantor Governments				
	9590	166,071.87	10,385.09	176,456.96
3. Current Loans				
	9640			0.00
4. Unearned Revenue				
	9650		143,652.00	143,652.00
5. Long-Term Liabilities (accrual basis only)				
	9660-9669	639,830.86		639,830.86
6. TOTAL LIABILITIES				
		948,429.37	154,037.09	1,102,466.46
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources				
	9690			0.00
2. TOTAL DEFERRED INFLOWS				
		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)				
		1,532,281.71	0.00	1,532,281.71

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Aveson Global Leadership Academy
CDS #: 19648810113464 AGLA Template

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None	\$		0.00
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	0.00
b. Noncertificated Salaries 2000-2999	0.00
c. Employee Benefits 3000-3999	0.00
d. Books and Supplies 4000-4999	0.00
e. Services and Other Operating Expenditures 5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Aveson Global Leadership Academy
CDS #: 19648810113464 AGLA Template

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Brief Description i.e., COVID-19 (If no amounts, indicate "None")	Amount
a. None	_____
b. _____	_____
c. _____	_____
d. _____	_____
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)	<u>0.00</u>

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2020-21 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2023-24.

a. Total Expenditures (B8)	4,590,009.21
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	1,674,350.85
c. Subtotal of State & Local Expenditures [a minus b]	2,915,658.36
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	34,754.13
f. Less Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	\$ <u>2,880,904.23</u>

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2021 to June 30, 2022

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 ASL Template

Charter Approving Entity: Pasadena Unified School District

County: Los Angeles

Charter #: 848

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,069,410.00		1,069,410.00
Education Protection Account State Aid - Current Year	8012	67,836.00		67,836.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,950,881.96		1,950,881.96
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,088,127.96	0.00	3,088,127.96
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		39,467.00	39,467.00
Special Education - Federal	8181, 8182		48,304.00	48,304.00
Child Nutrition - Federal	8220		252,276.32	252,276.32
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299	643,500.00	340,925.65	984,425.65
Total, Federal Revenues		643,500.00	680,972.97	1,324,472.97
3. Other State Revenues				
Special Education - State	StateRevSE		241,056.87	241,056.87
All Other State Revenues	StateRevAO	78,045.22	409,223.95	487,269.17
Total, Other State Revenues		78,045.22	650,280.82	728,326.04
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	479,883.04	3,007.06	482,890.10
Total, Local Revenues		479,883.04	3,007.06	482,890.10
5. TOTAL REVENUES				
		4,289,556.22	1,334,260.85	5,623,817.07
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,021,127.01	313,803.52	1,334,930.53
Certificated Pupil Support Salaries	1200	33,770.02	4,493.62	38,263.64
Certificated Supervisors' and Administrators' Salaries	1300	302,416.55	84,368.41	386,784.96
Other Certificated Salaries	1900	0.00	301,386.26	301,386.26
Total, Certificated Salaries		1,357,313.58	704,051.81	2,061,365.39
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	117,661.14	288,603.70	406,264.84
Noncertificated Support Salaries	2200			0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	154,153.92	41,192.96	195,346.88
Clerical, Technical and Office Salaries	2400			0.00
Other Noncertificated Salaries	2900	106,058.32	219,501.89	325,560.21
Total, Noncertificated Salaries		377,873.38	549,298.55	927,171.93

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2021 to June 30, 2022

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 ASL Template

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102			0.00
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	126,881.86	94,438.98	221,320.84
Health and Welfare Benefits	3401-3402	203,725.80	4,286.58	208,012.38
Unemployment Insurance	3501-3502	16,607.64	199.12	16,806.76
Workers' Compensation Insurance	3601-3602	27,244.29	0.00	27,244.29
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		374,459.59	98,924.68	473,384.27
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100			0.00
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	78,267.42	62,910.12	141,177.54
Noncapitalized Equipment	4400	10,765.17	37,532.90	48,298.07
Food	4700	5,146.95	186,727.53	191,874.48
Total, Books and Supplies		94,179.54	287,170.55	381,350.09
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	2,974.35	1,795.59	4,769.94
Dues and Memberships	5300	6,263.75	675.00	6,938.75
Insurance	5400	67,007.90	0.00	67,007.90
Operations and Housekeeping Services	5500	117,291.64	0.00	117,291.64
Rentals, Leases, Repairs, and Noncap. Improvements	5600	39,143.40	102,739.99	141,883.39
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	367,679.15	352,776.01	720,455.16
Communications	5900	38,999.01		38,999.01
Total, Services and Other Operating Expenditures		639,359.20	457,986.59	1,097,345.79
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Depreciation Expense (accrual basis only)	6900	20,048.14		20,048.14
Amortization Expense - Lease Assets	6910			0.00
Total, Capital Outlay		20,048.14	0.00	20,048.14
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399	(2,923.58)	2,923.58	0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		(2,923.58)	2,923.58	0.00
8. TOTAL EXPENDITURES		2,860,309.85	2,100,355.76	4,960,665.61

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 ASL Template

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,429,246.37	(766,094.91)	663,151.46
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(766,094.91)	766,094.91	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(766,094.91)	766,094.91	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		663,151.46	0.00	663,151.46
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	575,434.17	0.00	575,434.17
b. Adjustments/Restatements	9793, 9795	27,147.06	0.00	27,147.06
c. Adjusted Beginning Fund Balance /Net Position		602,581.23	0.00	602,581.23
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		1,265,732.69	0.00	1,265,732.69
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	234,023.40		234,023.40
b. Restricted Net Position	9797		0.00	0.00
c. Unrestricted Net Position	9790A	1,031,709.29	0.00	1,031,709.29

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 ASL Template

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	995,335.75		995,335.75
In Revolving Fund	9130	180.00		180.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments				
3. Accounts Receivable				
4. Due from Grantor Governments				
5. Stores				
6. Prepaid Expenditures (Expenses)				
7. Other Current Assets				
8. Lease Receivable				
9. Capital Assets (accrual basis only)				
10. TOTAL ASSETS				
		1,734,596.03	197,260.08	1,931,856.11
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources				
	9490			0.00
2. TOTAL DEFERRED OUTFLOWS				
		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable				
	9500	342,437.87		342,437.87
2. Due to Grantor Governments				
	9590	2,163.04		2,163.04
3. Current Loans				
	9640	100,000.00		100,000.00
4. Unearned Revenue				
	9650		197,260.08	197,260.08
5. Long-Term Liabilities (accrual basis only)				
	9660-9669	24,262.44		24,262.44
6. TOTAL LIABILITIES				
		468,863.35	197,260.08	666,123.43
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources				
	9690			0.00
2. TOTAL DEFERRED INFLOWS				
		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)				
		1,265,732.68	0.00	1,265,732.68

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 ASL Template

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None	\$		0.00
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 ASL Template

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Brief Description i.e., COVID-19 (If no amounts, indicate "None")	Amount
a. None	_____
b. _____	_____
c. _____	_____
d. _____	_____
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)	<u>0.00</u>

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2020-21 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2023-24.

a. Total Expenditures (B8)	4,960,665.61
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	1,324,472.97
c. Subtotal of State & Local Expenditures [a minus b]	3,636,192.64
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	20,048.14
f. Less Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	\$ <u>3,616,144.50</u>

Mari Johanna Bennett

267 Laurel Drive ♦ Altadena, CA 91001 ♦ 626-483-9015 ♦ Marijbennett@gmail.com

Professional Bio

Mari serves as the Director of Development at Aspire Public Schools, a network of 36 public access charter schools operating across the state of California. 74% of Aspire scholars qualify for free or reduced lunch; 97% identify as Black, Indigenous, or people of color; 26% are English language learners; and 10% receive Special Education services. In her role she partners with leaders across Aspire to identify and pursue opportunities to deepen support for over 15,000 scholars, and oversees the network's portfolio of institutional relationships and philanthropic grants.

Previously, Mari worked for TNTP, where she served in a number of roles including Senior Manager of Development and Director of Teach California Charters. Mari also served as the Chief Operating Officer for T2 Advanced Training Group, a consulting company that developed and facilitated highly specialized training courses. Mari has taught students from early childhood through college, published curriculum and research, and served as the President of an NGO.

Mari holds a Bachelor's Degree in both Psychology and English Literature from Dartmouth College, and a Master's Degree in Education from Mercy College. She received special recognition as the Orange County Waves of Service Scholar while she was a Doctoral Student in Organizational Leadership at Pepperdine's Graduate School of Education and Psychology.

Mari has spent over 15 years serving, managing, and mentoring in the non-profit sector with constant alignment to the bigger-picture mission of breaking down structural inequalities and championing equity. Her volunteer leadership experience is extensive, including support for the Cub Scouts, Girls on the Run of Los Angeles, Kiva, Dartmouth College, and the United States Peace Corps.

Statement of Intent

I am deeply passionate about ensuring the provision of high-quality free public education to all children. My personal experiences – both as a parent of elementary and middle school charter-educated children and through my professional background – have allowed me to see first-hand the deep benefit that comes when small community-based schools put individualized scholar needs at the forefront of their design. This focus is what has drawn me to enroll my son Drew as an incoming 9th grader at AGLA. I am excited for the growth and potential that I see in the school, and for the unique ways in which the school provides a service for children and families within my Altadena community.

I am also aware that there is much work to be done on the path towards full actualization of Aveson's potential. I believe deeply in investing my time and energy in the betterment of my community, and the opportunity to lean in and be of service to Aveson via participation in the Board of Directors is very exciting to me. I believe my background lens as a Special Education teacher as well as the nearly 20 years of professional experience I have in fighting for educational equity would position me well to contribute to conversations about the needs and direction of the school. I am honored to be considered for the opportunity, and very much look forward to the chance to collaborate with the board and school leadership on future direction and innovation.

August 18, 2022

Board of Directors
Aveson Charter Schools
1919 East Pincrest Avenue
Altadena, CA 91001

Dear Board of Directors,

It has been my pleasure to serve on the Board of Directors of Aveson Charter Schools with you. I am writing to inform you of my decision to resign from the Board as of August 26, 2022. I no longer have any students enrolled at Aveson and therefore am no longer part of the Aveson Community Organization, which I represented. I have been continually impressed by the breadth of knowledge, generosity, care and commitment to the school each Board member demonstrates. I value my experience on the Board and am grateful for how much I have learned from each of you. I trust that under your guidance Aveson will continue to grow and enrich the students it serves.

Warmly,

Marisa White-Hartman

Aveson Regular Board Meeting Schedule

Thursday, September 22, 2022, 6:00-9:00pm
Thursday, October 27, 2022, 6:00-9:00pm
Thursday, November 17, 2022, 6:00-9:00pm
Thursday, December 15, 2022, 6:00-9:00pm
Thursday, January 26, 2023, 6:00-9:00pm
Thursday, February 23 , 2023, 6:00-9:00pm
Thursday, March 23, 2023, 6:00-9:00pm
Thursday, April 27 , 2023, 6:00-9:00pm
Thursday, May 25, 2023, 6:00-9:00pm
Thursday, June 22, 2023, 6:00-9:00pm

Annual Board Retreat: Saturday, May 20 9:00am-1:00pm

VOLUNTEER HANDBOOK & APPLICATION



Dear School Visitor/Volunteer:

On behalf of Aveson I would like to extend our appreciation for your dedication and support to our school and our mission of improving the academic achievement of our students. Volunteers play an important and valuable role at our school. Students, teachers, staff, parents and community all benefit from the work of individuals like you who give of your time and talents. We know that you will benefit from this experience as well. This handbook is directed to all visitors/volunteers who wish to devote a portion of their time to our school and students. We want you to get the most out of your volunteer experience and as such, we want to make sure you are an informed volunteer. Volunteers help in many different ways: tutoring, classroom assistants, playground supervision, office assistants, field trip chaperones, team sports, summer programs, and special projects. We appreciate your hard work and dedication. On behalf of the advisors, staff, and students, we say "Thank You!"

If I can ever be of assistance to you, please do not hesitate to contact me.

Sincerely,

Ian McFeat
Executive Director

Aveson Volunteer

CLEARANCE REQUIREMENTS

We couldn't do it without you!

Volunteers are individuals who donate their time, without financial compensation, to benefit their communities. The volunteer's participation may occur in a classroom setting during the school day or outside the school setting as part of an extracurricular activity. *A person who comes to the school for a one-time special event, such as a guest speaker, presenter, or visitor is considered a guest and they do not complete a volunteer application.* School policy prohibits discrimination on the basis of race, color, national origin, creed, marital status, sex, religion, age, disability, or any other protected status as defined by federal, state or local law.

****PLEASE NOTE: ALL VOLUNTEER CLEARANCE LEVELS MUST SHOW PROOF OF COVID-19 VACCINATION AND SHOW A WEEKLY NEGATIVE COVID TEST****

Volunteer Clearance Level	Requirements	Examples
SPECIAL EVENT/VISITOR/GUEST *SUPERVISED*	No paperwork needed; coordinate with the Advisor 3) Participation in weekly COVID-19 testing. 4) Proof of COVID-19 Vaccination status	Mystery Reader; Guest Teacher or speaker, presenter
INTERMITTENT *SUPERVISED*	Signed volunteer application with submission of ID for Megan's Law clearance 3) Participation in weekly COVID-19 testing. 4) Proof of COVID-19 Vaccination status	Helping with an ongoing project, e.g. drama, special event

<p>LEVEL 1 *SUPERVISED*</p>	<p>1) Signed volunteer application with submission of ID for Megan’s Law clearance 2) TB risk assessment or test* not required during distance learning 3) Participation in weekly COVID-19 testing. 4) Proof of COVID-19 Vaccination status</p>	<p>Tutor a small group of students in a breakout room, classroom assistance</p>
<p>LEVEL 2 *NON-SUPERVISED*</p>	<p>1) Signed volunteer application with submission of ID for Megan’s Law clearance 2) TB risk assessment or test 3) Participation in weekly COVID-19 testing. 4) Proof of COVID-19 Vaccination status 5) LiveScan fingerprint clearance</p>	<p>Chaperone on a field trip out of the supervision of the Advisors; Coach a team; work with students at the lunch tables</p>



ASSUMPTION OF RISK NOTICE COVID-19

This notice serves to inform you that the state of California, County of Los Angeles, the Los Angeles County of Public Health as well as the Los Angeles County Office of Education are urging schools to take precautions due to the COVID-19 pandemic.

Aveson Charter Schools take the safety and health of its staff, students, families and community members at large very seriously. Aveson follows all health and safety guidelines and mandates from federal, state and local agencies, and we also add additional requirements. **Current Los Angeles County Department of Public Health and California Department of Public Health guidelines:**

- Masks/face coverings are strongly recommended on campus.
- Self-screening and reporting are required.
- All persons with a temperature of over 100.4 degrees and/or showing any signs/symptoms of COVID-19 are disallowed on campus.
- EPA and OSHA approved cleaning and disinfecting procedures are followed.
- Personal hygiene practices such as frequent and proper hand washing and/or hand sanitizing with an approved sanitizer are followed.
- COVID-19 Vaccination status must be presented to staff and be recorded by Aveson staff.

Despite school-wide enforcement of these best practices, personal safety is not a guarantee. If you choose to enter an Aveson school campus, you are assuming the risks associated with contracting COVID-19 including, but not limited to sickness, hospitalization, spread of the disease and death.

AVESON VOLUNTEER APPLICATION

(Please type or print)

School Name/Location: _____

Name: _____
Last, First, Middle, Maiden Name

Other Names Used: _____

Residence Address: _____
Street, City, State, Zip

Home Telephone: (____) _____ Work or Mobile Telephone: (____) _____

Emergency Contact Name and Phone: (____) _____

Health Insurer and Policy # _____ Date of Birth: __/__/____

CA Driver's License or ID Card: Yes () No () Number: _____

Length of residence in the county? _____

Previous Address (if less than 5 years): _____

Physical Limitations: Yes () No () Explain:

Relationship to any student(s) or staff members at school? Yes () No () Explain:

Languages spoken: _____

Please respond to the following: "I am interested in volunteering because

Do you have any felony convictions: Yes () No () If so, please list:

Have you EVER been convicted of any sex offense for which you must register with any Law Enforcement Agency pursuant to Penal Code Section 290? Yes () No ()

I certify under penalty of perjury that the foregoing statements are true and complete, and I authorize to complete a background check as a condition of school volunteer service, as provided by California Education Code 45125.5 I understand that I will not receive any compensation or salary, or any other health or retirement benefits, or workers' compensation insurance coverage during this volunteer assignment. I agree to waive all claims against the and hold the , its officers, agents, employees, authorizer, and volunteers harmless from any and all liability or claims which may arise out of or in connection with my participation in this volunteer activity. In the event of illness or injury, I do hereby consent to whatever x-ray examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care and emergency transportation considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services. All volunteer work is done under the direction of an assigned teacher, site volunteer coordinator, or school administrator. Volunteers must comply with the sign-in/out procedures at the school site and other terms and conditions of this Volunteer Handbook. Volunteers do not receive compensation, health benefits, or worker's compensation. Additionally, section 35330 of the California Education Code contains the following statement of immunity in favor of the school when students or volunteers are participating in field trips: "All persons making the field trip shall be deemed to have waived all claims against the district, charter school, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion."

Volunteer Signature: _____ Date: _____

VOLUNTEER GUIDELINES AGREEMENT

- Immediately upon arrival, I will sign in at the main office or the designated sign-in station.
- Volunteers will follow all policies, procedures, and rules established by the school and all applicable laws.
- Volunteers must wear the appropriate identification badge and will show volunteer identification whenever required by the school to do so.
- Volunteers must follow the appropriate dress code applicable to staff.
- Volunteers cannot smoke in any school facility or building or within 50' of a school building.
- Volunteers will not lend money and/or bring gifts to students, unless authorized by school administrators.
- Volunteers will not transport students unless they have been given express permission to do so by the school principal and have provided the appropriate insurance and driving record verification. Do not put yourself in the position of being alone with any student in any vehicle.
- Volunteers must not be alone with students in unsupervised areas of the campus or activity.
- Volunteers will not have access to student educational records.
- Volunteers will not photograph or videotape students unless authorized by the principal or designee.
- Volunteers will not dress/undress or provide personal hygiene assistance, or supply medication to students.
- Volunteers should not exchange telephone numbers, home addresses, e-mail addresses or any other home directory information with students for any purpose.
- Volunteers will use universal precautions to avoid contact with bodily fluids.
- Volunteers will use only "adult" designated restrooms.
- Volunteers can monitor student behavior; however, if a situation is serious, the volunteer should seek immediate assistance from school personnel.
- Volunteers will not discriminate against or harass any person and will report all harassment or discrimination observed, in accordance with school policy.
- Volunteers will not search students or student property.
- Volunteers will make every reasonable effort to make sure that the school's technology resources are used appropriately and responsibly.
- Volunteers will make themselves familiar with and agree to follow the school's emergency procedures.
- Volunteers will not direct a student to remove an emblem, insignia, or garment. If the volunteer believes a student's clothing is disruptive or promotes disruptive behavior, the volunteer will contact a staff member immediately.
- Volunteers must report suspected cases of abuse or neglect to the school administrator.
- Volunteers understand that the school will not be responsible for lost or damaged personal items brought to school by the volunteer. You are discouraged from bringing valuables to the school.
- Volunteers understand that the school reserves the right to decline their volunteer services at any time.
- Volunteers shall not be in possession or under the influence of any medication or substance that produces physical, mental, emotional, or behavioral impairment.
- Volunteers shall not be in possession of alcoholic beverages, illegal drugs, or firearms while serving in a volunteer capacity.
- Volunteers shall not use obscene or discriminatory language at school or at any school event. I have read and agree to abide by the above guidelines.

Volunteer Signature: _____ Date: _____

VOLUNTEER CONFIDENTIALITY AGREEMENT

In accordance with federal law, all school volunteers are expected to maintain confidentiality while working at the school. All things that are seen and heard at school about employees or children and their families should be considered privileged/confidential information. Trust must be established and maintained in order for our volunteer program to be successful. Volunteers can strengthen the bond between themselves and the school by following these guidelines:

- Treat all student and employee information as personal and confidential regardless of the source.
- Communicate relevant information about students only to the respective classroom teacher or principal/school leader.
- Seek clarification of unusual situations that occur in the school from the person(s) involved and avoid discussing such matters with others unless so directed by the assigned teacher or principal/school leader.
- Retain a sense of perspective regarding comments heard and actions observed.
- Understand that not all information can and will be shared with volunteers, due to legal considerations including state and federal law.
- Deal impartially with students regardless of background, intelligence, physical or emotional maturity.
- Do not discuss student progress or behavior with the parent. All relevant information should be referred to the teacher or the principal. Direct all inquiries about students to the professional staff.
- Speak constructively of all school staff; however, report difficulties involving the welfare of students or the school to the principal.
- Do not discuss confidential information with anyone. This information includes, but is not limited to: scholastic and health records; test scores and grades; discipline and classroom behavior; character traits of children; supports and services a student may receive.
- All volunteers are required to sign a statement of confidentiality.

Discipline:

Discipline of students is solely the responsibility of the teacher in charge. Volunteers should under no circumstances discipline students. Should students misbehave in your presence, you should report this immediately to the teacher in charge. The teacher will then determine the necessary course of action. Also note that we expect students to treat volunteers with the same level of respect given to other school personnel. If you feel that students are not being respectful towards you, do not hesitate to discuss the matter with the teacher or Site Director/Principal.

