



A California nonprofit public benefit corporation

Governing Board Meeting Agenda

May 25 2023, 6:30 P.M.

Location: 575 W. Altadena Drive, Altadena, Ca. 91001

Instructions for Presentations to the Board by the Public

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

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

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

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

1. PRELIMINARY

1.1. CALL TO ORDER

Meeting was called to order by the Board Chair at:

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

1.2. Core Practice

1.3. Guiding Principle: Integrity is everything

2. COMMUNICATIONS

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

3. CONSENT AGENDA ITEMS

- 3.1. Approval of Board Minutes: 04-20-23
- 3.2. Approval of March Bank & Credit Card Statements
- 3.3. Approval of Amazon April Statement

4. DISCUSSION ITEMS

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

5. ACTION ITEMS

- 5.1. Approve Auditing Contract
- 5.2. Approve Aveson CST Contract
- 5.3. Approve ASL Student and Family Handbook
- 5.4. Approve Aveson Schools Vans Purchase (Food Program)
- 5.5. Approve Aveson Wellness Policy
- 5.6. Approve Aveson Global Leadership Academy Security Gates
- 5.7. Approve Physical Education Exemptions List
- 5.8. Approve Great Minds-Eureka Math Quote
- 5.9. Approve AGLA Bell Schedule 2022-2023
- 5.10. Approve ACIS Instructional Minutes 2022-2023

6. CLOSED SESSION

6.1. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATIONS

6.1.1 OAH Case Numbers 2023020091
Government Code § 54956.9(d)(2): (1 matter).

6.1.2 OAH Case Numbers 2023010682
Government Code § 54956.9(d)(2): (1 matter).

7. RETURN TO PUBLIC SESSION

- 7.1. Report Out of Closed Session

8. ADJOURNMENT

Posting Certification: I, Ian McFeat, Executive Director of Aveson Charter Schools, certify this agenda was posted at each school's front office and aveson.org on or before Monday, May 22, 2023 at 5pm.



Financial Update

Thursday,
May 25, 2023

Presentation Agenda

- Governor's May Revise – FY23-24 Budget
- Monthly Financials
- Cash Flow

Governor's May Revise

- Assumes no economic recession but state tax revenues are declining
- Estimated CA budget shortfall increased from \$9.3 billion to \$31.5 billion
- School Services of CA:

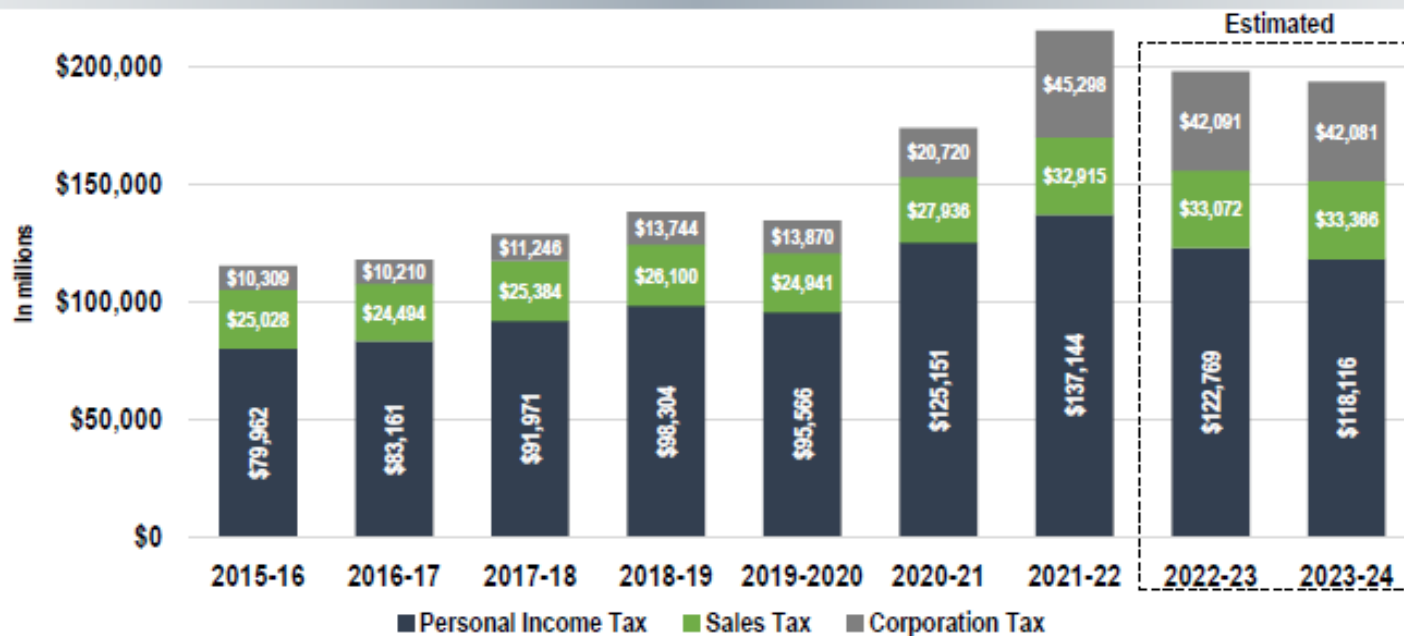
“The May Revision, and what will become the 2023-24 Enacted Budget in late June, presents the riskiest California budget in over a decade.”
- CSDC's Eric Premack:

“...unprecedented set of circumstances makes this year's May Revision the least clear in years and could make it difficult for the Governor and Legislature to enact a fully baked budget by the June 15 constitutional deadline.”

CA State Revenue

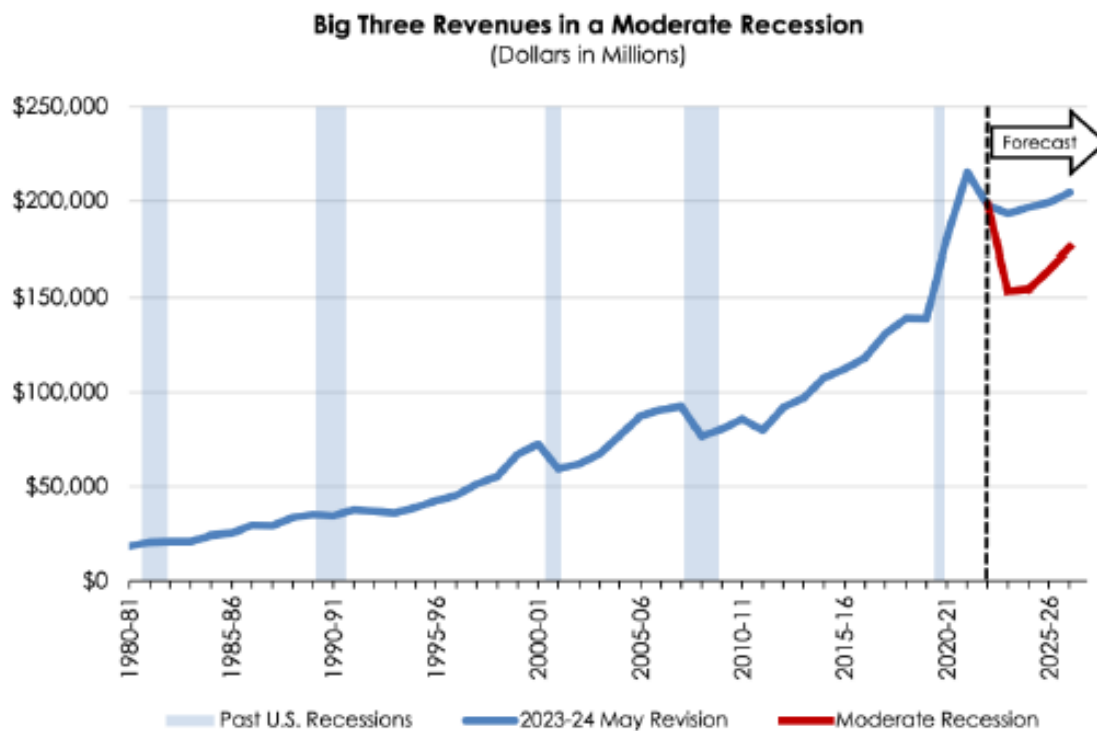
Big Three Taxes—Historical Trend

- While the Big Three tax revenues are lower than projected, they are still significantly higher than pre-pandemic levels—\$55 billion above 2018-19 (a 40% increase)