While all student information should be treated confidentially and sharing student information with others may be a violation of the law, do not make a promise to a student that you will keep confidential any information that pertains to the welfare of the student(s). Although the student is free to share confidential information with you, there are certain things you are required by law to tell the Site Director/Principal or school administrator. Any personal information learned from a student, should be held in strictest confidence except:

- If a student confides that he or she is the victim of sexual, emotional, chemical, or physical abuse (including bullying and cyberbullying).
- If a student confides that he or she is involved in any illegal activity.
- If a student confides that he or she is considering homicide or suicide.

Should one of these exceptions arise, you are required by law to immediately notify the school principal or administrator. Remember, the information is extremely personal and capable of damaging lives, so do not share it with anyone (including other school staff members) except the principal, school administrator, or other

appropriate authorities. If you have questions, please ask the principal or your assigned school administrator. Any needs of students communicated to the volunteer should be referred to the appropriate staff person.

Volunteer Statement:

I understand that in the course of my association with , I am responsible for maintaining the confidentiality of all employee and student information (both written and verbal) that may become known to me during the course of my volunteer activities.

I further understand that in the performance of my volunteering, I am not to discuss academic or other confidential information regarding students or employees with anyone, including the parents of any student. Any breach of confidentiality will be carefully reviewed and if substantiated may result in termination of any and all volunteer involvement with the school and may be reported to the proper authorities.

I acknowledge that I have read and understand this statement of confidentiality.

Volunteer Name: _____

Volunteer Signature: _____

Date: _____

DECLARATION OF VOLUNTEERS AS DISASTER SERVICE WORKERS

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees (including registered volunteers) are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to the by their superiors or by law. (Required by Government Code 3100- 3102 of the State of California)

I acknowledge that I have read and understand that I am hereby declared to be disaster service workers subject to such disaster service activities.

Volunteer Signature: _____ Date: _____

AGREEMENT FOR STUDENT OR MINOR CHILD VOLUNTARY ACTIVITY PARTICIPATION AND AUTHORIZATION FOR MEDICAL CARE

Student/Minor Child Name: (please print) _____

Grade _____

has my permission to participate in the following extra-curricular activity, club, program, or special class: _____

to be held at _____ Supervising Teacher _____

Days/Months/Times: _____

PARENTS, PLEASE NOTE: It is a privilege, not a right, to participate in extracurricular activities; the privilege may be revoked at any time. The acceptance and inclusion of students is at the discretion of the School and subject to program standards and criteria. Students shall comply with all applicable codes of conduct and maintain high ethical and moral standards.

ASSUMPTION OF RISK: By signature hereon, parent/guardian waives liability against and holds harmless the school and its board members, staff, volunteers, agents; the school district; and State of California; and further acknowledges that this voluntary activity and/or transportation to and from (as applicable) may expose the student to potential harm including injury or death. If a student believes that an unsafe condition or circumstance exists with respect to activity(s), the student will discontinue participation and immediately notify the Site Director/Principal. Student shall not further participate until the unsafe circumstance is remedied.

By signing below: (1) I am giving up substantial actual or potential rights in order to allow the student to voluntarily participate in this activity(s); (2) I have signed this agreement with full appreciation and understanding of the risks inherent in the activity(s); (3) I have no question regarding the intent of this agreement; (4) I, as parent or guardian, have the right to bind myself, the student and any other family member, representative, assign, heir, trustee or guardian to the terms of this agreement; and (6) I have explained this agreement to the student, who understands his/her obligations hereunder.

X _____
Authorized Signature of Parent or Guardian

AUTHORIZATION FOR MEDICAL CARE If it becomes necessary for my child to have medical care while participating in this activity, I hereby give school personnel permission to use their judgment in obtaining medical care for the child, and I give permission to the physician selected by school personnel to render medical care deemed necessary and appropriate by the physician. I understand that the school carries student accidental injury insurance in an amount limited to \$50,000 (applies excess of family health insurance if applicable).

Student Name: _____

Home Address: _____

Parent/Guardian Home Phone No.: _____

Parent/Guardian Work Phone No.: _____

Emergency Contact Phone No.: _____

X _____
Authorized Signature of Parent or Guardian

Date: _____

Parent or Guardian's Name (please print)

PLEASE CHECK HERE IF INSTRUCTIONS FOR SPECIAL MEDICAL TREATMENT AND/OR OVER-THE-COUNTER MEDICATION FOR THE STUDENT ARE ON FILE IN THE SCHOOL

AGREEMENT FOR ADULT PARTICIPATION IN VOLUNTARY ACTIVITY AND AUTHORIZATION FOR EMERGENCY MEDICAL CARE

Name of volunteer/participant: _____
(Please print)

Phone # _____

Specific nature of Activity _____

Date of activity: _____

Time of activity: _____

Person in charge: _____

I understand and agree that in return for this waiver and the other promises herein Aveson will permit me to participate in the voluntary activity described above.

I fully understand that volunteers/participants are to abide by all rules and regulations governing conduct as directed by [School] during the activity.

ASSUMPTION OF RISK AND WAIVER OF LIABILITY: It is further agreed that the undersigned is fully aware of the nature and extent of the potential hazards and agrees that Aveson shall not be responsible or liable for any and all injuries sustained by me, or for any loss, damage or expense arising out of my voluntary participation. As a volunteer, I understand that no compensation is expected in return for services I may contribute and that Aveson will not provide any benefits traditionally associated with employment, such as workers' compensation, health or accident insurance. In the event of personal injury or illness, I am responsible for my own costs, damages and expenses.

With respect to my participation in this activity/event, I release, hold harmless and waive all claims against Aveson, its officers, agents, employees, volunteers; the School District; and the State of California without regard to negligence. I have no question regarding the scope or intent of this agreement, and have the right and authority to bind myself and any other family member, personal representative, assign, heir, trustee, or guardian to the terms herein.

X _____
Signature of Volunteer/Participant

EMERGENCY MEDICAL TREATMENT AUTHORIZATION In the event of illness or injury, I do hereby consent to whatever x-ray, examination, anesthetic, medical, surgical, dental diagnosis/treatment, hospital care and emergency transportation may be considered necessary in the best judgment of the attending physician, surgeon or dentist.

X _____
Signature of Volunteer/Participant

Medical Insurance Carrier and Policy or Group Number:

Emergency Contact: _____

Relationship: _____

Phone Number: _____

ONLY NEEDED IF LEVEL 1 or 2 VOLUNTEER

GET CLEARED TO VOLUNTEER

TUBERCULOSIS SCREENING

In order to volunteer with students at Aveson, you must provide proof that you do not have tuberculosis (TB). A negative TB screening is good for four years. If you already have an up-to-date test (less than four years old) you can submit that to us.



There are three ways to provide this proof. You only need to complete one.

#1 RISK ASSESSMENT Meet with a licensed health care provider to complete the [Risk Assessment Questionnaire](#). This is the quickest and easiest to complete.

#2 SKIN TEST Make an appointment with a licensed health care provider to receive an intradermal injection of TB serum. Return to the health care provider 48-72 hours later to have the results read. Choose this option if you do not meet all of the requirements of the Risk Assessment Questionnaire.

#3 CHEST X-RAY Make an appointment with a licensed health care provider to receive a chest X-Ray to screen for TB. This option is required if you have had TB in the past, you have had a skin test show a false positive, you show signs or symptoms of having TB, or you were born outside of the U.S.

Visit www.cdph.ca.gov for more information.

TB SCREENING LOCATIONS

Below are several local options for TB testing. Please call providers beforehand to verify services, cost, and appointment times. Please tell them which type of test you need when scheduling your appointment.

- Schedule an appointment with your regular health care provider or nurse clinic. This may be covered under your health plan at no cost.
- Pasadena Public Health Department TB Chest Clinic (626) 744-6121
 - ◆ Walk-in skin tests \$20 — Mondays from 8:00-11:00 am and 1:30-4:30
 - ◆ Chest X Ray \$54 — Tuesdays from 8:00 am to 12:00 pm
- ChapCare Clinics (626) 398-6300 chapcare.org
 - ◆ Walk-in skin test & reading \$25 Mon, Tues & Weds only, 8am-5pm
 - ◆ 2055 Lincoln Ave, Pasadena
 - ◆ 1855 N, Fair Oaks, Pasadena *see website for other locations*
- CVS Minute Clinics — Walk-in skin test & reading \$65 minuteclinic.com

- ◆ CVS Pharmacy 2037 Verdugo Boulevard, Montrose, CA 91020
- ◆ CVS Pharmacy 1401 South Baldwin Avenue, Arcadia, CA 91006



LIVE SCAN CLEARANCE

In order to become a Level 2 Volunteer who interacts with students outside of a staff member’s direct supervision, you must also have a Live Scan fingerprint clearance.

What is a Live Scan fingerprint test?

A licensed operator will electronically scan your fingerprints by rolling your finger pads on a screen. The prints are sent to the Department of Justice (DOJ) to ensure that you do not have a criminal record and are cleared to work with students.

Any subsequent arrest after the Live Scan process occurs will be reported to our agency. The information collected through this test is confidential and will be guarded safely and securely within our system. We will not share this information with any outside entity. If your fingerprints are not cleared, or if there is a subsequent arrest, you may not volunteer with our program.

I’ve already been fingerprinted. Do I need to do this again?

Yes. Each organization that works with students is responsible for maintaining their own clearance requirements and records, and is legally required to keep them secure. If you have volunteered with a partner organization in the past, you will have to be fingerprinted again with our program.

LIVE SCAN LOCATIONS

Pasadena Live Scan Service has agreed to give Aveson volunteers a discount on Live Scan Services. Total cost is \$47 (\$32 Dept of Justice fee + \$15 Live Scan fee, with Aveson discount -- just let them know you are an Aveson volunteer). You may use any other Live Scan location you like.

- Pasadena Live Scan Service (626) 792-2185 708 N. Marengo Ave, Suite A, Pasadena
 - Mon-Fri 10am-7pm, Sat 10am-3pm
 - Call before, you may need to make an appointment

Step 1 See REQUEST FOR LIVE SCAN SERVICES form attached

Step 2 Fill out the section titled “Applicant Information” ONLY.

Step 3 Visit a Live Scan service provider to have your fingerprints scanned.

Step 4 Return the signed copy of the Request for Live Scan Services with application. The results will be sent directly to Aveson, and we will let you know once you are cleared to volunteer.

PROCEDURES FOR RETURNING VOLUNTEERS

Returning volunteers that have tested negative must have on file with the school a TB Risk Assessment showing that **within the last four years**, the person has been examined and has been found to be free of communicable tuberculosis in accordance with Education Code 49406. (Education Code 45106, 45347, 45349, 49406 & Health and Safety Code 121545)

Returning volunteers that have a Live Scan on file, **DO NOT** need to re-do the background check.

All returning volunteers shall complete a new application each school year and will need to re-do the criminal history check.

ACKNOWLEDGMENT OF RECEIPT OF VOLUNTEER HANDBOOK

My signature below confirms that I have received a copy of the Volunteer Handbook. I agree to follow and abide by all of the procedures, rules, and policies that it contains. I understand that the Volunteer Handbook is intended to cover the procedures, rules, and policies most often applied to day-to-day activities. These policies are subject to change at the sole discretion of. From time to time, I may receive updated information concerning changes in policy. I am aware that I may ask questions about procedures, rules, and policies.

Volunteer Signature: _____ Date: _____

For office use only

Receipt of Aveson Volunteer Handbook Acknowledgment:

Employee Name (print) _____

Copy of ID Initials: _____

Megan's Law Clearance Initials: _____

TB Clearance Initials: _____

Live Scan Clearance Initials: _____



"We change the world by teaching and inspiring others to change the world"

Aveson School of Leaders

Student/Family Handbook

2022-2023

Revised August 2022

1919 East Pinecrest Drive, Altadena, CA 91001
phone (626) 797-1440 • fax (626) 797-1918 • www.aveson.org

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Introduction

Welcome to Aveson Charter Schools!

Aveson Charter Schools are free public schools. They consist of two, small, student-centered learning communities with a focus on personalized learning, social leadership, and healthy living. Aveson School of Leaders is our school of TK-5th grade students, Aveson Global Leadership Academy is our school of 6-12th grade students. ASL and AGLA are two separate Local Education Agencies and have two separate charters. The Aveson Center for Independent Study is our home study program for TK-8 grade students and are programs within ASL and AGLA that offer families a hybrid home-school experience. The co-founders of Aveson dreamed of a place where students of all cultural, socioeconomic and academic backgrounds would reap the rewards of a state of the art education on a typical public school budget. And because we know all students do not learn in the same way, Aveson is a place where students are seen and heard as people first so that academic learning, social leadership skills and healthy living are maximized.

We believe...

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

Aveson's Mission

Aveson's mission is to redefine teaching and learning so all children have the opportunity to experience an exemplary public education. 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.

Our mission is supported by the following **Guiding Principles**:

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

- Integrity is everything.

Aveson's Culture and Climate

At Aveson we are creating a climate and culture of safety, connectedness and composure. Aveson defines climate as the environment in which a student learns. We know we have a positive climate when our students feel like they are safe, valued, and treated equitably. Culture, on the other hand, is our set of core values, or Guiding Principles, and patterns of behavior that are supported by the Aveson community through our school-wide policies and our customary ways of acting. Aveson's culture answers the questions: "What is this school about?" and "What is important here?" By building a positive culture and climate, Aveson strives to have its culture and climate align directly to its mission.

In order to promote a culture and climate that focuses on the academic, emotional, behavioral, and physical safety of all persons on campus, Aveson has established the following four safe school goals:

- All students and staff members will be provided a safe teaching and learning environment.
- All students will be safe and secure while at school and when traveling to and from school related activities.
- All students and their guardians will have access to all available community resources.
- Aveson Charter Schools will provide an educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, family, and religious backgrounds.

What is a Charter School?

There are more than 700 public charter schools in the state of California. Although each one may be unique in mission, program and challenges, they all have some critical elements in common. Primarily, charter schools address the need for parents to have expanded choices in the kinds of educational experiences available to their children.

Although the Pasadena Unified School District authorizes our public charter schools, Aveson Charter Schools is a public, independent California nonprofit corporation, a 501(c)(3) corporation. However, Aveson School of Leaders and Aveson Global Leadership Academy are their own Local Education Agencies, separate from PUSD. This means we manage our own finances, staffing, special education services and curricular choices as well as maintain our own Board of Directors.

To view our written charters in full, please refer to Aveson's website (www.aveson.org) or ask for a copy in the main office.

Board of Directors

The founders of Aveson Charter Schools - believed the best decisions made at a school are made by those closest to the students. So at Aveson, Advisors (teachers) have the autonomy to make the right decisions for the students in their classrooms. The school administration also has autonomy to make the best decisions for the entire school staff and student body. The role of the Aveson Board of Directors is to oversee the outcomes of those decisions and guarantee success in the following four areas: 1) Finance, 2) Compliance, 3) Academics and 4) Fidelity of the Charters.

The following is a list of current board members for the 2022-2023 School Year:

Elsia Rivas-Gomez - President
Trinity Jolley
Jeiran Lashai
Javier Guzman
James Perreault
Marisa White-Hartman

Regular board meetings are held monthly, starting at 6:00 pm., typically on the last Thursday of the month. If the date needs to change, communication will be sent out to the community. There is no meeting in July of each year. Agendas and the location of the meeting are posted 72 hours in advance outside of the main office at Aveson School of Leaders and the Aveson website, www.aveson.org. Special board meetings are called as needed. Special meeting agendas are posted 24 hours prior to the meeting. All members of the public are welcome and may provide public comment at the beginning of the meetings. The best way to communicate with the Board is by attending a Board meeting and speaking during public comment.

In compliance with State of California laws, all Aveson Board of Director Meeting agendas and minutes are available to the public online at [Board of Directors — Aveson Charter School](#).

Purpose of This Handbook

The purpose of this handbook is to provide all Aveson School of Leaders community members with information regarding our philosophies, policies, and procedures regarding the academic, emotional, behavioral, and physical safety of all persons on campus.

Get to Know Aveson School of Leaders

How Learning Happens at Aveson School of Leaders

Aveson Charter Schools adhere to three core tenets as part of their charter:

Personalized Mastery Learning

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.

Social Leadership

At Aveson we believe that social leadership skills are every bit as important as academic content skills. By focusing on communication skills, self-managed projects and cooperative learning, we guide students so that their unique potentials develop.

Healthy Living

Healthy living focuses on learning about and managing emotional, mental and physical health. These topics are integrated into the school day through explicit units and small projects during an advisory period at the start of each day. Advisors help students learn about how their brains work in times of stress so they can make healthy decisions, provide supportive environments so students feel safe and teach conflict resolution skills so children understand how to stay connected even in times of disagreement.

Cadres / Grade Level Models

At Aveson we embrace a variety of classroom options. In Transitional Kindergarten and Kindergarten, students spend their day in a self-contained classroom with one advisor who oversees all content areas. Starting in 1st grade - 5th grade, students spend their day with content advisors who teach literacy, mathematics or projects. Students rotate to each content advisor during a block rotation schedule. There are also occasions for other grade levels to have self-contained classrooms. This is determined based on staffing, enrollment and student need.

Curriculum

Aveson's curriculum is guided by Common Core State Standards for Language Arts and Mathematics, Next Generation Science Standards, and the CA History/Social Science Framework. In addition, school wide curriculum includes:

- Pollyanna Curriculum - Anti-racist and social justice education
- MindUp - social emotional learning
- Conscious Discipline - social emotional learning
- Units of Study - Readers and Writers Workshop
- SIPPS Curriculum - Explicit and direct reading instruction (K-5)
- Heggerty Literacy Curriculum (Tk)
- Words Their Way Spelling
- Handwriting Without Tears
- Eureka Math
- Projects Based Learning

Project-Based Learning

ASL advisors use flexible learning schedules to provide students with authentic project-based learning experiences. Through project-based learning, students explore relevant science and history/social science topics. All Aveson projects are designed for students to take an informed position on a relevant topic and take action.

Physical Education

Aveson offers a PE program that is both in alignment with state required instructional minutes as well as Aveson's healthy living focus. PE is taught by advisor teams.

Enrichment Programs

Students have regular opportunities to participate in enrichment experiences provided by our Healthy Living Coordinator and Enrichment Advisor. Such activities may include gardening in our school garden, cooking or visual and performing arts.

Homework

Aveson adheres to a non-traditional homework policy. Homework is personalized and assigned on a student-by-student basis and determined by need.

Academic Progress and Reporting

Assessment

Aveson uses research-based assessment systems designed to assess students in order to determine their instructional needs and strengths rather than evaluate and "grade" students. The following types of assessments are used:

- Writing Prompts
- Spelling Inventories
- DIBELS (reading fluency)
- Math Interim Assessments
- iReady Diagnostic Assessment

California Assessment of Student Performance and Progress

Each spring, 3rd through 5th grade students participate in CAASPP testing. CAASPP is California's academic testing program intended to provide information used to monitor student progress. CAASPP includes computer adaptive tests in English-Language Arts and Mathematics as well as grade 5 Science and physical education.

Non-Traditional Academic Progress Reporting

Aveson adheres to non-traditional academic progress reporting. Instead of earning a traditional letter grade, students work toward proficiency of outcomes. Aveson has converted each Common Core Standard into an "I can..." statement. The "I can..." statements are called Academic Outcomes. Each and every student works towards proficiency on the Outcomes at

their particular level with the end goal of academic performance at or above grade level. “I Can...” statements are also used to support students’ social-emotional learning.

For a copy of a traditional transcript/report of progress, please contact the ASL office.

Triad Conferences

At the beginning of the school year, students, parents/guardians, and advisors participate in a Triad conference. During the Triad, each member of the triad contributes information that will help shape students’ personalized mastery learning experience.

Student-led Conferences (SLC)

During SLCs, students have the opportunity to share some of the learning outcomes they are mastering as well as demonstrate some of their learning. SLCs emphasize the core academic subjects of literacy and math.

Celebration of Learning (COL)

Students get to showcase their achievements several times a year through COL. During COL, students lead demonstrations of recently acquired skills, present projects, as well as share progress towards established goals. Family members are invited to participate and serve as an authentic audience for students.

Progress Reporting in ACIS

For students enrolled in the Aveson Center for Independent Study, parents take on the role of home educators and are closely involved in monitoring their scholars’ progress on a daily basis. As such, ACIS scholars do not participate in student led conferences or triads in the same way as their ASL peers. Instead, within every 25 school days, ACIS scholars and home educators attend a progress meeting with their advisors to collaborate on academic goal setting and planning of assignments. ACIS students will participate in Celebrations of Learning in order to share their in-person and online experiences in ACIS classes with family and friends.

Communication at ASL

ParentSquare

At Aveson, open communication is encouraged, welcomed, and appreciated. To stay abreast of the dynamic school environment, it is crucial to be proactive in receiving and requesting information. Communication to and from school occurs through ParentSquare, Aveson’s communications platform. Please take time to set your preferences on how often you wish to receive notifications on the ParentSquare app and check your ParentSquare dashboard on a regular basis for information from your child’s advisors, from your school and from your classroom Parent Liaison (PL). A PL is a parent volunteer who helps the classroom advisor with class communication, projects and field trips among other things.

Telephone & Text Broadcasting

Aveson also uses ParentSquare as a telephone broadcast system that enables school personnel to notify all households and parents by phone or text within minutes of an emergency

or unplanned event that causes early dismissal, school cancellation, or late start. The service may also be used from time-to-time to communicate general announcements or reminders.

Social Media

Aveson utilizes social media as an additional channel to share news, photos, reminders, and celebrations with families and the greater community. Follow Aveson Charter Schools on [Facebook](#), [Instagram](#), and [YouTube](#) for another way to stay in touch with Aveson.

How to Resolve a Complaint or Concern

At times, parents or guardians may have a complaint or concern that they wish to voice. We welcome direct and swift communication in order to be most effective in helping to resolve the situation. Aveson believes that conflicts are best handled when taken directly to the person that the conflict involves.

- Concerns, complaints, or questions regarding your student's academic and/or behavior progress should be addressed directly to your student's advisor.
- Concerns, complaints, or questions regarding school policies, procedures, or philosophies should be addressed with a school administrator.
- Concerns that cannot be adequately addressed with your student's advisor should be directed to a school administrator.
- You may call the main office to set up a phone or in-person conference with the person with whom you need to speak with.

***Please note, that in order to maintain the safety of all of our students, at no time may a parent or guardian approach or address another student regarding a concern that they may have. Concerns need to be brought to the appropriate school adult only.*

***Please note, due to federal law, at no time will the school be able to share information with a family about another family's student.*

Safety Procedures, Policies, and Protocols

Disaster Preparedness

Aveson has a comprehensive disaster preparedness plan in order to maintain the safety of all persons on campus in the event of an emergency. Our disaster preparedness plan includes:

- California Education Code mandated monthly fire drills and thrice-yearly earthquake drills. During these drills all persons on campus practice safe “duck and cover” procedures in the case of an earthquake in conjunction with safe evacuation of building procedures.
- A yearly disaster drill. During this yearly drill, all school personnel are assigned to a crisis response team and the entire school simulates a grave earthquake disaster.
- A yearly “lock-down” drill. During this yearly drill, all persons on campus secure themselves in the event of an on-campus intruder.
- A designated safe location in the event that all persons on campus need to evacuate the school buildings.

- Purchasing and maintaining disaster preparedness supplies. These supplies include, but are not limited to: sanitation supplies, search and rescue supplies, first aid supplies, and food and water for up to three days.
- Providing school personnel with first aid and CPR certification courses.

In the event of a school or city/state-wide emergency, all persons on campus are mandated to follow the school's disaster preparedness plan and to follow the directions of any school staff member. In order to keep all children safe, we ask all guardians coming to campus to pick-up their child adhere to the following policies and procedures:

Do not telephone the school. Telephone lines may be needed for emergency communication. Instead, turn your radio to KFI 640 AM, KNX 1070 AM, or KFWB 980 AM for emergency announcements. If students are to be kept at school, radio stations will be notified.

All persons will be located on the central field on the west side of campus. All gates and doors entering campus will be locked. Guardians should park in a designated parking space on the west side of campus and approach the field gate. Signs will be posted directing guardians to the appropriate line to retrieve their child. No guardians will be allowed onto campus.

Students will be released only to guardians identified on the school emergency card, which is required to be filled out by guardians as part of the beginning of the year Welcome Packet. A picture identification will be required to pick-up any student from campus.

Signing-in and Signing-out Procedures for All Campus Visitors

All visitors must park in a marked visitor parking spot and enter campus through the front office doors. In order to keep all persons on campus safe, it is imperative that school personnel know who is on campus at any given time. Visitors should sign-in at the front office and wear a visitor's badge. Proper identification is required when visiting ASL. In addition, all ASL personnel reserve the right to question all visitors on campus to determine whether they have signed-in properly and are engaging in the reason for their visit. Upon commencement of the visit, all visitors should sign-out and return their visitor's badge through the front office.

****Any current Covid-19 protocols must be followed and may change visiting/volunteer protocols when coming to campus. Current protocols will be communicated to families as needed. ****

Volunteering at Aveson School of Leaders

Aveson families are strongly encouraged to contribute to the community through volunteering. While encouraging such participation, we also must maintain a safe environment for students and staff. Volunteers must adhere to our ACS Board approved volunteer policies guided by the state of California.

A person who comes to the school for a one-time special event (such as a guest speaker, presenter, or visitor) is considered a Visitor and is not required to complete the volunteer requirements. Visitors need to follow the process for visitors on campus, as outlined above.

Level 1 Volunteer

Level 1 Volunteers must be directly supervised by an Advisor/Administrator at ALL times. Sample Level 1 activities are Assists in class with clerical tasks, Tutors a small group of students, Reads with students.

Level 2 Volunteer

Level 2 Volunteers may be out of the direct supervision of Advisors/Administrators. Sample Level 2 activities are Volunteer Sports Coach, Field Trip Chaperone.

Volunteer Requirements

- Complete a Volunteer Application and attach ID photocopy. Prior to volunteering, I.D. will be processed under Megan's Law annually on the CA Department of Justice database www.meganslaw.ca.gov
- Submit completed Tuberculosis (TB) Risk Assessment Questionnaire or provide proof of a negative Tuberculosis (TB) Test (Test must have been administered within the past four years)
- Read and sign the Confidentiality Agreement
- Read and sign the Receipt of Policy and Guidelines

Additional Requirement for Level 2 Volunteers

- Complete a Live Scan Fingerprint clearance through the U.S. Department of Justice. (Level 2 Volunteers only)

Team Wear (Dress Code)

Students are encouraged to wear clothes suitable for an active day of study and play, including days in which they participate in Physical Education activities. Safety, simplicity and appropriateness should be major considerations when dressing for school. In order to promote a culture and climate of safety and respect, Aveson requests that students, school personnel, and visitors to campus adhere to the following team wear guidelines:

- Team Wear Colors: Green, Purple, Orange.
- Shoes: Closed-toe shoes appropriate and safe for out-door use.
- Hats: Hats are acceptable for use during out-door activities and so long as they do not interfere with the instructional setting of the school.
- Individual purses or backpacks: These items are acceptable so long as they do not interfere with the instructional setting of the school.

Additional Team Wear Information

Please label all clothing and accessories (including lunch boxes) with the student's full name. All lost and unclaimed items are donated each semester.

Team wear is available for purchase at: <https://aveson.threadless.com/collections/aveson-gear/>

Lost and Found Items

Lost and found items are collected on a daily basis. There are two main locations for retrieving lost items:

- The lower blacktop playground adjacent to the cafeteria.
- The central stairwell on the purple and orange levels.
- Smaller items are sometimes housed in the front office.

Please label all lunch boxes, water bottles, backpacks and clothing with your child's name. Unlabeled lost and found will be gathered before each school break (winter, spring and summer) and donated.

General Health Policies**

Illness

If your child should become ill, it is important to maintain the health and safety of all persons on campus by adhering to the following policies:

- If your child is ill with a highly communicable illness (i.e. strep throat, head lice, whooping cough, scarlet fever, Covid-19, flu), contact the school right away to inform them of possible exposure to other school persons.
- If your child needs to stay at home to rest and recover, please email the school each day that your child will be absent and send a written notification to verify the reason for the absence. Emails should be sent to attendance@aveson.org
- If your child will miss a significant number of school days due to illness, please contact your child's advisor for class assignments and projects and/or to develop an independent study plan while your child is away from school. The front office staff will assist in setting up the independent study plan.
- If your child has a fever, do not send them to school. Your child must be free from fever for at least one full day prior to returning to school.
- If your child has been cleared to return to school, but must follow a recovery plan while at school (i.e., recovering from a broken arm, no participation in PE for the next two weeks), please notify school personnel immediately in order to communicate the recovery plan to the appropriate school persons.

Medications

If your child has a known medical condition that the school needs to be made aware of, please make sure to do the following:

- Fill out the necessary information on your student's emergency card (i.e., insulin dependent diabetic, ADHD and taking medication, Epi-Pen for allergic reaction to bee stings).
- Make sure to contact the office staff with pertinent details and information.
- Make sure to contact your child's advisor with pertinent details and information.
- Make sure your child's emergency card is up-to-date, accurate, and has several alternate contact numbers.

- In order to protect the health and safety of all persons on campus, no student will be allowed to personally carry or self-administer without supervision any prescription or over-the-counter medications.
- All medication, whether prescription or over-the-counter, must be brought to the school's office and an accompanying form must be filled out. All medications will be monitored by the office staff. Your child will have supervised access to his/her medication at any time, per the instructions on the medication form.

Accidents

It is Aveson's top priority to keep all persons on campus physically safe. In the unlikely event that a person should become injured while on campus, Aveson will take the following action steps:

- Using "Universal Precautions", provide any individual with appropriate first aid and/or CPR, including calling 911.
- Document all injuries occurring on campus on our injury log or accident report form.
- Contact the Emergency Contact persons of the injured person if necessary.
- All minor or major head injuries will be reported to parents/guardians immediately.

If any person should become injured while on Aveson's campus, it is imperative that Aveson personnel be informed immediately to report the injury.

Peanut Free/No Nuts Request

We respectfully ask families to not send peanuts or tree nuts to school. We have various students on campus with nut allergies and ask for your cooperation in keeping our campus as nut-free as possible. Should your child have an allergy to nuts, the front office, Directors, and Advisor team will work to monitor their contact with other children's foodstuffs.

Cell Phone Use

Students are not allowed to use personal cell phones while on campus. Cell phones may be confiscated by any school personnel member and the parent or guardian required to come to school to retrieve it if a student is using the device when they are not supposed to.

If a parent or guardian needs to get in touch with their student, they should call the school and ask to speak with their student.

Bringing Other Items From Home

Students should not bring any personal items from home to school that are not directly related to what they need for learning. Such items include, but are not limited to: toys, electronic devices, games, fidget tools or money, etc. Aveson believes that in order to maintain the integrity of the classroom instructional program, such objects from home need to stay at home so as not to become distractions. Any plan that needs to be modified from this policy should be communicated directly to your student's advisor.

Celebration of Birthdays & Holidays

One of Aveson's key values is respect for students of all cultures and religions. We honor the fact that our diverse student body celebrates many different holidays at home, but we keep the school a holiday-free zone, including Halloween and Valentine's Day. However, ASL does celebrate "Friendship Day" in February and "Read Across America" day in March.

Aveson celebrates each student's birthday in a special way, organized by the advisor, such as a "birthday shower" where the student receives compliments from his/her classmates. Cupcakes or other snacks may not be brought to school to share with classmates. Keeping the classroom treat-free helps ensure that every student is treated equitably and honors the school's healthy living tenet.

Student Permissions

At the beginning of each academic school year all parents or guardians are asked to complete enrollment information for each child attending ASL. This information is detailed in our Welcome Packet letter sent before the start of the school year. PowerSchool Parent Portal is used to assist families in completing their enrollment information. This enrollment information is vital to the health and safety of your child while they are at ASL. It is important that all families complete their enrollment information in a timely manner prior to the first day of school.

Recording, Filming, Photography

In accordance with California Education Code, in order to keep all students safe and to maintain the integrity of our students' privacy, it is imperative that no person on campus record, film, and/or photograph any student without the explicit written permission of each students' parent or guardian AND the permission of the school.

Technology Acceptable Use Policy

The use of technology, including resources found on the World Wide Web, are an integral part of the teaching and learning at Aveson. In order to keep all students safe, all persons on campus who use computers to access the Internet must abide by the following regulations:

- Any use of school technology, including Internet access, must be school appropriate and must be in support of education and research, or school business.
- It is prohibited by law to download any copyrighted material, including, but not limited to: games, music, graphics, videos, or text materials.
- It is prohibited to access any newsgroups, links, list serves, social networking sites, blogs, or other areas of cyberspace that would be offensive to any individual or group of individuals because of pornographic content, racial, ethnic, or minority disparagement, advocacy of violence, or illicit/illegal content.
- Plagiarism is unacceptable and is prohibited.
- Students and families are required to sign a student computer use contract abiding by these policies.

Traffic Safety, Parking & Pick-Up/Drop-Off Procedures & Schedules

IMPORTANT INFORMATION ABOUT PARKING AT AVESON SCHOOL OF LEADERS

Per our Facilities Use Agreement with Pasadena Unified School District, all Aveson Charter Schools staff and visitors/volunteers must park on campus in a designated parking space when working and/or visiting the school. Staff are assigned a numbered parking space. Visitors and volunteers may park in a labeled visitor's space. It is important that numbered parking spaces are reserved for staff parking. Visitors may park in one of two parking lots:

1. The front office parking lot, located on Pinecrest Drive.
2. The west parking lot, north of Allen Avenue as Allen turns into Skyview Drive.

IMPORTANT INFORMATION FOR ALL ASL GRADE LEVELS

- **The school day starts at 8:15am for all grades**, Tk-5th grade. Monday - Friday (ACIS families should refer to their ACIS schedule below)
- Students may be dropped-off between 7:55-8:15am. Gates will close at 8:15am.
- There will be NO before school supervision.
- Parents/guardians will only be allowed to use the valet car line service for drop-off and pick-up. **Parents/guardians are asked to stay in their cars during drop-off and pick-up.**
- Students are expected to walk directly to their classrooms upon arrival to school.
- Late arrivals should check-in at the front office for a tardy slip.
- **It is imperative that parents/guardians pick their students up on time at the end of the day.** Late pick-ups will be escorted to the front office awaiting to be picked up.
- Aligning sibling pick-up times can be arranged. If you need this support, please reach out to your child's advisor.
- PLEASE, place a placard(s) with your child(ren)'s names and advisor(s) on your dashboard. This will help the afternoon pick-up car lines run much more smoothly.

IMPORTANT INFORMATION ABOUT CAR LINES AND DRIVING IN THE NEIGHBORHOOD

- Please be respectful of our neighbors. Abide by all speed limits and avoid blocking our neighbor's driveways.

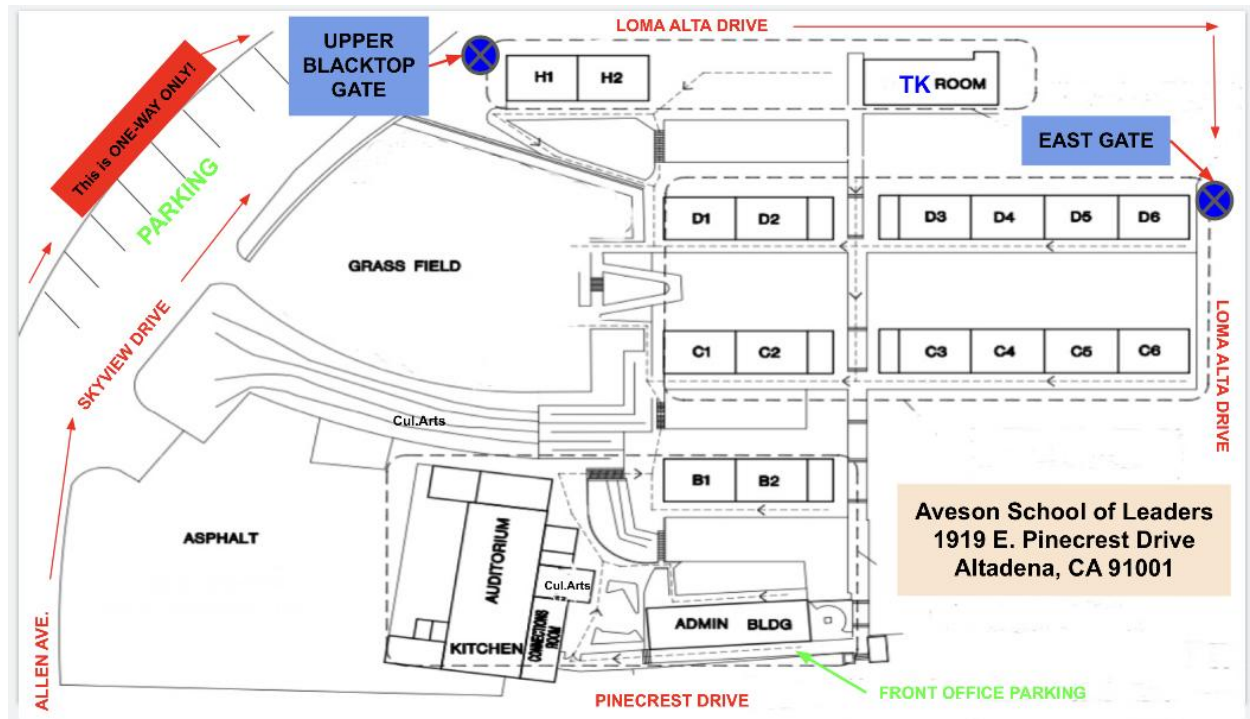
- Turning into our west parking lot on Skyview Drive, north of Allen Avenue, is a LEFT hand turn. Please pause and use your turn signal if you are coming into the parking lot from Altadena Drive or Allen Avenue. Watch for cars coming from the opposite direction on Pinecrest Drive.
- Our west parking lot on Skyview Drive is a ONE WAY street ONLY during school hours. You may only go NORTH on Skyview Drive during school hours.
- When using the east gate drop-off or pick-up location on Loma Alta Drive, you must turn RIGHT into the school driveway. You can get to the east gate driveway by going north on Tanoble Drive and turning right on Loma Alta Drive or by using our west parking lot on Skyview Drive to travel north to Loma Alta Drive and turning right on Loma Alta.
- **Please be patient with your fellow school family members while using our car lines. It takes a few weeks for families to become familiar with how to use our car lines efficiently and the beginning of each year.**

****NOTE: Mondays are MINIMUM DAYS. Students are dismissed 2 hours EARLY.****

ASL DROP-OFF & PICK-UP SCHEDULE & LOCATIONS (ACIS, see below)				
Grade Level	Drop-Off Time	Drop-Off Location	Pick-Up Time	Pick-Up Location
TK Class: -Ms. Edit E	7:55-8:15am	Upper Blacktop Gate. Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.	2:20pm (Monday 12:20pm)	Upper Blacktop Gate. Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.
K Classes: -Ms. Bere D1 -Ms. Evah D2	7:55-8:15am	Upper Blacktop Gate. Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.	2:20pm (Monday 12:20pm)	Upper Blacktop Gate. Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.
1st - 2nd Classes: -Ms. Schillerstrom D3 -Ms. Cid D4	7:55-8:15am	Upper Blacktop Gate. Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.	2:35pm (Monday 12:35pm)	Upper Blacktop Gate. Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.
1st - 2nd	7:55-8:15am	Upper Blacktop	2:35pm	East Gate.

Classes: -Ms. Jeanette D5 -Ms. Molly D6		Gate. Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.	(Monday 12:35pm)	Located on Loma Alta Drive.
3rd-4th Classes: -Ms. Cooper C4 -Mx. Sumruhd C5 -Ms. Kipcia C6	7:55-8:15am	East Gate. Located on Loma Alta Drive.	2:50pm (Monday 12:50pm)	East Gate. Located on Loma Alta Drive.
3rd/4th - 5th Classes: -Ms. Jocelyn C1 - Mr. Perry C2 - Ms. Palardy C3	7:55-8:15am	East Gate. Located on Loma Alta Drive.	2:50pm (Monday 12:50pm)	Upper Blacktop Gate. Located on North Skyview Drive, north of Allen Ave. in the west campus parking lot.

Campus Map - ASL



Who May Pick-up Your Student?

Any parent/guardian or person listed on the student's emergency card may pick-up your child from school. If a person is picking up your student and they are NOT listed on the emergency card, a written notification expressing your permission with the specific dates of pick-up must be submitted to our office staff before your student will be released. In order to keep all of our students safe, there will be no exceptions to this policy.

After School Supervision

After school care is provided by Aveson Charter Schools and is run by ASL's Afterschool Program Coordinator. There are fees associated with parts of this program. No other supervision is provided. If your child is not enrolled in our after school care program, a responsible guardian MUST pick up your child at the conclusion of each school day. Please help us keep your child safe by respecting this policy and picking up your child on time.

All inquiries regarding after school care should be made to ASL's Afterschool Program Coordinator.

Student Support: Discipline Philosophy, Policies, and Procedures

Social, Emotional, and Physical Safety Policies

It is Aveson's top priority to keep all persons on Aveson's campus socially, emotionally, and physically safe at all times. Aveson will not tolerate any person being harassed or abused in any way. Working together, Aveson's Directors and staff, will immediately and compassionately address any instance of child abuse, discrimination, harassment, bullying or any other violation to one's social, emotional, or physical safety.

By law, Aveson School of Leaders is a mandated child abuse reporting institution.

Discipline Philosophy

At Aveson, we strongly believe that in order to maintain and preserve the integrity of Aveson's culture and climate so that the goals of personalized learning, social leadership and healthy living can be realized, children must be guided in their social, emotional, and behavior development in conjunction with their academic development.

Student Support versus Student Management

At Aveson, we think about discipline in a fundamentally different way. We believe that student's social, emotional, and behavior development needs to be supported and guided through teaching, modeling, shaping, and cueing in order to foster the potential for lasting change. At the foundation of this belief is the idea of discovering *why* students are or become socially, emotionally, and/or behaviorally challenged. When we are able to identify why students are challenged, we can then work with the student to create proactive behavior support plans that will ultimately teach the student how to identify their “triggers”, self-regulate their emotions, and teach the skills the student requires in order to meet their needs in alternative, or more constructive ways.

When discipline focuses solely on the management of students, discipline becomes about control rather than support. When controlling students through the use of consequences, the focus for students becomes about what he/she must do in order to avoid punishment or receive reward. Lost in this model of discipline is the understanding of why students are or become challenging and more devastating, lost is the crucial opportunity to explicitly teach students challenged by their behavior the social, emotional, and behavioral skills they need to positively change their behavior in the future.

Therefore, at Aveson, not only do we support students in their academic development, we strive to dedicate as much time, energy, and care in the support of all student's social, emotional, and behavior development as part of building a positive culture and climate.

Advisory-Based Social, Emotional, and Behavior Curriculum

One of the core tenants of the Aveson model is building a positive culture and climate through advisory-based learning. Using the advisory-based approach to social, emotional, and behavioral support allows advisors to be proactive rather than reactive. Advisors take a social, cognitive, and behavioral approach to working with students within a classroom support system that strives to be realistic, equitable, consistent, and caring, in order to develop the skills necessary for lasting growth and development. Advisory occurs for each classroom every morning and every afternoon, and is the foundation for helping students develop their social, emotional, and behavioral learning.

To learn more please view the full text of our [Discipline Philosophy](#).

Discrimination, Harassment & Bullying Policy

Aveson Charter Schools believes that all students, staff and visitors have a right to a safe, connected and healthy school environment free from discrimination, harassment, bullying and intimidation. Aveson values and celebrates all abilities, races, cultures, religions, countries of

origin, sexual orientations, genders and languages. ***Aveson is committed to standing up for and taking action against all racist and discriminatory behaviors whether intentional or not.*** As such, we take our safety and policies very seriously. Behavior that infringes on the safety of any student, staff or visitor is prohibited and will not be tolerated.

Aveson's prohibition of discrimination, harassment and bullying are in accordance with Penal Code section 422.55 and California Education Codes sections 220 and 48900. All families will receive a copy of this policy via the Aveson Student and Family Handbook, made available to all families at the start of each new school year.

Anti-Discrimination, Anti-Harassment and Anti-Bullying Policy

Aveson Charter Schools and community are committed to making their schools free from unlawful discrimination, harassment and bullying and providing equitable opportunities for all individuals in their community. ***Aveson Charter Schools will not tolerate any person being discriminated against, harassed or abused in any way.*** We stand against racism, hate and discrimination. We are a color-conscious organization and strive to talk about race openly and honestly. We are dedicated to working with staff and families to foster the growth of anti-racist children.

Any student who engages in discrimination, harassment or bullying of another student or anyone in the Aveson community may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination, harassment or bullying may be subject to disciplinary action up to and including dismissal from employment. Aveson will seek to prevent, correct and discipline behavior that violates this policy or any other infringement to one's social, emotional, or physical safety. School response to violations may be informed by and in conjunction with appropriate law enforcement agencies.

This policy pertains to any instance of discrimination, harassment, or bullying that takes on campus, during an off-campus school event, during Distance Learning, or on any digital platform (email, Zoom, text, Google docs, etc).

Aveson's Expectations

Aveson expects all persons to contribute to a safe learning environment for all students, staff and visitors. Aveson, its students and the community have an obligation to promote mutual respect, understanding, and acceptance. A student will not intimidate, harass, or bully another student through words or actions, whether on the physical school site campus, during an off-site school-sponsored event or by means of an electronic act. Any person (student, staff member, volunteer, visitor) who commits an act of discrimination, harassment or bullying is in violation of this policy.

We expect all persons to adhere to and strive for self-efficacious behavior that follows our **School Family Agreement** and our **Guiding Principles** (see links below). Aveson ensures that this policy will be followed by providing on-going professional development and training for all staff and providing direct and explicit instruction for all students in the areas of antiracism, anti-discrimination, inclusion, conflict resolution and social and emotional learning. In addition, the Aveson Board of Directors will oversee the Aveson Executive Director and hold them accountable for implementation of this policy.

All staff are expected to immediately intervene when they see an act of discrimination, harassment or bullying or upon receipt of any report of discrimination, harassment or bullying. Staff are expected to immediately report these incidents to the Director of Student Support or the Executive Director. People witnessing or experiencing discrimination, harassment or bullying are encouraged to report the incident to their Advisor, the Director of Student Support or the Executive Director as soon as possible. Any member of the Aveson community may make an anonymous report of discrimination, harassment or bullying and Aveson strictly prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Anonymous reports can be made by filling out our electronic reporting form. This form does not record email addresses and once filled out will be submitted to the Director of Student Support and the Executive Director. To make an anonymous report of discrimination, harassment or bullying, use the following link:

[Discrimination, Harassment & Bullying Anonymous Reporting Form](#)

Discrimination

- **Definition:** Discrimination is the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, religion or personal sexual Identification; denying any student or staff, of any personal, professional growth opportunities: as well as any oppoutunites for advancement, on the bases of race, religion, sex, sexual oreintation or identification. This includes discrimination that occurs in virtual, internet based or on-line settings.
- **Examples:** The following examples of discrimination are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy.
 - Student Tina has asked others to use the pronoun “he”. A fellow student refuses to and keeps referring to Tina as “she” saying that Tina is a “girl” and should be called “she”.
 - Todd was discouraged by their school counselor when applying to college. When Todd said he wanted to apply for an Ivy League college, the counselor said, “ Don’t waste your time. They don’t accept African-Americans”.

- Jared is Muslim. He informs his advisor that he prays 5 times daily as part of his religion and asks his advisor if he could use his free class time to pray. The advisor denied Jared's request to pray.
- A group of students play basketball everyday on the playground. Several of the students consistently call each other the "N" word when they don't agree with how the game is being played.

Harassment

- **Definition:** Harassment is written, verbal or physical behavior that demeans, humiliates, embarrasses or any kind of ongoing torment towards a person. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion or any other distinguishing characteristics. This includes harassment that occurs in virtual, internet based or on-line settings.
- **Examples:** The following examples of harassment and sexual harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy.
 - While walking to lunch each day, John gets nudged on the shoulder by the same student. The student whispers that John's skin is too black.
 - A group of students pass by Joanne at recess each day and whistle at her. Sometimes they tell her she looks "pretty" or "slutty" depending on what she is wearing.
 - Ryan plays on the baseball team at recess. His teammates recently found out he was gay and have started calling him "princess".

Bullying

- **Definition:** Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing that has or can be reasonably predicted to have the effect of causing fear for one's person or property, causing detrimental effects to one's physical or mental health, causing interference with one's academic performance and/or causing one's substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school. This includes bullying that occurs in virtual, internet based or on-line settings.
- **Examples:** The following examples of bullying are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy.
 - Sam is afraid to walk home from school. Every so often, another student waits for them and threatens to punch them if Sam doesn't do things for them at school, like steal the teacher's computer passwords.

- Tim took a photo of a classmate at a party during the weekend. The photo shows the classmate's underwear. Tim sends the photo to other students via text and email.
- Shelly tells their friends to never sit with Maria at lunch because Maria's food looks weird and doesn't smell good.

Reporting Discrimination, Harassment and Bullying:

The following actions will be taken when discriminatory, harassing or bullying incidents are reported at Aveson:

Notify:

Upon receipt of any report of discrimination, harassment or bullying an appropriate Aveson staff member, including, but not limited to a Director, Student Support Team member and/or an advisor, will direct an immediate investigation.

Investigate:

An investigation will take place and will include interviewing the alleged perpetrator(s) and victims(s), identified witnesses, advisor(s) and staff members. Parents/guardians will be notified after the conclusion of the investigation by a Director or Student Support Staff member.

All reports and incidents will be documented in Aveson's electronic behavior referral system and will be kept strictly confidential. The Family Educational Rights and Privacy Act (**FERPA**) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Action

Students who violate Aveson's policies on discrimination, harassment and bullying may be subject to progressive interventions and/or disciplinary actions, leading up to and including suspension and expulsion from Aveson Charter Schools. Aveson's disciplinary actions adhere to ***Aveson's Discipline Philosophy*** (see link below) which follow age-appropriate and developmental procedures, ensuring that teaching, learning and restorative practices guide the actions taken.

Follow-up

Aveson will continue to support the accused and the victim(s) after the incident has occurred in order to support on-going learning, growth and prevention of future incidents of discrimination, harassment and bullying. For example:

- Restorative conversations
- Weekly check-ins with students and/or families involved
- Role Plays
- Restorative projects
- Explicit and direct instruction on discrimination, harassment or bullying

If the processes by which Aveson took to notify, investigate, act and follow-up on any incident of discrimination, harassment or bullying were not conducted with integrity to this policy, any Aveson community member may reach out to the Executive Directors at either school and/or the Aveson School Board.

Supporting Documents:

- [ASL's School Family Agreement](#)
- [Aveson's Guiding Principles](#)
- [Aveson's Behavior Philosophy](#)
- [ASL's Charter Renewal 2016](#) (see pp 60-78, Suspension & Expulsion Procedures)

Absences & Tardies

Students at Aveson School of Leaders are subject to compulsory full-time education. All students are expected to be in school every day unless they have a valid excuse. A student is considered truant when she or he is not in school or if they miss more than 30 minutes of instruction without a valid excuse. Our children's school day is enhanced by arrivals that are routine and on time. Children who arrive after the school day has begun miss the opening of their classroom day and may feel the impact throughout their school day.

Any child arriving after 8:15 a.m. must report to the office and their parent/guardian must sign them into school.

Excused Absences

Aveson School of Leaders will comply with California Education Code Section 48205(a) (read more about it here ><https://www.cde.ca.gov/ls/ai/tr/>), for purposes of excusing absences and allowing pupils to make up missed work. California Education Code Section 48205(a), provides: A pupil shall be excused from school only when the absence is:

- Due to his or her illness.
- Due to quarantine under the direction of a county or city health officer.
- For the purpose of having medical, dental, optometric, or chiropractic services rendered.
- For the purpose of attending the funeral services of a member of his or her immediate family (so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California).
- For justifiable personal reasons, including, but not limited to observance of a holiday or ceremony of his or her religion, attendance at religious retreats (not to exceed four hours per semester).
- Or when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

Reporting Absences and Tardies

It is the responsibility of the parent or guardian to contact the school office in the morning if their child(ren) will be absent or tardy and to provide appropriate written documentation for excused absences as defined above. Acceptable written verification includes:

- A note or email from the parent or guardian (for illness less than three days).
- The doctor or medical facility (if the absence is due to a medical, dental, optometric or chiropractic appointment).
- Court documents, etc.

In addition, if a student is absent for three or more consecutive days for medical reasons, the student will need a release from his or her physician before returning to school. If a student is tardy, the parent or guardian must accompany the student to the office and sign the child(ren) in.

Short-Term Independent Study

If your child will be absent from school for more than three days with a valid excuse please contact the front office as soon as you are aware of the absence in order to develop an independent study plan for your student. The plan will outline the assignments and/or projects that your child is responsible for during their absence. The Advisor and an Administrator must approve the Independent Study plan prior to your child's absence, and upon your child's return the Advisor will review the work for approved credit.

Student Support: Specialized Academic Instruction and Student Study Teams

Special Education Program

Aveson's student population consists of a unique and extremely diverse campus of learners. Due to our philosophy of personalized learning, we believe that each student at Aveson deserves the right instruction, given by the right person, given at the right time. Using the Response to Intervention model, this means that most students will thrive and achieve great academic success within the core academic program. However, some students will need specialized academic instruction in order to fully reach their learning potential.

We are a "full inclusion" campus. This means that we do not offer separate self-contained classrooms for students who qualify for Special Education services. All students, no matter their particular academic or social, emotional, or behavioral challenges learn and thrive together within the same classroom. Aveson is committed to helping every student become academically and globally competent in order to maximize their full potential as 21st Century citizens.

Response to Intervention (RtI)

Response to Intervention (RtI) is the idea that within a typical school setting, 80% of students will be successful within the core academic and behavioral systems in place. However, approximately 10-15% of students will be challenged by the core program and will need strategic intervention and another 5-10% of students will need intensive intervention in order to be successful within the school setting. RtI is a series of steps that are taken that are above and beyond the core program when a student has been identified as struggling academically and/or behaviorally. The goal is to provide accommodations, modifications, specialized instruction and progress monitoring that will help the student be successful and able to reenter the core academic and behavioral programs.

Aveson strongly believes that the key to a student's academic success is in understanding and truly knowing each student. Advisors come to know students through careful observation during whole group, small group, and one-on-one instruction. In addition, advisors formally and informally give academic assessments to all students on an on-going basis in order to get data-driven information that complements observational information. In this way, advisors are constantly aware of which students may need extra support.

RtI helps advisors identify struggling students more readily and more accurately. When an advisor knows that a student is struggling, they can then begin the process of exploring why the student is struggling and further delve into the process of determining the best strategies, interventions, and/or modifications to help the student become successful once again. For most students, this process of careful observation, assessment, and intervention are all that is needed to get the student back on track.

Student Study Teams (SST)

When a student is not responding successfully to the core academic and/or behavioral program it may be beneficial to activate the Student Study Team (SST) process for the student. An SST is a meeting where involved stakeholders (advisors, parents/guardians, director) join together in examining the student's strengths and challenges and discuss strategies and solutions to address their academic and/or behavioral needs. Parents should contact their child's Advisor first when they have concerns about student support.

Special Education Psycho-educational Testing Outcomes

Aveson staff and/or parents/guardians may recommend a psycho-educational evaluation to determine if a student meets special education eligibility criteria if a student appears to be struggling to meet grade level academic functioning in the Core Program - and/or social-emotional functioning - despite participation in RTI or SST. Once parents/caregivers sign an Assessment Plan indicating the areas of suspected disability, Aveson is mandated by law to conduct the psycho-educational testing within a certain time frame. The following is a general outline for the assessment process:

- Your student will be assessed in all areas related to his or her suspected disability.

- A multidisciplinary team, including at least one special education teacher or other specialists with knowledge in the area of your child's suspected disability, will assess your child.
- The assessment will be conducted in the language and form most likely to yield accurate information on what your child knows and can do academically, developmentally, and functionally unless it is not feasible to provide or administer. When necessary, a qualified interpreter will be used to assist with the assessment.
- The assessment will include a variety of appropriate tests to measure your child's strengths and needs. The persons administering these tests will be qualified to do so.
- The assessment will be adapted for students with impaired sensory, physical, or speaking skills.
- **Testing and assessment materials and procedures will not be racially, culturally, or sexually discriminatory.**
- Once testing is complete, all findings will be shared with parents/caregivers during an initial IEP meeting
- Once the assessment reports have been completed, the Program Coordinator will schedule an initial Individualized Educational Program (IEP) meeting to include all required IEP team members. The school psychologist may contact parent/caregiver prior to the IEP meeting to review the psycho-educational assessment results. This will be an opportunity to discuss findings 1:1 with the school psychologist prior to the IEP team meeting.
- If eligibility for special education is determined (by the laws and regulations of IDEA, Individuals with Disabilities Education Act), an offer of FAPE (Free and Appropriate, Public Education) will be made by Aveson. If parents/guardians consent to the FAPE offer, then the student will begin participating in special education services and may receive supplementary aids and supports, if recommended by the IEP team.
- A student who **does not** meet eligibility criteria will **not** receive special education services and/or supplementary aids and supports.

Individual Educational Program (IEP)

An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP.

What's the IEP's purpose?

The IEP has two general purposes: to set reasonable learning goals for a student, and to state the services that the school district will provide for the child. The IEP is developed jointly by the school system, the parents/guardians of the student, and the student (when appropriate).

Who develops the IEP?

The IEP is developed by a team of individuals that includes key school staff and the student's parents/guardians. The team meets, reviews the assessment information available about the student, and designs an educational program to address the student's educational needs.

When is the IEP developed?

A student's IEP must be reviewed at least annually after initial eligibility to determine whether the accommodations and modification are being effective, and annual goals are being achieved. Revisions are made as deemed appropriate.

What's in an IEP?

Each child's IEP must contain specific information, as listed within IDEA, our nation's special education law. This includes (but is not limited to):

- The students present levels of academic achievement and functional performance, describing how the student is currently doing in school and how the child's disability affects their involvement and progress in the general curriculum.
- Annual goals for the student, meaning what parents and the school team think they can reasonably accomplish in a year.
- The special education and related services to be provided to the student, including supplementary aids and services and changes to the program or support from school personnel.
- How much of the school day the child will be educated or participate in activities separately from neurotypical students.
- How the student is to participate in state and district-wide assessments, including what accommodations the student needs and if they will participate in the regular or alternative state testing.
- When services will begin, how often they will be provided, where they will be provided, and how long they will last.
- How school personnel will measure the student's progress toward their annual goals.

Aveson's Special Education Local Plan Area (SELPA)

Aveson contracts with Desert Mountain Charter SELPA for Special Education guidance. This partnership allows Aveson to control the budget and human resources of its Special Education Program (SPED). Aveson's SPED program is run and facilitated by Aveson's Executive Director and Director of Special Education. Inclusion Specialists work closely with the Director of SPED to manage all IEPs, facilitate all IEP meetings, and provide direct services to students.

504 Plans

The "504 plan" refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. "Disability" in this context refers to a "physical or mental impairment which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, or keyboard for taking notes.

A 504 plan, which falls under civil-rights law, is an attempt to remove barriers and allow students with disabilities to participate freely; like the Americans with Disabilities Act, it seeks to level the playing field so that those students can safely pursue the same opportunities as everyone else.

Healthy Living

Nutritional Guidelines

One of our objectives at Aveson is to encourage and educate our students about the benefits of a healthy lifestyle including nutritious eating, as well as helping to cultivate a dining experience rather than contributing to the “eat-and-run” culture to which we have unfortunately become so accustomed. In support of our vision of a school reflecting nutritious and healthy eating and living, as a first step we request the following: no student will come to school with, or consume soda or candy as part of their snacks or lunches on campus.

Aveson School Lunch Program

Aveson is pleased to provide school lunch to all of our students. We offer breakfast/snacks and lunch service Monday through Friday. All of our lunches are consistent with our Healthy Living philosophy. We pride ourselves in being able to provide nutritious as well as scrumptious meals for our students.

Should you wish to learn more about our school lunch program, contact the Food Services Director.

Events, Activities & Programs

Connect with the Site Director/Principal

On a monthly basis, a connection and chat session is scheduled to promote open communication and collaboration between Aveson and our community. In most cases the forum serves as an open dialogue with Q&A. These sessions are facilitated by ASL’s Site Director/Principal and announced on the ASL ParentSquare calendar.

Field Trips

Class field trips are selected and planned by the advisor to enrich the students’ experience of a particular aspect of the curriculum. Each advisor is given freedom to choose trips that they find most appropriate to supplement their classroom activities. Usually field trips are organized by cadre (Tk/K, 1-2, 3-5). Although the classroom advisor is ultimately in charge, parent participation is appreciated and necessary to help facilitate field trips. In order to facilitate effective and successful trips, the class advisor may select parent helpers to accompany the class or to help with tasks for the trip. All parents are welcome to accompany their child on field

trips. There is limited space on the bus, so parents are chosen by lottery (email your child's advisor after the trip is announced to enter the lottery). Even if your name is not picked, you may drive your own car and meet the class at the location of the field trip. Your child must ride the bus to and from the location, even if you are driving your own car.

In addition, we are fortunate to be located in an area of Altadena that is surrounded by local trails and hiking opportunities. It is common for students to take walking field trips around campus in order to access these wonderful natural resources. Please make sure that you have filled out any necessary field trip permission forms before the date of the field trip.

Action Teams

Aveson has traditionally encouraged parent involvement via Action Teams. The reason for this is very clear – our parents want *action!* Action Teams can meet all year long, or come together for a short period of time for a specific purpose. You don't have to be *on* an AT to come to a meeting or event – just check the calendar or contact the facilitator to get involved.

Parent Liaisons

In the unique learning environment that is being created here at Aveson, we seek to meet the needs of each individual student. Individual needs, interests and abilities are fostered and respected. In order for this to take place, we welcome additional resources to support this model of learning. Our staff is incredibly trained, experienced and motivated, yet in a COMMUNITY OF LEARNERS, we often must reach out to the greater community for assistance. The Parent Liaison Program has been born out of this need.

Communication - It is the primary role of the Liaison to serve as an information conduit between advisor and the rest of the school community. Each liaison is assigned to a particular advisor, and will relay pertinent class information and needs to the community via ***ParentSquare, phone calls, and in certain circumstances, written notice.***

Community Building - On a school-wide level, the liaisons work collaboratively to help execute several community events throughout the year. These events aim to create a unified, cohesive family atmosphere on campus. Our goal is for all families to feel welcome on campus, and to realize that *everyone* is needed to make our vision a reality. Liaisons will be called upon to assist with school-wide activities such as: ***Celebrations of Learning, Teacher Appreciation Events, Field Trips and Potluck/Mixers.***

Volunteer Ambassadors - Our liaisons understand the great importance that volunteers have in our classrooms and throughout the school, and they actively inspire the community as a whole to get involved.

Aveson Community Organization

The Aveson Community Organization (ACO) is Aveson's parent-teacher organization. The purpose of the (ACO) is to enhance and support the educational experience at Aveson Charter Schools by:

- Providing an organization through which the parents, school, and teachers can work cooperatively to strengthen the community
- Fostering a closer connection between school and home by encouraging parent involvement
- Providing volunteer and financial support for Aveson programs

Parents and guardians wishing to learn more about the ACO or to get involved can visit their website at: www.avesonaco.org

Fundraising

Charter schools, like public schools, receive funding from the State of California that covers most operating expenses. However because Aveson is committed to keeping low student-to-teacher ratios, our per student revenue is lower than other public schools. That means our General Fund has an ongoing structural deficit. Our primary focus in fundraising at Aveson is to bridge the gap between the State budget and our actual operating expenses. Note: our fiscal year runs from July 1 to June 30.

Annual Fund

The Annual Fund raises unrestricted funds for our General Fund. It is the most flexible and immediate source of income for our school, and supports advisors, staff, and virtually every other aspect of school life. You have the option to make your gift in a single sum, or make monthly donations—whichever works best for your family’s budget. Donations of any size are encouraged since a 100% participation level is one of the most effective measures cited by outside granting institutions when evaluating a program for funding.

Annual Notifications

Each school year families are asked to read and acknowledge notification of Federal, State, and Board policies and procedures. The annual notifications will be distributed to families to read and acknowledge receipt.

Board Policies

Aveson Board Policies may be accessed via the website aveson.org. Should you have questions at any time about implementation of policies at ASL please contact the Executive Director.



"We change the world by teaching and inspiring others to change the world."

Aveson Global Leadership Academy

Student and Family Handbook

2022-2023

575 West Altadena Drive, Altadena, California 91001
Office: (626) 797-1438 | Fax: (626) 817-9060 | www.aveson.org

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Introduction

Welcome to Aveson Charter Schools!

Aveson Charter Schools are free public schools. They consist of two, small, student-centered learning communities with a focus on personalized learning, social leadership, and healthy living. Aveson School of Leaders is our school of TK-5th grade students and Aveson Global Leadership Academy is our school of 6-12th grade students. The co-founders of Aveson dreamed of a place where students of all cultural, socioeconomic and academic backgrounds would reap the rewards of a state of the art education on a typical public school budget. And because we know all students do not learn in the same way, Aveson is a place where academic learning is individualized while social leadership skills are maximized.

We believe...

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

Aveson's Mission

Aveson's mission is to redefine teaching and learning so all children have the opportunity to experience an exemplary public education. 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.

Our mission is supported by the following **Guiding Principles**:

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

Aveson's Culture and Climate

At Aveson we are creating a climate and culture of safety, connectedness and composure. Aveson defines climate as the environment in which a student learns. We know we have a positive climate when our students feel like they are safe, valued, and treated equitably. Culture, on the other hand, is our set of core values, or Guiding Principles, and patterns of behavior that are supported by the Aveson community through our school-wide policies and our customary ways of acting. Aveson's culture answers the questions: "What is this school about?" and "What is important here?" By building a positive culture and climate, Aveson strives to have its culture and climate align directly to its mission.

We anchor all of our culture and climate expectations around the following school-wide behaviors (**RISE**):

- Responsibility
- Integrity
- Safety
- Equity

In order to promote a culture and climate that focuses on the academic, emotional, behavioral, and physical safety of all persons on campus, Aveson has established the following four safe school goals:

- All students and staff members will be provided a safe teaching and learning environment.
- All students will be safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.
- All students and their guardians will have access to all available community resources.
- Aveson Charter Schools will provide an educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, family, and religious backgrounds.

We deeply believe that together, we are better. Respect for individuals, and delight in diversity, underlie the curriculum in every classroom and in every gathering of staff and parents. Our goal is to create a model of community that supports our mission, and guides our children throughout their lives.

It is expected that all persons on campus will adhere to our mission by following RISE and the Eight Guiding Principles at all times.

What is a Charter School?

There are more than 700 public charter schools in the state of California. Although each one may be unique in mission, program and challenges, they all have some critical elements in common. Primarily, charter schools address the need for parents to have expanded choices in the kinds of educational experiences available to their children.

Although the Pasadena Unified School District authorizes our public charter schools, Aveson Charter Schools is a public, independent California nonprofit corporation, a 501(c)(3) corporation. This means we manage our own finances, staffing, and curricular choices as well as maintain our own Board of Directors.

To view our written charters in full, please refer to Aveson's website (www.aveson.org) or ask for a copy in the main office.

Aveson Board of Directors

The founders of Aveson School of Leaders and Aveson Global Leadership Academy charter schools believed, based on evidence, the best decisions made at a school are made by those closest to the students. So at Aveson schools, Advisors (teachers) have the autonomy to make the right decisions for the students in their classrooms. The school administration also has autonomy to make the best decisions for the entire school staff and student body. The role of the Aveson Board of Directors is to oversee the outcomes of those decisions and guarantee success in the following four areas: 1) Finance, 2) Compliance, 3) Academics and 4) Fidelity of the Charters. The board must have a minimum of 3 members. The following is a list of current board members:

- Elsie Rivas Gomez, president
- Rob Dell Angelo
- Bridgette Brown
- Trinity Jolley
- Javier Guzman
- Jeiran Lashai
- Kat Ross
- James Perreault

Aveson board meetings are held regularly. Agendas for regular meetings are posted 72 hours in advance of the meeting in and outside of the main office of each Aveson Charter School, and are posted on our website. Special board meetings are called as needed. Special meeting agendas are posted 24 hours prior to the meeting. All members of the public are welcome and can provide public comment and the beginning of the meetings.

In compliance with State of California laws, all Aveson Board of Director Meeting agendas and minutes are available to the public online at <https://www.aveson.org/board-of-directors>

Purpose of This Handbook

The purpose of this handbook is to provide all Aveson Global Leadership Academy community members with information regarding our philosophies, policies, and procedures regarding the academic, emotional, behavioral, and physical safety of all persons on campus.

Instructional Design and Teaching Methods

The Aveson Global Leadership Academy educational program effectively serves the needs of students in grades 6-12 by providing a Personalized Mastery Learning Portfolio for every student. Each student's learning experience represents a systematic, thoughtful approach toward mastering the California state content standards and CCSS, developing leadership skills, and exploring healthy living practices.

As a small charter school, AGLA faculty are able to get to know their students' personalities, learning styles, and background, allowing master teachers to provide the right instruction every day. Some students benefit from a more structured, "traditional" setting. Others may be most successful working with groups of other students on projects. All students are exposed to a variety of educational experiences so they can learn not only the content and skills, but students can learn about how they learn best. By making the educational process one where students are encouraged to explore and develop their own preferences, AGLA nurtures the capacity of all students to become lifelong learners.

AGLA Curriculum

Based on the above common areas of focus and teaching methods, the curriculum is comprised of three primary components:

- (1) Academic Success through Personalized Mastery Learning
- (2) Social Leadership
- (3) Healthy Living

Academic Success through Personalized Mastery Learning

Every student has a story which includes their academic history (skills and content), strengths and challenges, areas of interest, preferred modality of learning, and life/social skills. It is imperative for all schools to learn each story and identify the most beneficial method of instruction for each student. As repeatedly noted in this petition, while the curriculum conforms to state frameworks and CCSS, students have a Personalized Mastery Learning experience. All students must exhibit mastery of Foundational Learning Outcomes in order to pass a course. Students are also encouraged to show mastery on Extension Learning Outcomes based on their passion and or interest area. All students move through their day or week; they are working towards mastery in the following core curriculum areas:

English

English credentialed Advisors have collaborated to create a Personalized Mastery Learning Portfolio which has converted California state content standards and CCSS to Learning Outcomes. The statements are called Learning Outcomes.

Every English class is a highly collaborative, experiential environment where students have time to work independently when necessary but where students have many chances to work in community: to read, write, edit and revise, and research: create and explore driving questions, take notes, watch, listen, present, defend, and reflect

History

History credentialed Advisors have collaborated to develop essential outcomes which were derived from California state content standards and CCSS. The statements are called Learning Outcomes.

Every History class focuses on building student critical thinking, research, and synthesizing skills through project-based learning. Students learn content through mini-lesson overviews and by creating rigorous projects focusing on topics of interest within their historical context. Instruction consists of Formal and Informal Discussions.

Mathematics

The curriculum is a balance of a) problem-solving, b) computation, c) conceptual understanding. Math credentialed Advisors have collaborated to develop essential outcomes which were derived from California state content standards and CCSS. The mathematics block involves large group instruction, small group instruction, and independent practice. Students experience math integrated across content areas, investigative, hands-on, inclusive of peer teaching and tutoring, tiered, with problems and multiple strategies for differentiated instruction, and supported by classroom discussions.¹ Students use a variety of assessments and multiple opportunities to show mastery of math standards.

Science

Credentialed Science Advisors use flexible learning blocks to provide authentic project-based learning experiences, direct instruction, small group instruction and independent practice. Advisors provide or students choose assessments which will show evidence of mastery of one or multiple Learning Outcomes. Advisors provide small group instruction to students working on similar learning goals. Advisors also conference with students individually as needed to check on learning progress and provide feedback.

¹

Physical Education

Students learn how to work as a team and individually while developing their physical skills. The emphasis is on physical activities students can do any time without expensive equipment or special access. The activities include: walking, running, hiking, aerobic exercise, and anaerobic exercise. Each student has a Personal Fitness Plan (PFP). Body composition and physical strength is assessed and then students set goals based on the data. The PFP goals are worked on in and outside of the school day. All 6th through 9th grade students participate in state Physical Education testing.

Language other than English

Spanish is and will be the primary language other than English taught at Aveson. Students will also be able to study other languages by attending courses at a community college.

Electives

Middle and high school elective courses give students the chance to take classes outside of a prescribed plan of coursework. This lets students pursue other interests they may have, giving them a more "well-rounded" education. These electives also let students find subjects that might interest them and change the direction they wish to take with their education. Electives may reflect a student's interests, introduce or improve skills, or be directly related to a future career.

High school students must take at least one full year of a College Preparatory Elective. The intent of the college-preparatory elective requirement is to encourage prospective UC students to fill out their high school programs with courses that will meet one or more of the following objectives:

- Strengthen general study skills, particularly analytical reading, expository writing and oral communications;
- Provide an opportunity to begin work that could lead directly into a major program of study at the University; and
- Experience, at some depth, new areas of academic disciplines that might form the basis for future major or minor studies at the University.

Social Leadership

AGLA students are encouraged and guided through the process of building social leadership skills which impact individual students, peers, and the greater community. Students participate in various activities throughout the year to these 21st century skills which are necessary to advance in life.

Advisory-Based Social, Emotional, and Behavior Curriculum

One of the core tenants of the Aveson model is building a positive culture and climate through advisory-based learning. Our advisors use the CharacterStrong social-emotional advisory curriculum for both middle school and high school. Using the advisory-based approach to social, emotional, and behavioral support allows advisors to be proactive rather than reactive. Advisors take a social, cognitive, and behavioral approach to working with students within a classroom support system that is realistic, fair, consistent, and caring, in order to develop the skills necessary for lasting growth and development. Advisory is the foundation for helping students develop their social, emotional, and behavioral learning. During advisory, advisors have the opportunities to:

- **Have a culture of caring in their classrooms** – Advisors should speak to their students with respect and expect that students do the same in return.
- **“See” and know each student** – Advisors should recognize each student's potential, help them find their talents, and give them the knowledge and skills to turn their talents into strengths.
- **Believe that each of their students can and wants to be successful** – Advisors should understand that behavior is only the symptom. It is not the problem. All children can and want to be successful.
- **Be organized** – Advisors should have a plan everyday, be on-time, and have the materials they need for the day's lessons.
- **Set clear expectations** – Advisors should have a clear, fair, realistic, and consistent core classroom support plan. Advisors should use advisory time to explicitly teach their students about classroom expectations through advisory-based learning.
- **Be fair and consistent** – Advisors should construct their advisory-based curriculum to effectively meet the needs of all of their students.
- **Take the time to explicitly conference with their student(s) about their social, emotional, and behavior development** - Advisors should ask guiding questions to engage the students' critical thinking and reflective skills in order to teach them how to identify their behavior and feelings, why their behavior might not have been a positive choice, how it might have affected others, what they could do differently next time, and what their plan is to restore justice.
- **Run a meaningful advisory circle each day** – The advisory circle is the primary vehicle for teaching social, emotional, and behavior skills. Advisors should use this time to remind and reinforce core classroom support plans and expectations, Aveson's Guiding Principles, and R.I.S.E. through the use of modeling, role-play, skits, literature, class meetings, and other advisory-based learning.
- **Help students identify a way to restore justice** – When a “wrong” needs to be made “right”, a student should develop a plan to restore the injustice that they created with their behavior. Advisors should help students create a realistic plan that directly relates to the behavior in question, and that will in fact restore justice to the involved stakeholders.

Healthy Living

For 6-12 grade students, “healthy living” focuses on learning about and managing emotional, mental, and physical health. These topics are interwoven into the school day through explicit units, small projects, during the advisory and interdisciplinary projects and through enrichment activities.

Healthy living also focuses on character education. Advisors help students learn about safe, kind, and responsible behavior, a well-accepted model for secondary schools. Staff models these practices and explicitly reinforces them in their language with students. Students are asked to consider and examine their own beliefs and behaviors given different situations.

Homework

- Aveson adheres to a non-traditional homework policy. As homework for the sake of homework has virtually no impact on student achievement, Aveson’s homework policy is non-traditional in the sense that homework is personalized and it is assigned based on need.
- Students are expected to read for at least 30 minutes at least four days a week outside of school depending on their grade. Students are expected to practice math and work on projects and study to be prepared for content classes.
- Advisors will send out general expectations and specific assignments they have for student work at home; however, students who use time wisely throughout the day will have a great deal of time to complete a majority of expected work while at school.

Assessments and Mastery Learning

What does assessment look like at AGLA?

- Students are assessed on what they know and have learned (not penalized for the things they do not yet know).
- Students are given multiple attempts to master skills with personalized instruction to ensure their success.
- Students are given multiple means of assessment and often choices about how they are assessed always considering their unique strengths and challenges: projects, written and/or verbal multiple-choice short and long answer tests and quizzes, performance tasks, timed and process writing pieces, discussions, presentations, conferences, practice work, etc.
- Throughout the year, students are assessed formally and informally through diagnostic, formative, and summative assessments. Advisors use the information from these assessments to design specific curriculum to target individual student need.
- Mastery Learning Outcomes:
 - Students are given a set of Mastery Learning Outcomes for each class which are skill-based learning objectives adopted from the Common Core Standards when applicable.

- Students are evaluated based on their actual skills rather than if they turned in their work by a due date or completed extra credit.
- Students take ownership of their learning by linking evidence which shows proficiency in each outcome.
- Students learn deeply and hold on to their learning because they consistently reflect on what they have learned within their outcome tracker by writing authentic (metacognitive) reflections that use the rubric language to defend their work.
- Educators assess the reflections and the evidence by conferencing with students.
- Students and Families are able to see the pace at which their student is meeting learning outcomes at all times by checking their outcome trackers. Advisors give progress reports three times each semester and a report card at the end of each semester.
- Personalization: students are treated as individuals with unique passions, talents, needs, goals, and learning styles. Because we evaluate students solely on their actual skill level, we have adopted many strategies, tools, and norms to help students become independent learners, critical thinkers, and problem solvers as well as organized students who grow in their ability to set and meet reasonable goals and to always challenge themselves. Therefore, we rely on a student's level of self-efficacy and level of proficiency in skills as well as student interest and motivation to determine decisions such as how much or little technology the student uses during class, seating arrangements, whether the student is allowed to create their own due dates or needs an advisor to set them, what type of assessment they are given to meet a particular skill etc. We use terms such as autonomy and restricted choice to help students understand that we personalize instruction based on specific need.

AGLA Grading Policy

We always focus our conversations around the learning, not the grades. However, we also understand the importance of grades as an authentic representation of student progress. We have created a grading system that supports our goal in focusing on the learning rather than the letter grade.

Throughout each semester, we will use data and narratives to keep families updated on their children's current level of progress and areas of growth. At each progress report, we will inform families of the student's current progress using both a letter grade along with a narrative. At the end of each semester we will record the letter grade in PowerSchool. **The letter grade will be an authentic representation of what the student can do consistently and independently and in a variety of settings.**

Foundational Outcomes

All students will work towards showing mastery on all foundational outcomes.

Extension Outcomes

Extension Outcomes exist to foster growth for students who demonstrate the need for intellectually demanding opportunities beyond the scope and sequence of the course.

Levels of Mastery for Outcomes:**Advanced (A)**

Student mastered content/skill with 95-100% consistency; they could apply it to new contexts and/or their evidence could be used as an advanced exemplar. They can show their skills independently, consistently and in a variety of settings. Their evidence exceeds the course expectations.

Proficient (P)

Student has mastered their content/skill with 80-94% consistency; they can show their skill independently, consistently and in a variety of settings. Every aspect of proficiency on the rubric is met. Their evidence meets course expectations.

Developing (D)

Student has mastered 70-79% of their content/skill. Their evidence reveals a minor gap to the course expectations.

Emerging (E)

Student has mastered less than 69% of this skill. There is a significant gap between their evidence and the course expectations.

Final Grade Explanation:**Grade A:**

Student mastered all foundational outcomes with a combination of proficient and advanced scores and mastered agreed upon extension outcomes OR student mastered all foundational outcomes at an advanced level.

Grade B:

Student mastered all foundational outcomes with a combination of proficient and advanced rubric scores and did not complete the agreed upon extension outcomes.

Grade C:

Student mastered at least 70% of the foundational outcomes at the proficient level and will be able to access the next course successfully. Student evidence is likely a combination of proficient, developing and emerging rubric scores. Student reflections may be incomplete or absent.

Grade D:

Student mastered less than 69% of the foundational outcomes and has not yet learned the skills to readily access the next course. This is likely a combination of emerging and developing rubric scores. In addition, reflections may be incomplete or absent.

Grade F:

Student has not yet mastered 60% of the foundational outcomes and has not yet learned enough of the skills to move on to the next course. This is likely a combination of unattempted foundational learning outcomes, emerging and/or developing rubric scores. In addition, reflections may be incomplete or absent.

*If a student desires to improve a grade, it can only be done from the Fall of the academic school year through the end of the Summer session of the same academic year. If the initial class is taken during the Fall semester it will be recorded as such. If the retake of the class is taken during the summer, the Summer grade will replace the Fall grade. The Fall grade will still appear on the transcript, but will not have a credit value. The class will appear as a Summer class on the transcript for class credit.

*All classes taken as an "honors" class must be designated as such in the master schedule. Advisors

will identify classes being offered as “honors” classes at the beginning of the semester/academic year.

Progress Reports

Advisors will build school/family partnership throughout the year and ensure clear and consistent communication with families regarding student progress.

At the time of progress reporting, any student and their family will be informed of a possible C, In Progress, or Not Passing grade and reach out to the student and family to create and implement a plan for success.

AGLA will have one official progress report at the quarter mark of each semester.

- PowerSchool Data: Advisors will record the letter grade with a comment drop-down which will be sent home to families.
- Student Created: Advisors will lead students through a reflective process around their progress over the quarter. Students will send home an approved email to families that includes their current grade and a reflection.

Standardized Testing

As a public school, AGLA participates in state and federal assessments. The Summative Assessments are comprehensive end of year assessments of grade-level learning that measure progress toward college and career readiness. Each test, English language arts/literacy (ELA) and mathematics is comprised of two parts: (1) a computer adaptive test and (2) a performance task, administered within a 12-week window beginning at 66 percent of the instructional year for grades 3 through 8, or within in a 7-week window beginning at 80 percent of the instructional year for grade 11.

The Summative Assessments are aligned with the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics. The tests capitalize on the strengths of computer adaptive testing—efficient and precise measurement across the full range of achievement and timely turnaround of results.

Student Led Conferences

- Student Led Conferences take place about 10 weeks into each semester. During these conferences, students will discuss their current performance level in each class, set behavioral/personal achievement goals, and set realistic goals for the rest of the semester.
- All students are required to attend.
- They will be required to present the process of learning--showing their work, their defenses, and answering questions on the choices they made.
- Families will be asked to inquire about their performance and celebrate their effort. The expectation is not that they 'teach' - but rather 'explain' the steps they took and the skills they developed.
- This is not a parent/ teacher conference as your child should have a solid understanding of their current progress, goals, and needs.
- Within their conference time, students should be showcasing their Mastery Learning Portfolio. They will be engaging in a rich conversation with their parents/guardians about the Mastery Learning Outcomes they have attempted and plan to attempt.

- Advisors will be on hand to assist and guide - but will not be able to conference. The goal with the SLC is for students to engage in a robust conversation about the process of learning.

Celebration of Learning

- Students present their learning (examples of learning may include a project, a difficult problem they can solve in math, an essay, a presentation, etc.) to an authentic audience. The idea is to have students present the process of learning, answer questions on the choices they made, and celebrate their individual and group effort. The expectation is not that they 'teach' - but rather 'explain' the steps they took and the skills they developed.
- Families may be the primary audience initially, but students understand that presenting to authentic audiences in the community is essential.

Supporting Student Achievement at Home

Aveson recognizes the integral role academic support from home plays in the achievement of students. Aveson recommends that students receive ample opportunities outside of school in the areas of:

- **Literacy:** Reading a variety of texts to and with students has been demonstrated to foster vocabulary development, critical thinking and an appreciation for literacy.
- **Math:** Engaging in genuine and authentic conversations on how mathematical principles apply in everyday experiences (estimating driving time based on distance; modifying a recipe's serving size).
- **Effort:** Recent research underscores the role effort plays in academic achievement as well as student efficacy. Emphasizing effort over innate intellect has been demonstrated to have long-term positive effects on student achievement and perception of self. Telling a student, "I noticed that you tried to solve that problem even when you found it challenging" reminds students that academic success is strongly due to commitment, volition, and effort rather than inherent "smarts."

Communication Policy

Our school saying is, “Go to the source.” Open communication is the foundation for a successful safe, respectful, and responsible school culture and climate. At Aveson, not only is open communication encouraged, it is welcomed, and appreciated. In order to continue growing as a school of leaders, it is imperative that all school stakeholders feel that they have a voice and know how to voice their concerns, questions, ideas, and appreciations. Aveson is constantly changing in order to meet the academic, social, and emotional needs of its students. In order to stay abreast of the dynamic school environment, it is crucial to be proactive in receiving and requesting information.

How to Receive Information

- Read all emails sent from school
 - Advisors
 - ParentSquare
- Read all hard-copy information sent home with your child or sent via mail.
- If your child's advisor has a web page, blog, or other online workspace, check this resource frequently.
- Attend the beginning of the year Back-to-School Night.
- Attend the bi-annual Celebration of Learning events.
- Attend the evening Community Forum meetings.
- Attend the morning “Donuts and Danishes with the Director” meetings.
- Make an appointment with your child's advisor for a phone or in-person conference.
- Create a plan with your child's advisor to volunteer in the classroom.
- Send a written note with your child addressed to the appropriate person with whom you wish to communicate.

How to Request Information

- Email your child's advisor.
- Send a note with your child addressed to the appropriate person with whom you wish to communicate.
- Make an appointment with your child's advisor for a phone, Zoom, or in-person conference.
- Call the school office to request an appointment with other school personnel

School Messenger Telephone System

Aveson may use a telephone broadcast system that will enable school personnel to notify all households and parents by phone within minutes of an emergency or unplanned event that causes early dismissal, school cancellation, or late start. The service may also be used from time-to-time to communicate general announcements or reminders.

How to Resolve a Complaint or Concern

At times, parents or guardians may have a complaint or concern that they wish to voice. We welcome direct and swift communication in order to be most effective in helping to resolve the situation. Aveson believes that conflicts are best handled when taken directly to the person that the conflict involves (go to the source). In this way, the “middle-man” is avoided and communication does not get confused.

- Concerns, complaints, or questions regarding your student's academic and/or behavior progress should be addressed directly to your student's advisor.
- Concerns, complaints, or questions regarding school policies, procedures, or philosophies should be addressed to the site director.
- Concerns that cannot be adequately addressed with your student's advisor should be directed to the site director.
- You may email at any time or call the main office to set up a phone, Zoom, or in-person conference with the person with whom you need to speak with.

**Please note, that in order to maintain the safety of all of our students, at no time may a parent or guardian approach or address another student regarding a concern that they may have. Concerns need to be brought to the appropriate school adult only.

Drop-Off/Pick-Up Procedures

Morning Drop Off

The east Altadena Dr. car line opens at 8:00 a.m. and closes at 8:30 a.m. After 8:30 a.m., please pull into the front lot to drop off and have your child report to the front office for a late slip.

After School Pick Up: Middle School

On Mondays, Tuesdays, Thursdays and Fridays, the east Altadena Dr. car line opens at 2:30 p.m. and closes at 3:15 p.m. On Wednesdays, the carline opens at 1:55 p.m. and closes at 2:45 p.m. Please note, city traffic signs prohibit left turns entering and exiting AGLA campus.

After School Pick Up: High School

On Mondays, Tuesdays, Thursdays and Fridays, the east Altadena Dr. car line opens at 2:53 p.m. and closes at 3:42 p.m. On Wednesdays, the carline opens at 2:07 p.m. and closes at 2:52 p.m. Please note, city traffic signs prohibit left turns entering and exiting AGLA campus.

Who May Pick-Up Your Student?

Any parent/guardian or person listed on the student's emergency card may pick-up your child from school. If a person is picking up your student and they are NOT listed on the emergency card, a written notification expressing your permission with the specific dates of pick-up must be submitted to our Office Manager before your student will be released. In order to keep all of our students safe, there will be no exceptions to this policy.

Before School Supervision

AGLA supervision for students begins at 8:10 a.m. Students may not be on campus prior to this time to ensure safety and proper supervision.

After School Supervision

Students who are going to be picked up by a parent/guardian must do so at the conclusion of each school day. Students who walk or take public transportation must do so at the conclusion of each school day. There are no exceptions to this policy. Please help keep your child safe by respecting this policy and picking up your child on time.

Safety Procedures, Policies and Protocols

Disaster Preparedness

Aveson has a comprehensive disaster preparedness plan in order to maintain the safety of all persons on campus in the event of an emergency. Our disaster preparedness plan includes:

- California Education Code mandated monthly fire drills and thrice-yearly earthquake drills. During these drills all persons on campus practice safe “duck and cover” procedures in the case of an earthquake in conjunction with safe evacuation of building procedures.
- A yearly disaster drill in which all school personnel are assigned to a crisis response team and the entire school simulates a grave earthquake disaster.
- Purchasing and maintaining disaster preparedness supplies. These supplies include, but are not limited to: sanitation supplies, search and rescue supplies, first aid supplies, and food and water for up to three days.
- Monthly “lock-down” drills. During this drill, all persons on campus secure themselves in the event of an on-campus intruder.
- A designated safe location in the event that all persons on campus need to evacuate the school building. At Aveson Global Leadership Academy, this location is Loma Alta Park tennis courts, 670 West Loma Alta Drive, Altadena, CA 91001, (626) 794-8811.
- Providing all credentialed personnel with first aid and CPR certification courses.

In the event of a school or city/state-wide emergency, all persons on campus are mandated to follow the school's disaster preparedness plan and follow the directions of school personnel. Should students need to be picked-up, it is imperative that all guardians show their full cooperation when coming to pick-up their child. In order to keep all children safe, we ask all guardians coming to pick-up their child adhere to the following policies and procedures:

Aveson Global Leadership Academy will be located at Loma Alta Park tennis courts. No guardians will be allowed onto the tennis courts.

Students will be released only to guardians identified on the school emergency card, which is required to be filled out by guardians as part of the Enrollment Packet. A picture identification will be required to pick-up any student from campus. All guardians should consider the following criteria when authorizing another person to pick up their child:

- They are at least 18 years of age.
- They are usually home during the day, or can leave work easily.
- They could walk to the school campus, if necessary.
- They are known to the child.
- They are both aware of, and able to assume this responsibility.

The process of signing-out a student during a grave emergency may take time. We ask that all guardians maintain the integrity of the procedure by waiting patiently and out of the way of the flow of human and/or automobile traffic.

All guardians should impress upon their children the need for them to follow the directions of any school personnel in times of an emergency.

Signing-in and Signing-out Procedures for All Campus Visitors

Any visitor, whether a child or adult, must enter campus through the main office doors. In order to keep all persons on campus safe, it is imperative that school personnel know who is on campus at any given time. Upon entering the front office, visitors should:

- Immediately commence the reason for the visit
- Show proper identification
- Wait at the front office until the visit has been cleared by AGLA personnel
- Sign the visitor's sign-in log with name/date/time and reason for visit
- Wear the visitor sticker in a prominent place on the body.
- Upon completion of the visit, all visitors must sign the sign-out log, return the visitor's sticker and exit through the front office doors.

These protocols must be adhered to even if a parent or guardian is on campus simply to pick their student up from school and would like to collect the student themselves. Children who are not enrolled at AGLA are not to be on campus unless prior approval from the Administrator or Designee.

All AGLA personnel reserve the right to question all visitors on campus to determine if they have signed-in properly, safely, and are engaging in the reason for their visit.

Medications

If your child has a known medical condition that the school needs to be made aware of, please make sure to do the following:

- Fill out the necessary information on your student's emergency card (i.e., insulin dependent diabetic, ADHD and taking medication, Epi-Pen for allergic reaction to bee stings).
- Make sure to contact the Office Manager with pertinent details and information.
- Make sure to contact your child's advisor with pertinent details and information.
- Make sure your child's emergency card is up-to-date, accurate, and has several alternate contact numbers.

In order to protect the health safety of all persons on campus, no student will be allowed to personally carry or self-administer without supervision any prescription or over-the-counter medications.

All medication, whether prescription or over-the-counter, must be brought to the school's

office and an accompanying form must be filled out. All medications will be monitored by the Office Manager. Your child will have supervised access to their medication at any time, per the instructions on the medication form.

Accidents

It is Aveson's top priority to keep all persons on campus physically safe. The school environment is frequently assessed in order to provide a safe and secure campus for all persons. However, despite all precautions taken, students, staff, and/or visitors may become injured while on campus. In the unlikely event that a person should become injured while on campus, Aveson will take the following action steps:

- Using "Universal Precautions", provide any individual with appropriate first aid and/or
- CPR, including calling 911.
- Document all injuries occurring on campus on our injury log or accident report form.
- File appropriate injury claims with our insurance company.
- Contact the appropriate persons of the injured person if necessary.

If any person should become injured while on Aveson's campus, it is imperative that Aveson personnel be contacted immediately to report the injury.

Head Injury

All minor or major head injuries will be reported to parent/guardian immediately.

Lost and Found Items

Lost and found items are collected on a daily basis. It is highly encouraged that parents take time on a weekly or monthly basis to look through the lost and found items. Aveson donates all unclaimed items to a local shelter or Goodwill each month.

Student Permission

At the beginning of each academic school year all parents or guardians are asked to fill out the "Student Permission" page included in the Welcome Packet. By initialing each permission section, parents or guardians *give* permission to have their child participate in certain school activities (such as internet, walking field trip, and senior off-campus lunch). It is very important for this page to be completed each school year so that Aveson personnel know which students may or may not participate in these school activities.

Recording, Filming, Photography

In accordance with the above policy and California Education Code, in order to keep all students safe and to maintain the integrity of our students' privacy, it is imperative that no person on campus record, film, and/or photograph any student without the explicit written permission of each student's parent or guardian AND the permission of the school.

Technology

Acceptable Use Policy

The use of technology, including resources found on the World Wide Web, are an integral part of the teaching and learning at Aveson. In order to keep all students safe, all persons on campus who use computers to access the Internet must abide by the following regulations:

- Any use of school technology, including Internet access, must be school appropriate and must be in support of education and research, or school business.
- It is prohibited by law to download any copyrighted material, including, but not limited to: games, music, graphics, videos, or text materials.
- It is prohibited to access any newsgroups, links, listservs, social networking sites, blogs, pornographic content or other areas of cyberspace including those which may be offensive to any individual or group of individuals because of racial, ethnic, or minority disparagement, advocacy of violence, or illicit/illegal content.
- Plagiarism is unacceptable and is prohibited.

Cell Phone and Electronic Devices

Pursuant to CA Ed Code Section 48901.5, which permits the governing board of each school district, or its designee, to regulate the possession of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, cell phones, pagers, iPods, tablets, and signaling equipment, by pupils of school districts while pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees,

- Cell phones
 - Cell Phones must be kept off and stored in backpacks or at the front office once school begins
 - Cellphones are not allowed to be used by students at AGLA while on school property or during school hours (MS- 8:30-3:05; HS- 8:30-3:32).
 - If this policy is violated 3 times, the student will not be able to bring a cell

phone to school until an administrative review and consultation is held with parent/guardian

- If this policy continues to be violated, the administration reserves the right to revoke cell phone usage privileges indefinitely
- Chromebooks/Laptops
 - Personal laptops are not allowed on the AGLA campus. Students will be assigned an Aveson chromebook for the current school year. If a chromebook is not assigned, students will receive a loaner chromebook in each class that can be used to complete their work for that period. After class is over students will leave the chromebook and will receive another one in the next class
 - If a student has been issued a chromebook and does not bring it to school, a loaner will be issued no more than two times. A meeting will be held with the parent/guardian after the second loaner
 - Students must come to school with chromebooks fully charged
 - If a Chromebook becomes damaged beyond repair, lost or stolen, it is the parent/guardian's responsibility to pay full retail price for the damages; as outlined in the "School & Parent Responsibility Form | Chromebook Program."
- Headphones
 - Students may use headphones with permission only.

Walking Field Trips

Throughout the school year advisors plan a number of walking field trips to locations near the campus. The trips are an outgrowth of learning activities and essential to the program at our school.

Off-Campus Lunch (12th Grade ONLY)

Aveson seniors have the opportunity to leave campus for lunch with parent/guardian signed permission form. In order to maintain off-campus privileges, seniors must:

- Sign-out and Sign-in at the front office
- Arrive on time to the following period/block
- Follow AGLA's guidelines and state laws
- Leave all bags/backpacks on campus
- All items purchased must be finished before returning to campus

If any off-campus rules are broken, students' off-campus lunch privileges can be suspended at Aveson's discretion.

Social, Emotional, and Physical Safety Policies

It is Aveson's top priority to keep all persons on Aveson's campus socially, emotionally, and physically safe at all times. Aveson will not tolerate any person being harassed or abused in any way. Working together, Aveson's directors and Student Support Coaches, will immediately and compassionately address any instance of child abuse, bullying, sexual harassment, hate crime or any other violation to one's social, emotional, or physical safety.

By law, Aveson Global Leadership Academy is a mandated child abuse reporting institution.

AVESON CHARTER SCHOOLS ANTI-DISCRIMINATION, ANTI-HARASSMENT & ANTI-BULLYING POLICY

Aveson Charter Schools believes that all students, staff and visitors have a right to a safe, connected and healthy school environment free from discrimination, harassment, bullying and intimidation. Aveson values and celebrates all abilities, races, cultures, religions, countries of origin, sexual orientations, genders and languages. ***We understand and recognize that not all people are equally valued in our larger society. Aveson is committed to standing up for and taking action against all racist and discriminatory behaviors whether intentional or not.*** As such, we take our policies and safety very seriously. Behavior that infringes on the safety of any student, staff or visitor is prohibited and will not be tolerated.

Aveson's prohibition of discrimination, harassment and bullying are in accordance with Penal Code section 422.55 and California Education Codes sections 220 and 48900. All families will receive a copy of this policy via the Aveson Student and Family Handbook, made available to all families at the start of each new school year.

Anti-Discrimination, Anti-Harassment and Anti-Bullying Policy

Aveson Charter Schools and community are committed to making their schools free from unlawful discrimination, harassment and bullying and providing equitable opportunities for all individuals in their community. ***Aveson Charter Schools will not tolerate any person being discriminated against, harassed or abused in any way.*** We stand against racism, hate and discrimination. We are a color-conscious organization and strive to talk about race openly and honestly. We are dedicated to working with staff and families to foster the growth of anti-racist children.

Any student who engages in discrimination, harassment or bullying of another student or anyone in the Aveson community may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination, harassment or bullying may be subject to disciplinary action up to and including dismissal from employment. Aveson will seek to prevent, correct and discipline behavior that violates this policy or any

other infringement to one's social, emotional, or physical safety. School response to violations may be informed by and in conjunction with appropriate law enforcement agencies.

This policy pertains to any instance of discrimination, harassment, or bullying that takes on campus, during an off-campus school event, or on any digital platform (email, Zoom, text, Google docs, etc).

Aveson's Expectations:

Aveson expects all persons to contribute to a safe learning environment for all students, staff and visitors. Aveson, its students and the community have an obligation to promote mutual respect, understanding, and acceptance. A student will not intimidate, harass, or bully another student through words or actions, whether on the physical school site campus, during an off-site school-sponsored event or by means of an electronic act. Any person (student, staff member, volunteer, visitor) who commits an act of discrimination, harassment or bullying is in violation of this policy.

We expect all persons to adhere to and strive for self-efficacious behavior that follows our ***School Family Agreement*** and our ***Guiding Principles*** (see links below). Aveson ensures that this policy will be followed by providing on-going professional development and training for all staff and providing direct and explicit instruction for all students in the areas of antiracism, anti-discrimination, inclusion, conflict resolution and social and emotional learning. In addition, the Aveson Board of Directors will oversee the Aveson Executive Director and hold them accountable for implementation of this policy.

All staff are expected to immediately intervene when they see an act of discrimination, harassment or bullying or upon receipt of any report of discrimination, harassment or bullying. Staff are expected to immediately report these incidents to the Site Director/Principal. People witnessing or experiencing discrimination, harassment or bullying are encouraged to report the incident to their Advisor or the Site Director/Principal as soon as possible. Any member of the Aveson community may make an anonymous report of discrimination, harassment or bullying and Aveson strictly prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Anonymous reports can be made by filling out our electronic reporting form. This form does not record email addresses and once filled out will be submitted to the Site Director/Principal. To make an anonymous report of discrimination, harassment or bullying, use the following link:

Discrimination

- **Definition:** Discrimination is the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, religion or personal sexual identification; denying any student or staff, of any personal, professional growth opportunities: as well as any opportunities for advancement, on the bases of race, religion, sex, sexual orientation or identification. This includes discrimination that occurs in virtual, internet based or on-line settings.
- **Examples:** The following examples of discrimination are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy.
 - Student Tina has asked others to use the pronoun “he”. A fellow student refuses to and keeps referring to Tina as “she” saying that Tina is a “girl” and should be called “she”.
 - Todd was discouraged by their school counselor when applying to college. When Todd said he wanted to apply for an Ivy League college, the counselor said, “ Don’t waste your time. They don’t accept African-Americans”.
 - Jared is Muslim. He informs his advisor that he prays 5 times daily as part of his religion and asks his advisor if he could use his free class time to pray. The advisor denied Jared’s request to pray.

Harassment/Sexual Harassment

- **Definition:** Harassment is written, verbal or physical behavior that demeans, humiliates, embarrasses or any kind of ongoing torment towards a person. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion or any other distinguishing characteristics. This includes harassment that occurs in virtual, internet based or on-line settings.

Sexual Harassment?

Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, physical or virtual conduct of a sexual nature, when:

- **Examples:** The following examples of harassment and sexual harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy.
 - While walking to lunch each day, John gets nudged on the shoulder by the same student. The student whispers that John’s skin is too black.
 - A group of students pass by Joanne at recess each day and whistle at her. Sometimes they tell her she looks “pretty” or “ slutty” depending on what she is wearing.

- Submission or rejection of such conduct is used as a basis for employment or education decisions affecting individuals; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance, or creating an intimidating, hostile or offensive working or educational environment.

Bullying

- **Definition:** Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing that has or can be reasonably predicted to have the effect of causing fear for one's person or property, causing detrimental effects to one's physical or mental health, causing interference with one's academic performance and/or causing one's substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school. This includes bullying that occurs in virtual, internet based or on-line settings.
- **Examples:** The following examples of bullying are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy.
 - Sam is afraid to walk home from school. Every so often, another student waits for them and threatens to punch him if Sam doesn't do things for them at school, like steal the teacher's computer passwords.
 - Tim took a photo of a classmate at a party during the weekend. The photo shows the classmate's underwear. Tim sends the photo to other students via text and email.
 - Shelly tells her friends to never sit with Maria at lunch because Maria's food looks weird and doesn't smell good.

Reporting Discrimination, Harassment and Bullying:

The following actions will be taken when discriminatory, harassing or bullying incidents are reported at Aveson:

Notify:

Anonymous reports can be made via *STOPit*. Upon receipt of any report of discrimination, harassment or bullying an appropriate Aveson staff member, including, but not limited to a Director, Student Support Team member and/or an advisor, will direct an immediate investigation.

STOPit:

AGLA has partnered with *STOPit*, an online reporting tool designed to deter and mitigate bullying, cyber abuse, and inappropriate behaviors. Anonymous tips can be made via [STOPit Web](#) or the WeTip phone hotline: (818) 699-0504.

Investigate:

An investigation will take place and will include interviewing the alleged perpetrator(s) and victims(s), identified witnesses, advisor(s) and staff members.

Parents/guardians will be notified after the conclusion of the investigation by a Director or Student Support Staff member.

All reports and incidents will be documented in Aveson's student information system and will be kept strictly confidential. The Family Educational Rights and Privacy Act (**FERPA**) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Action

Students who violate Aveson's policies on discrimination, harassment and bullying may be subject to progressive interventions and/or disciplinary actions, leading up to and including suspension and expulsion from Aveson Charter Schools. Aveson's disciplinary actions adhere to ***Aveson's Discipline Philosophy*** (see link below) which follow age-appropriate and developmental procedures, ensuring that teaching, learning and restorative practices guide the actions taken.

Follow-up

Aveson will continue to support the accused and the victim(s) after the incident has occurred in order to support on-going learning, growth and prevention of future incidents of discrimination, harassment and bullying. For example:

- Restorative conversations
- Weekly check-ins with students and/or families involved
- Role Plays
- Restorative projects
- Explicit and direct instruction on discrimination, harassment or bullying

If the processes by which Aveson took to notify, investigate, act and follow-up on any incident of discrimination, harassment or bullying were not conducted with integrity to this policy, any Aveson community member may reach out to the Director and/or the Aveson School Board.

Supporting Documents:

- [Aveson's Guiding Principles](#)
- [AGLA School Family Agreement](#)
- [Discrimination, Harassment & Bullying Anonymous Reporting Form](#)
- [AGLA's Charter Renewal 2016](#) (see pp 60-78, Suspension & Expulsion Procedures)

Student Support: Discipline Philosophy, Policies, and Procedures

Aveson's Discipline Philosophy

At Aveson, we strongly believe that in order to maintain and preserve the integrity of Aveson's culture and climate so that the goals of personalized learning, social leadership

and healthy living can be realized, children must be guided in their social, emotional, and behavior development in conjunction with their academic development.

Student Support versus Student Management

At Aveson, we think about discipline in a fundamentally different way. We believe that students' social, emotional, and behavior development needs to be supported and guided through teaching, modeling, shaping, and prompting in order to foster the potential for lasting change. At the foundation of this belief is the idea of discovering why students are or become socially, emotionally, and/or behaviorally challenged. When we are able to identify why students are challenged, we can then work with the student to create proactive behavior support plans that will ultimately teach the student how to identify their "triggers," self-regulate their emotions, and give the skills the student requires in order to meet their needs in alternative, or more constructive ways.

Therefore, at Aveson, not only do we support students in their academic development, we strive to dedicate as much time, energy, and care in the support of all students' social, emotional, and behavior development as part of building a positive culture and climate.

AGLA Behavior Referral Process

A process where student behavior is referred to Student Support Coaches due to incident being Tier 1, Tier 2 or Tier 3. Advisor will fill out a referral stating what happened and will be turned into the front office. SSC's will then follow up with all parties involved and if necessary will contact parents as well. A restorative conversation will take place with the student and Advisor or other involved parties.

Plagiarism Policy

Instances of Plagiarism

- | | |
|------------------|--|
| First Incident: | Conversation with student and advisor and email or phone call home informing the family. |
| Second Incident: | Conversation with student and advisor and parent. Assignment resubmission. |
| Third Incident: | Meeting with student, parent/guardians, and site director/principal. |

Missing Citations of Sources

- | | |
|------------------|--|
| First Incident: | Additional instruction on citation of sources. |
| Second Incident: | Conversation with student and advisor and email or phone call home informing the family. |
| Third Incident: | Conversation with student and advisor and parent. Assignment |

resubmission.

Fourth Incident: Meeting with student, parent/guardians, and site director/principal.

Student Support Coach (SSC)

At Aveson, because the social, emotional, and behavior development of students is valued and explicitly taught in conjunction with a student's academic development, Aveson created the role of Student Support Coach (SSC) to specifically support this program. The role of the SSC is to support all students in their social, emotional, and behavior development, in addition to supporting all advisors in the development of their classroom behavior support plans. The SSC supports all Tier 1, 2, and 3 students. Using the Response to Intervention philosophy, the SSC in conjunction with the student, their family and their advisor determines the best course of action to best support each student.

In-house / Classroom Suspensions

Not to be used lightly or regularly, and depending on the severity of a student's needs, and/or the progression of a student's behavior, a student may be suspended from their classroom and be given an in-house (on campus) suspension for an amount of time determined by designated administrator. A student's home adult(s) will be made aware of this option if it looks like a student's behavior may progress to this point. In addition, the first place of suspension for the student would be with the team-advisor's class and the student would need to be provided with the class assignments or a reasonable alternative to work on while under suspension. All suspensions would be supported by the school counselor, SSC and/or advisor to process the situation with the student.

Home Adult(s) Conference

The SSC may decide to conference with the student's home-adult via phone, email, or in person. However, after working with a student, the SSC may decide to have the student's primary advisor conference with the student's home adult(s) regarding the student's behavior.

California Education Code Suspension / Expulsions

If a student's behavior violates the California Education Code, Aveson always has the right to formally suspend and/or expel a student. However, Aveson will invoke this right as a last resort if:

- All other methods of supporting the student have proven unsuccessful.
- The severity of the student's behavior warrants a formal suspension or expulsion.

Recommendations

Depending on the student and the severity and/or frequency of the student's behavior, the SSC may make the following recommendations:

- **Student Behavior Plan:** A behavior plan is a weekly contract between the student, home adult(s), and advisor that focuses on 1-3 targeted goals for the student to work on. The goals are created by all stakeholders (most importantly the student) and each day or at the end of each week, the student works with the advisor to reflect on the behavior goals. The student and advisor each “grade” the student's progress towards the goals and this progress is communicated to the home adult(s) on a weekly basis. The successful progress toward each goal may or may not include an extrinsic reward/consequence as motivation. The goal is to help the student self-monitor their behavior and work towards eliminating the behavior plan altogether.
- **Multi-tiered System of Supports (MTSS):** If the student, after many modifications and accommodations, is unable at the current time to be successful within the core behavior program, it may be beneficial to activate the MTSS process for the student. An MTSS is a meeting where involved stakeholders join together in examining the student's strengths and challenges and to discuss strategies and solutions to address their academic and/or behavioral needs in order to help the student improve their educational experience.
- **Tiered Designation:** If the student, after being provided modifications and accommodations, is unable at the current time to be successful within the core behavior program, it may be beneficial to refer the student for Tier 2 or Tier 3 support. The tiered system of identifying students is part of Aveson's discipline and academic philosophies of **Response to Intervention (RtI)**. RtI is a series of steps taken when a student has been identified as struggling academically and/or behaviorally in the classroom setting. The following are additional action steps the SSC may take under the Tier 2 or 3 designation.
 - Referral to the MTSS
 - Assign Adult Mentor
 - Increased Parental Involvement (including shadowing the student at school)
 - Behavior Plan
 - Pull-out/change of environment
 - Counseling and/or Social Skills Referral
 - Home Visits
 - California Education Code suspensions/expulsions
 - Positive Reinforcement Incentives



Student / Staff / Community Culture and Climate Agreement

Student/Staff/Community RISE Agreement

	R Responsibility	I Integrity	S Safety	E Equity
Class	Make every decision while you are in the classroom based on what will make you the most successful. When identifying problems, offer strategies and solutions.	Create realistic timelines and set realistic goals for yourself. Ask for help as soon as you realize you are stuck or confused. Our growth together requires us to grow individually.	Treat adults, peers, and space with respect and thoughtfulness. How you say it is as important as what you say.	Protect everyone's learning environment by staying focused on what you are working on. Everyone's time is valuable.
Restroom	Use the toilet, urinal, sink and towels respectfully. Integrity is everything.	Politely knock on the door. Your commitment is to make others around you successful.	Only one person in the restroom. When identifying problems, offer strategies and solutions.	Wait patiently if the restroom is in use. Everyone's time is valuable.
Front Office	Inside voices. Your commitment is to make others around you successful.	Appropriate and respectful language and body movements. How you say it is as important as what you say.	Be patient and polite. Everyone's time is valuable.	Ask permission before using office equipment and supplies. There is no such thing as too much truth.
MPR/Cafe	Inside voices. How you say it is as important as what you say.	Pick up after yourself. Integrity is everything.	Keep all appropriate physical play activities outside. When identifying problems, offer strategies and solutions.	Remind others to clean their area. Our growth together requires us to grow individually.
Outdoor Space	Appropriate and respectful language and body movements. How you say it is as important as what you say.	Keep campus clean by picking up your mess and reminding others to do the same. Our growth together requires us to grow individually.	Use all play equipment how it is supposed to be used. Your commitment is to make others around you successful.	Play equipment is to be shared by all. Include others. When identifying problems, offer strategies and solutions.
Stairways	Keep the stairs clean and clutter free. Report damage and spills to the front office. When identifying problems, offer strategies and solutions.	Model good behavior for others on the stairs. Remind others to use RISE. Your commitment is to make others around you successful.	Walk on one side and keep going until you reach the top/bottom. Walk safely, always stay inside the railing. Our growth together requires us to grow individually.	Allow room for other people to pass on the stairs. Integrity is everything.
Hallways	Inside voices. How you say it is as important as what you say.	Appropriate and respectful language and conversations. Integrity is everything.	Keep all appropriate physical play activities outside. Your commitment is to make others around you successful.	Walk/stand on the right side to allow others to pass. Our growth together requires us to grow individually.

Body-Positive Student Dress Code

Dress Code Philosophy:

Historically dress codes have been written and enforced in ways that disproportionately impact girls, students of color and gender expansive students.

Aveson Global Leadership Academy's student dress code supports equitable, educational access and is written in a manner that does not reinforce stereotypes.

A school dress code is only as effective and fair as its enforcement.

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our values are:

- All students and staff are responsible for managing their own personal focus without regulating other individuals' clothing/self expression.
 - This is in contrast to many dress codes which use unacceptable language to single females out. For example,
 - "dress and general appearance should not be such that it draws undesirable attention to the student, nor should dress and appearance detract or interfere with teaching and learning in the classroom and on the campus" (PUSD).
 - "clothing that draws undue attention to the wearer" PUSD)
- All students are able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- Student dress code enforcement will not result in unnecessary barriers to school attendance.
- School staff will be trained and able to use student/body-positive language to explain the code and to address code violations.
- Advisors will focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline will be minimized whenever possible.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance,

- household income or body type/size.
- Allow students to wear:
 - clothing of their choice that is comfortable
 - clothing that expresses their self-identified gender
 - religious attire without fear of discipline or discrimination
 - Prevent students from wearing clothing or accessories
 - with offensive images or language, including profanity, hate speech, and pornography
 - that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities
 - that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights
 - that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent unlawful action, defamatory speech, or threats to others or that could be construed as discriminatory

Dress Code

Aveson Global Leadership Academy expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect Aveson Charter School's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school staff is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

1. Basic Principle: Certain body parts must be covered for all students at all times.

Clothes must be worn in a way such that genitals, buttocks, nipples are fully covered with opaque fabric. **All items listed in the "must wear" and "may wear" categories below must meet this basic principle.**

2. **Students Must Wear***, while following the basic principle of Section 1 above:

- A **Shirt** (with fabric in the front, back, and on the sides under the arms), **AND**
- **Pants/shorts or the equivalent** (for example, a skirt, sweatpants, leggings, a dress or jeans), **AND**
- **Shoes.**

**Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but will not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoe requirements are permitted (for example, athletic shoes for PE).*

3. **Students May Wear**, as long as these items do not violate Section 1 above:

- Hats, which must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
- Religious headwear
- Hoodie sweatshirts (wearing the hood overhead is allowed, but the face must be visible to school staff).
- Clothing which communicates a political or religious message (for example, U.S. involvement in a war, endorsing or criticizing a particular politician, or in support or opposition of a social issue)
- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
- Pajamas, athletic attire
- Ripped jeans or baggy pants, as long as underwear or buttocks are not exposed.
- Tank tops, including spaghetti straps; halter tops
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).

4. **Students Cannot Wear**:

- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
 - Violent language or images.
 - “Indecent, obscene, or lewd” messages including ones that are sexually explicit, have nudity, or use profane and offensive words such as hate speech, profanity, pornography.
 - Accessories that could be considered dangerous or could be used as a weapon.
 - Any item that obscures the face (except as a religious observance).
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed).

5. **Dress Code Enforcement**

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- The dress code will be clearly communicated to students in the handbook, during an

introductory assembly, in advisory through discussions and activities.

- No student will be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances and prom.
- School staff shall enforce the school's dress code equitably for all students, (for example, female students, students of color, transgender students and gender nonconforming students are not subject to stricter enforcement than other students).
- Students will never be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
 - kneeling or bending over to check attire fit or measuring straps or skirt length;
 - asking students to account for their attire in the classroom or in hallways in front of others;
 - calling out students in public spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
 - accusing students of "distracting" other students with their clothing.

Students will be discreetly asked to step out of spaces, hallways, or classrooms by staff (Director or SSC) and asked to change their clothing before returning to class ONLY when their clothing:

- reveals genitals, buttocks, or nipples
- includes images, language, or items that create a hostile or intimidating environment
 - includes violent language or images
 - includes "indecent, obscene, or lewd" messages including ones that are sexually explicit, have nudity, or use profane and offensive words such as hate speech, profanity, pornography
 - includes items that could be considered dangerous or could be used as a weapon
 - obscures the face (except as a religious observance)

In this case, students will have the following options:

- Change into alternative clothing (or alter clothing such as by turning clothing inside out or covering clothing with a sticker or tape) for the remainder of the day
- Change into temporary school clothing for the remainder of the day
- Ask parent/guardian to bring alternative clothing to wear for the remainder of the day

In all other situations, a staff member will speak to the student privately without disrupting instructional minutes to the student (not during class time). The staff member will request that the student choose one of the following options:

- Change into alternative clothing (or alter clothing such as by turning clothing inside out or covering clothing with a sticker or tape) for the remainder of the day
- Change into temporary school clothing for the remainder of the day
- Ask parent/guardian to bring alternative clothing to wear for the remainder of the day

If the student chooses not to, the student will continue their school day without disruption. The staff member will communicate with the student's parent/guardian and support staff for next steps.

Next steps will likely be a phone call to family and a follow up conversation with the student. The goal will remain to educate the student about the need for the specific part of the dress code that needs to be followed, including the rationale.

If the student habitually does not meet the requirements of the dress code, a team meeting will be held with the student, a family member and support staff with the goal of education and adherence to the policy.

*Enforcement will be consistent with a school's overall discipline plan. Failure to comply with the student dress code will be enforced consistently with comparable behavior and conduct violations, including access to a student advocate and appeals process.

*Students who feel they have been subject to discriminatory enforcement of the dress code should contact any trusted adult on or off of campus (support staff members such as the Student Support Coach, Executive Director, Director, or School Counselor are ready to listen and respond).

Attendance

School attendance is vital if a child is to achieve full potential. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. As the new year begins, we urge you to make an effort to ensure that your child attends school **EVERY DAY**. It is the parent's/guardian's responsibility to provide documentation after the student has been absent in order to prevent absences from being converted to truancies.

According to California Education Code Section 48260, a pupil who is absent from school without a valid excuse for three days in one school year or is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be referred to Aveson's Student Attendance Review Team (SART).

Excused Absences - E.C. 48205

1. Due to illness.
2. Due to quarantine under the direction of a county or city health officer

3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of their immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside of California.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of their religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 - a. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
 - b. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
 - c. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 - d. "Immediate family," as used in this section, has the same meaning as set forth in

Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

Upon receiving appropriate verification that an absence occurred due to one of the reasons listed above, the school will consider the absence to be excused. A pupil absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory

completion, shall be given full credit. The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

Unexcused Absences

Any absence for reason other than those listed as EXCUSED ABSENCES are unexcused. It is the parent's/guardian's responsibility to provide documentation after the student has been absent in order to prevent absences from being converted to truanancies.

Truancy

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days or tardy/absent for 30 or more minutes during the school day, or any combination thereof in one school year, is truant and shall be reported to the attendance supervisor or to the superintendent of the school district [Education Code 48260 (a)]. Upon a pupil's initial classification as truant, the school district shall utilize the Notification of Truancy Letter to notify the pupil's parent/guardian [Education Code 48260.5], by mail or other reasonable means of the following:

- The pupil is truant.
- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution.
- That alternative educational programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution.
- That the pupil may be subject to suspension, restriction or delay of the pupil's driving privilege.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Reporting Absences and Tardies

It is the responsibility of the parent or guardian to contact AGLA's office before 10 a.m. if their child(ren) will be absent or tardy and to provide appropriate written documentation for excused absences as defined above. Acceptable written verification includes:

- A note or email (email: agla-attendance@aveson.org) from the parent or guardian (for illness less than three days).
- The doctor or medical facility (if the absence is due to a medical, dental, optometric or chiropractic appointment).
- Court documents, etc.

In addition, if a student is absent for three or more consecutive days, the student will need a release from their physician before returning to school. If a student is tardy, the parent or guardian must accompany the student to the office and sign the child(ren) in.

Excessive Absences and Tardies

Excessive absences and tardies severely impact the social, emotional, behavioral, and academic development of students. It is Aveson's belief that students with excessive absences and tardies need immediate intervention and support in order to positively and constructively change the absence and/or tardy behavior. Whether the absences/tardies are excused or not, students with excessive absences and/or tardies will first be referred to Aveson's Student Attendance Review Team (SART) to review the student's attendance and develop a plan to support the students success.

Short-Term Independent Study Contracts

If your child will be absent from school for more than two days with a valid excuse (as per California Education Code specifications), you must contact your child's advisor as soon as you are aware of the absence in order to develop an independent study contract for your student. The contract will outline the assignments and/or projects that your child is responsible for during their absence. As the guardian of the student, it is your responsibility to ensure that your child maintains their educational integrity even in times of school absence.

Student Support: Specialized Academic Instruction and Student Study Teams

Aveson's Special Education Program

Aveson's unique student population consists of diverse learners. Due to our philosophy of personalized learning, we believe that each student at Aveson deserves to receive the right instruction, from the right person, at the right time. Using the Response to Intervention model, most students will thrive and achieve academic success within the core academic program, while some students will need specialized academic instruction through special education in order to fully access the core curriculum.

Aveson is committed to helping every student become academically and globally competent in order to maximize their full potential as 21st Century citizens. This commitment acknowledges that some students may receive additional support at Aveson through special education or a 504 Plan.

Aveson is a member of The Desert Mountain Charter Special Education Local Plan Area (SELPA). Like all public schools in the United States, Aveson adheres to "Child Find," which has the purpose of identifying, locating, and evaluating children and youth ages 3 to 22 years of age who are suspected of having a disability or developmental delay. This is done in order to provide appropriate special education services under the law. A referral may be made by a parent or any person concerned about a child. Parent involvement and agreement is obtained prior to further action. Information is confidential and the privacy of children and parents is protected.

The Individuals with Disabilities Act (IDEA) defines special education as "specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability." Students who qualify for special education have an Individualized Education Program (IEP).

An IEP is developed to ensure that a child who has a disability identified under education law and is attending an elementary or secondary educational institution receives the appropriate specialized instruction and/or related services to access their learning. A student must be evaluated by an educational institution and identified as eligible for special education programs and related services to receive an IEP.

Section 504, part of the Americans with Disabilities Act (ADA), is an anti-discrimination, civil rights statute requiring the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. A 504 Plan is developed to ensure that a child with a disability attending an elementary or secondary school receives accommodations to ensure their academic access to the learning environment.

Since we believe all students, no matter their particular academic, social-emotional, or behavioral challenge, learn and thrive together within the same classroom, we have

adopted an “inclusive” philosophy. This means students who qualify for special education services are in the general education classrooms to the maximum extent possible.

Response to Intervention (RtI)

Response to Intervention (RtI) is a three tiered model (detailed below). The approach identifies the 80% of students who are successful within the core academic and behavioral systems in place as Tier 1. Approximately 10-15% of students will be challenged by the core program and will need strategic Tier 2 interventions. Still, 5-10% of students require Tier 3 intensive intervention in order to be successful within the school setting. RtI helps advisors identify struggling students more accurately.

Aveson strongly believes that the key to a student's academic success is in understanding and truly knowing each student. Advisors come to know students through careful observation during whole group, small group, and one-on-one instruction. In addition, advisors use formal and informal academic assessments with all students on an on-going basis to gather data-driven information, which compliments observational information. In this way, advisors are constantly aware of which students may need extra support.

A series of steps are taken above and beyond the core program when a student has been identified as struggling academically and/or behaviorally, and RtI is provided with interventions, accommodations, targeted instruction and progress monitoring to help a student be successful within the core program. For most students, this process of careful observation, assessment, and intervention are all that is needed to get the student back on track.

Tier 1 – Core Program: Supports for All Students

At Aveson, advisor's core behavior support programs are developed using an advisory-based model. This focuses on an all encompassing social, cognitive, and behavioral approach with students. The core behavior support program centers around being proactive rather than reactive in order to build a positive culture and climate within the classroom. Classroom behavior support systems are fair, consistent, realistic, and caring.

The foundation of Aveson's Tier 1 core behavior and academic support program consists of the following:

1. Evidence-based Curricular Resources for math, literacy, and projects.
2. Use of Aveson created, literature-based social, emotional, and behavior curriculum during advisory in order to explore Aveson's eight Guiding Principles, emotions, conflict-resolution, and differences.
3. Explicit instruction about and how to engage in self-efficacious behavior. The Aveson model requires students to work successfully in groups and independently. Self-efficacy is evidenced by a student using and believing “I can...” statements. For example:
 - I can work well with others.

- I can work on my own.
- I can find the help I need to be successful.
- I can use my words to help me solve problems.

Tier 2 - Strategic Intervention Program: Additional Support for Some Students

Tier 2 supports are for students who are challenged by the core behavior and/or academic expectations of our program. An advisor will designate a student as needing Tier 2 support if they have used their core support program and are observing the student's growth being hindered. Tier 2 supports may include:

- Referral to the School Counselor.
- Development of attainable academic or behavioral goals with defined support and monitoring progress.
- Small group or 1:1 academic intervention.
- Behavior modification plan/contract.
- School-based Counseling
- Possible recommendation for MTSS (Multi Tiered System of Supports Team) and/or Tier 3 designation.

Tier 3 - Intensive Intervention Program

Tier 3 supports are designed for students who require more intensive academic and/or behavioral supports than provided in Tier 1 and 2. The MTSS team determines Tier 3 support once Tier 2 supports do not result in expected academic or behavioral progress over allotted time frame. In addition to Tier 2 supports, a student receiving Tier 3 support may receive:

- More frequent and longer in duration small group or 1:1 academic intervention.
- Possible referral for Special Education Evaluation

Multi Tiered Systems of Support (MTSS)

When a student is not responding successfully to the core academic and/or behavioral program it may be beneficial to activate the Multi Tiered Systems of Support (MTSS) process for the student. An MTSS team meeting involves stakeholders (advisors, parents/guardians, and other school personnel) joining together to recognize the student's strengths and examining challenges. The primary purpose is to discuss strategies and solutions that address academic and/or behavioral needs in order to improve the student's educational experience.

Activating the MTSS Process

The MTSS process can be activated by either a student's advisor or the student's parent/guardian. Regardless of who initiates the process, the procedures are the same. The following steps should be taken to activate the MTSS:

- Contact the MTSS Coordinator to request an MTSS.
- Gather detailed evidence of interventions tried and relevant home history

After the results of interventions have been documented, an MTSS meeting will be scheduled. At this meeting, the MTSS Coordinator will facilitate conversations between the advisors, the parents/guardians, and any other pertinent personnel invested in the student's success to identify interventions that have been tried, deliberate as to why they have been unsuccessful, and determine the next course of action to help the student.

MTSS Process Outcomes

Due to the fact that every student is different, all MTSS outcomes will be unique to the particular student. However, in general, the outcomes of the MTSS process for a student might include one or more of the following:

- If the MTSS interventions prove to be successful and the student returns to the core academic program, the MTSS process may conclude. The advisor would continue using effective interventions to maintain student success.
- Extend the MTSS process which will include scheduling additional meetings to allow additional data to be gathered through the intervention process.
- If the MTSS interventions prove to be unsuccessful and all possible interventions have been tried, a student may be referred for a psychoeducational evaluation through Aveson's special education program. Testing referrals are not made lightly and the team must truly feel that a student would benefit from the additional information this testing provides.

Special Education Psycho-educational Testing Outcomes

Aveson staff and/or parents/guardians may recommend a psycho-educational evaluation to determine if a student meets special education eligibility criteria if a student appears to be struggling to meet grade level academic functioning in the Core Program - and/or social-emotional functioning - despite participation in RTI or SST. Once parents/caregivers sign an Assessment Plan indicating the areas of suspected disability, Aveson is mandated by law to conduct the psycho-educational testing within a certain time frame. The following is a general outline for the assessment process:

- Your student will be assessed in all areas related to his or her suspected disability.
- A multidisciplinary team, including at least one special education teacher or other specialists with knowledge in the area of your child's suspected disability, will assess your child.
- The assessment will be conducted in the language and form most likely to yield accurate information on what your child knows and can do academically, developmentally, and functionally unless it is not feasible to provide or administer. When necessary, a qualified interpreter will be used to assist with the assessment.
- The assessment will include a variety of appropriate tests to measure your child's strengths and needs. The persons administering these tests will be qualified to do so.
- The assessment will be adapted for students with impaired sensory, physical, or speaking skills.
- Testing and assessment materials and procedures will not be racially, culturally, or sexually discriminatory.
- Once testing is complete, all findings will be shared with parents/caregivers during an initial IEP meeting

- Once the assessment reports have been completed, the Program Coordinator will schedule an initial Individualized Educational Program (IEP) meeting to include all required IEP team members. The school psychologist may contact parent/caregiver prior to the IEP meeting to review the psycho-educational assessment results. This will be an opportunity to discuss findings 1:1 with the school psychologist prior to the IEP team meeting.
- If eligibility for special education is determined (by the laws and regulations of IDEA, Individuals with Disabilities Education Act), an offer of FAPE (Free and Appropriate, Public Education) will be made by Aveson. If parents/guardians consent to the FAPE offer, then the student will begin participating in special education services and may receive supplementary aids and supports, if recommended by the IEP team.
- A student who does not meet eligibility criteria will not receive special education services and/or supplementary aids and supports.

Individual Educational Program (IEP)

An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP.

What's the IEP's purpose?

The IEP has two general purposes: to set reasonable learning goals for a student, and to state the services that the school district will provide for the child. The IEP is developed jointly by the school system, the parents/guardians of the student, and the student (when appropriate).

Who develops the IEP?

The IEP is developed by a team of individuals that includes key school staff and the student's parents/guardians. The team meets, reviews the assessment information available about the student, and designs an educational program to address the student's educational needs.

When is the IEP developed?

A student's IEP must be reviewed at least annually after initial eligibility to determine whether the accommodations and modification are being effective, and annual goals are being achieved. Revisions are made as deemed appropriate.

What's in an IEP?

Each child's IEP must contain specific information, as listed within IDEA, our nation's special education law. This includes (but is not limited to):

- The students present levels of academic achievement and functional performance, describing how the student is currently doing in school and how the child's disability affects their involvement and progress in the general curriculum.
- Annual goals for the student, meaning what parents and the school team think they can reasonably accomplish in a year.
- The special education and related services to be provided to the student, including supplementary aids and services and changes to the program or support from school personnel.
- How much of the school day the child will be educated or participate in activities separately from neurotypical students.

- How the student is to participate in state and district-wide assessments, including what accommodations the student needs and if they will participate in the regular or alternative state testing.
- When services will begin, how often they will be provided, where they will be provided, and how long they will last.
- How school personnel will measure the student's progress toward their annual goals.

Aveson's Special Education Local Plan Area (SELPA), Inclusion Specialist, and Specialized Academic Instructors

Aveson employs the Desert Mountain Charter Special Education Local Plan Area (DMSELPA). A SELPA is a consortium of school districts that serve the common needs of their students. Belonging to the DMSELPA allows Aveson to control the budget and human resources of its Special Education (Sped) Program. Maintaining our own Sped program allows us to have:

- More staff.
- Higher quality staff.
- Reduced impact on the general budget.
- A full inclusion model with Response to Intervention at its core.

Aveson's Sped program is run and facilitated by Aveson's Director of Special Education. Aveson Charter Schools and the Director of Special Education consults with DMSELPA for specialized trainings for staff on special education compliance and program components. The Inclusion Specialist works closely with the Sped consultant to manage all IEPs, facilitate all IEP meetings, train and closely guide all Specialized Academic Instructors, and works one-one-one or in small groups with students with IEPs.

On average, every two classrooms at Aveson have a Specialized Academic Instructor. These staff members are responsible for supporting the classroom advisor with students who have MTSSs, IEPs or 504 plans.

504 Plans

Section 504 is a part of the Americans with Disabilities Act (ADA) that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. The 504 Plan is a plan developed to ensure that a child who has a disability and attending an elementary or secondary school receives accommodations that will ensure their academic success and access to the learning environment.

If your child doesn't qualify for an IEP (Individualized Education Program) but has a diagnosis or a recognized condition that still requires some accommodations and modifications to fully participate in the classroom, your student's MTSS may recommend a 504 plan. The "504" in "504 plan" refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary,

secondary or postsecondary schooling. "Disability" in this context refers to a "physical or mental impairment which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, a peanut-free lunch environment, home instruction, or a tape recorder or keyboard for taking notes.

A 504 plan, which falls under civil-rights law, is an attempt to remove barriers and allow students with disabilities to participate freely; like the Americans with Disabilities Act, it seeks to level the playing field so that those students can safely pursue the same opportunities as everyone else. An IEP, which falls under the Individuals with Disabilities Education Act, is designed to provide educational services. Students eligible for an Individualized Education Program, represent a small subset of all students with disabilities. They generally require more than a level playing field – they require significant remediation and assistance, and are more likely to work on their own level at their own pace even in an inclusive classroom. Only certain classifications of disability are eligible for an IEP, and students who do not meet those classifications, but still require some assistance to be able to participate fully in school could be candidates for a 504 plan.

Remember, Aveson's goal is to provide each student with the right instruction, given by the right person, given at the right time. We are committed to finding the best course of action to ensure the academic, social-emotional, and behavioral success of all of our students.

If you have any questions or concerns about Aveson's Special Education Program, please do not hesitate to contact Aveson's Special Education Director.

Events, Activities & Programs

Student Led Conference (SLC)

Student led conferences are designed for students to discuss their current performance level and set realistic goals for the remainder of the semester. The benefits of Student Led Conferences are numerous. Aveson students participate in SLCs in order to foster communication skills, promote executive functioning skills such as planning, organizing, managing time, increase self-efficacy, and think metacognitively.

ACIS Progress Meetings

For middle school students enrolled in the Aveson Center for Independent Study, parents take on the role of home educators and are closely involved in monitoring their scholars' progress on a daily basis. As such, ACIS scholars do not participate in student led conferences in the same way as their AGLA peers. Instead, within every 25 school days, ACIS scholars and home educators attend a progress meeting with their advisors to collaborate on academic goal setting and planning of assignments.

Celebration of Learning (COL)

Student achievement is showcased several times a year through COL. During COL, students lead demonstrations of recently acquired skills, present projects, as well as share progress towards established goals. Family members are invited to participate as the audience for their student.

Monthly Connections Meeting with Site Director/Principal

On a monthly basis, a morning chat session is scheduled to promote open communication and collaboration between Aveson and our community. In most cases the forum serves as an open dialogue with Q&A. These sessions are facilitated by AGLA's Site Director/Principal.

Community Forums

Three forums are scheduled each year for each school. This is an opportunity for parents to join advisors and staff in conversations about successes and challenges in the recent period. An agenda is made available prior to the meeting to discuss upcoming events, LCAP progress/updates, etc. This is a great opportunity for problem solving, community building and rejuvenation in a student-free environment.

Community Days

During Community Days, students from ASL (K-5) and AGLA (6-12) gather together in "villages" that include students from each grade level. Each village is led by an advisor who is not the primary advisor for any of the students assigned to their village. Community Days each have a different theme, but the main element is for students of all ages to work together on common activities that reflect Aveson values. Villages eat lunch together and join together in an outside activity. Each Community Day is organized and led by a rotating team of 3 or 4 advisors. Students stay with the same village for a whole year and form bonds outside of their regular advisory groups and their same-age cadres. Parent volunteers are needed and welcome during Community Days.

Field Trips

Field trips are often financially dependent on parent contributions. Class field trips are selected and planned by the advisor to enrich the students' experience of a particular aspect of the curriculum. Each advisor is given freedom to choose trips that they find most appropriate to supplement their classroom activities. Although the classroom advisor is ultimately in charge, parent participation is appreciated and necessary to help facilitate field trips. In order to facilitate effective and successful trips, the class advisor may select parent helpers to accompany the class or to help with tasks for the trip. All parents are welcome to accompany their child on field trips. There is limited space on the bus, so parents are chosen by lottery (email your child's advisor after the trip is announced to enter the lottery). Even if your name is not picked, you may drive your own car and meet the class at the location of the field trip. Your child must ride the bus to and from the location, even if you are driving your own car.

Lunch Program

ALL Students Eat Free!

Aveson is proud to be a participating member of the National School Lunch Program. The U.S. Department of Agriculture announced new waivers set in place for SY 2022/23. School's participating in the National School Lunch Program (NSLP) are permitted to maintain grab-and-go meal options and pandemic safety measures and offer FREE MEALS to all students.

Breakfast/Snack Bags and Lunch will be available to all students wishing to participate. A lunch order form will be available to indicate if you wish to participate in order to help forecast meal counts.

Balanced nutrition throughout the day contributes to student success in and out of the classroom. Aveson offers students fruits, vegetables, whole grains, lean protein and fat free or low fat milk with every school lunch. Updated federal nutrition standards also ensure these meals are within age-appropriate calorie levels and limit both unhealthy fats and sodium.

School meals have a direct impact on the health and well-being of children today. Not only do they have the opportunity to influence child nutrition daily through meal service, but they also have the opportunity to foster healthy eating habits that last a lifetime

Please forward any questions or concerns to the Food Service Director at foodservices@aveson.org

Volunteering at AGLA

Aveson families are strongly encouraged to contribute to the community through volunteering. While encouraging such participation, we also must maintain a safe environment for students and staff. Volunteers must adhere to our volunteer policies.

A person who comes to the school for a one-time special event (such as a guest speaker, presenter, or visitor) is considered a Visitor and is not required to complete the volunteer requirements. Visitors need to follow the process for visitors on campus, as outlined above.

Level 1 Volunteer

Level 1 Volunteers must be directly supervised by an Advisor/Administrator at ALL times. Sample Level 1 activities may include assisting in class with clerical tasks or tutoring a small group of students.

Level 2 Volunteer

Level 2 Volunteers may be out of the direct supervision of Advisors/Administrators. Sample Level 2 activities are Volunteer Sports Coach, Field Trip Chaperone.

Volunteer Requirements

- Complete a Volunteer Application and attach ID photocopy. Prior to volunteering, I.D. will be processed under Megan's Law annually on the CA Department of Justice database www.meganslaw.ca.gov
- Submit completed Tuberculosis (TB) Risk Assessment Questionnaire or provide proof of a negative Tuberculosis (TB) Test (Test must have been administered within the past four years)
- Read and sign the Confidentiality Agreement
- Read and sign the Receipt of Policy and Guidelines

Additional Requirement for Level 2 Volunteers

- Complete a Live Scan Fingerprint clearance through the U.S. Department of Justice. (Level 2 Volunteers only)

Aveson Community Organization

The Aveson Community Organization (ACO) is Aveson's parent-teacher organization. The purpose of the (ACO) is to enhance and support the educational experience at Aveson Charter Schools by:

- Providing an organization through which the parents, school, and advisors can work cooperatively to strengthen the community
- Fostering a closer connection between school and home by encouraging parent involvement

- Providing volunteer and financial support for Aveson programs

Parents and guardians wishing to learn more about the ACO or to get involved can visit their website at: www.avesonaco.org

Fundraising

Charter schools, like public schools, receive funding from the State of California that covers most operating expenses. However because Aveson is committed to keeping low student-to-teacher ratios, our per student revenue is lower than other public schools. That means our General Fund has an ongoing structural deficit. Our primary focus in fundraising at Aveson is to bridge the gap between the State budget and our actual operating expenses. Note: our fiscal year runs from July 1 to June 30.

Annual Fund

The Annual Fund raises unrestricted funds for our General Fund. It is the most flexible and immediate source of income for our school, and supports advisors, staff, and virtually every other aspect of school life. You have the option to make your gift in a single sum, or make monthly donations—whichever works best for your family's budget. Donations of any size are encouraged since a 100% participation level is one of the most effective measures cited by outside granting institutions when evaluating a program for funding.

Annual Notifications

Each school year families are asked to read and acknowledge notification of Federal, State, and Board policies and procedures.

Board Policies

Aveson Board Policies may be accessed via the website aveson.org. Should you have questions at any time about implementation of policies at AGLA please contact the Executive Director.



Ian McFeat, Executive Director
Dr. Debra Powell, Site Director
Xochilt Garcia, Office Manager

Campus Leadership Directory

*Please report all pertinent issues to the appropriate leader

Student Services/Counseling – Terri Jenkins terrijenkins@aveson.org

Exceptional Students (SPED) - Kelly Jung kellyjung@aveson.org

Front Office - Xochilt Garcia xochiltgarcia@aveson.org

Campus Safety/Security - Kyle Casey kylecasey@aveson.org

Student Focus/Discipline - Eric Kinley erickinley@aveson.org

Campus Academic Activities – Kermit Pace kermitpace@aveson.org

Internships – Kermit Pace kermitpace@aveson.org

After School Activities – James Fowler jamesfowler@aveson.org

Stakeholder/Community Partnerships – Arlynn Page arlynnpage@aveson.org

Building & Grounds - Jose Vargas josevargas@aveson.org

Technology - Scott Workman itsupport@aveson.org

Aveson Global Leadership Academy

Emergency Preparedness Plan

In the event of a disaster or emergency during school hours, please follow these protocols.

Communication

In the event of a disaster or emergency, we ask that our telephone lines (if available) remain open and accessible to school personnel. Please do not telephone the school. Instead we will do our best to contact you via the following methods:

ParentSquare

- Automated phone, text message, and/or email from ParentSquare.
- Post on ParentSquare with updates.
- To optimize effectiveness of ParentSquare, ensure your current phone number is on file with the school.

Other Resources

- American Red Cross: (626) 799-0841
- LA County Fire Station #11: (626) 797-2104
- CalTrans (road conditions): (800) 427-7623
- CHP (Altadena): (626) 296-8100
- LA County Sheriff Department (Altadena): (626) 296-2130
- AM Radio: 1070 (KNX), 640 (KFI), 980 (KFW), 790 (KaBC)

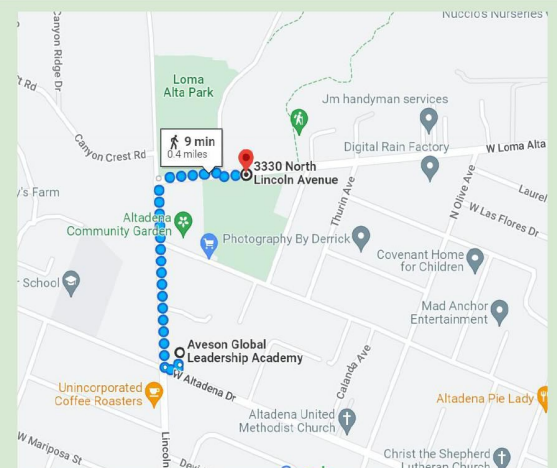
Student Checkout Procedures

- Proceed to the **Loma Alta Park** tennis courts.
- **A valid picture ID** will be required to request and pick-up any student. Students will only be released to **parents/caregivers identified on the school emergency card.**
- Wait in line at the SE gate to reunite with your student.
- A designated runner will locate the student(s) and bring them to meet the parent/caregiver.
- Be aware that no parents/caregivers will be allowed onto campus, unless given permission to do so by a school personnel member.
- In order to keep all students safe, it is important for any parent/caregiver to know that the process of signing out a student during a disaster or emergency may take time. We ask that all parents/caregivers maintain the integrity of the procedure by waiting patiently.

Reunion Gate Details

Tennis Courts @ Loma Alta Park (located in the lower park, next to the equestrian facility).

3330 N Lincoln Ave
Altadena, CA 91001



Aveson Charter Schools Independent Study Policy

Between the two campuses (Aveson School of Leaders and Aveson Global Leadership Academy), Aveson Charter Schools operate three (3) separate independent study programs:

- Aveson Center for Independent Study at ASL (“ACIS@ASL”) for grades TK-5
- Aveson Center for Independent Study at AGLA (“ACIS@AGLA”) for grades 6-8
- Flexible Studies for grades 9-12

ACS may offer independent study to meet the short- or long-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

The following written policies have been adopted by the Aveson Governing Board for implementation at Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be:
 - a. Twenty-five (25) school days for ACIS@ASL and ACIS@AGLA.
 - b. Thirty (30) school days for Flexible Studies.
2. The Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete four (4) assignments during any period of:
 - i. Twenty-five (25) school days for ACIS@ASL and ACIS@AGLA.
 - ii. Thirty (30) school days for Flexible Studies.
 - b. In the event that the Student’s educational progress falls below satisfactory levels as determined by the Charter School’s Student Success Team (“SST”) Policy which considers ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.

- iii. Learning required concepts, as determined by the supervising teacher.
- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.
4. The Charter School has adopted tiered reengagement strategies for all pupils participating in independent study for 15 or more school days in a school year who are not generating attendance for more than 10% of required minimum instructional time over 4 continuous weeks of the charter school's approved instructional calendar, found not participatory in required synchronous instructional offerings for more than 50% of the scheduled times of synchronous instruction in a school month as applicable to the student's grade span, or who are in violation of their written agreement, the school shall have local programs intended to address chronic absenteeism, as applicable, including at least the following reengagement strategies: ¹
 - a. Verification of current contact information for each enrolled pupil.
 - b. Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation.
 - c. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary.
 - d. When the evaluation described above under paragraph (2)(b) is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction: ²
 - a. For pupils in **transitional kindergarten through grade 5**, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils participating

¹ The tiered reengagement strategies shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year.

² The plan for synchronous instruction and live interaction shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year.

in independent study for 15 or more school days throughout the school year by each pupil's assigned supervising teacher shall be as follows:

- i. Each student will be assigned a credentialed supervising teacher who will offer daily classroom style, small group, or one on one synchronous instruction opportunities each school day.
 - ii. Daily synchronous instruction five (5) days per week shall be approximately 30 minutes per day (but may be longer or shorter in duration at the discretion of the supervising teacher) and may take place either in person or through a virtual platform.
 - b. For pupils in **grades 6-8**, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - i. Each student will be assigned a credentialed supervising teacher who will offer weekly classroom style, small group, or one on one synchronous instruction opportunities each school week provided either in-person or through a virtual platform.
 - ii. Students will be provided daily live interaction on each school day by the supervising teacher or alternative school staff for the purpose of maintaining school connectedness. Five (5) days per week for approximately 30 minutes per day (but may be longer or shorter in duration at the discretion of the supervising teacher) pupils attend an advisory class provided either in-person or through a virtual platform.
 - c. For pupils in **grades 9-12**, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - i. Each student will be assigned a credentialed supervising teacher who will offer weekly classroom style, small group, or one on one synchronous instruction opportunities each school day provided either in-person or through a virtual platform.
6. The following plan shall be utilized to transition pupils who participate in independent study for 15 or more school days in a school year whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five (5) instructional days:³

³ The plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year.

- a. Upon written receipt of a family's wish to return to in-person instruction, ACS will provide the family with information about the Charter School's in-person options and application process for enrollment. If in-person instruction is at capacity, the Charter School staff shall inform the family of their right to return to their district of residence for in-person instruction.
- b. If the family specifically requests additional in-person options, the Charter School will provide a list of recommended alternatives based on the student's current address of residence. Parents may also visit <https://www.greatschools.org/> to locate additional school options in their area.
- c. The Charter School shall not have any obligation to assist the family with enrollment in a school district or another charter school, nor can the Charter School guarantee enrollment availability in any school.

Exceptions for Pupils Under Professional Care: Pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement, live interaction, synchronous instruction, nor return to in-person instruction provisions described above. The School shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.

7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.

- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code. For a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.
- j. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature. Before signing a written agreement pursuant to this policy, a parent or guardian may request that the School conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Approved: June 25, 2019
Revised: August 12, 2021

8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
9. The Director shall establish regulations to implement these policies in accordance with the law.