CA State Revenue

Big Three Taxes in a Recession



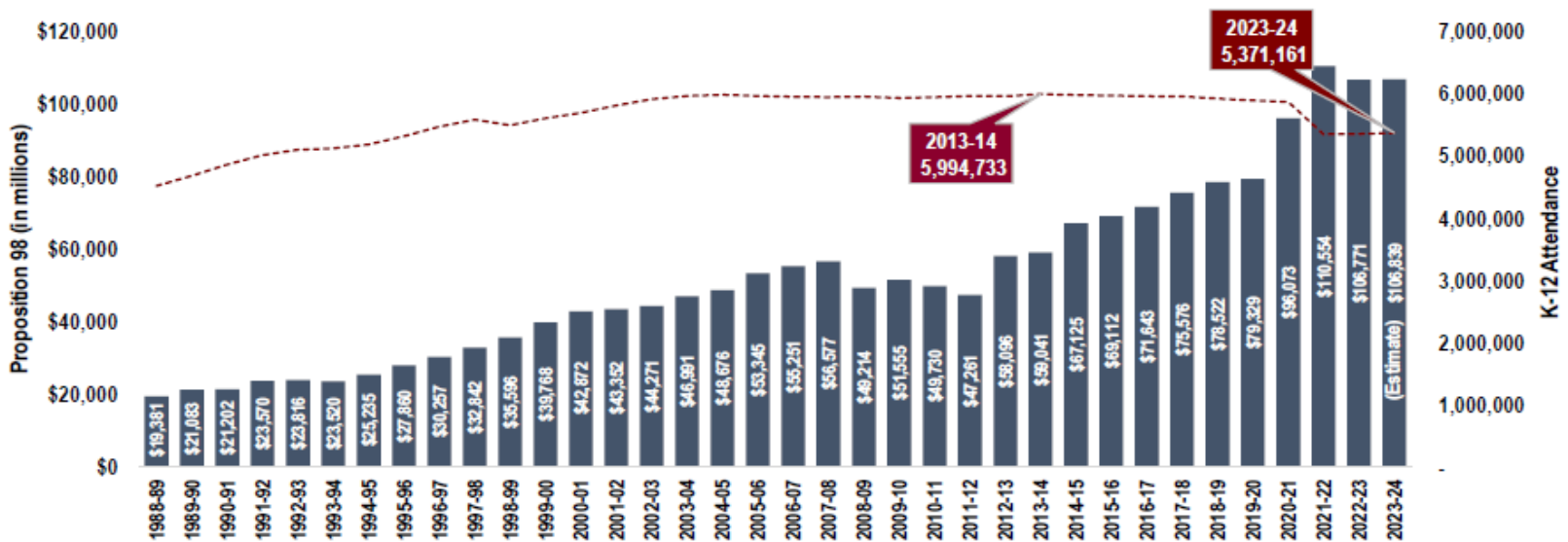
Shaded areas indicate previous U.S. recessions.

- Though the May Revision does not contemplate a recession, the Department of Finance (DOF) models the Big Three tax revenues in a moderate recession
 - The Big Three taxes make up over 95% of General Fund revenues
 - A moderate recession could exacerbate a budget deficit in 2023-24 by more than \$40 billion

Prop 98 Funding

Proposition 98 and Attendance

- Although the minimum guarantee has plateaued, overall funding has increased significantly since the inception of the LCFF—up 81% over the decade
- Conversely, student attendance has declined 10% over the same time period



Statewide Attendance Rates

- Declining enrollment has been the topic du jour, but the rate at which students attend school is becoming the star of the show
- Attendance rates in 2022-23 have rebounded only marginally and are nowhere near pre-pandemic attendance levels
 - Percentages below represent reported ADA divided by enrollment using Census Day counts

Fiscal Year	First Principal Apportionment (P-1)	Second Principal Apportionment (P-2)
2018-19	96.25%	95.14%
2019-20	95.89%	95.38%
2020-21	Data not collected	Data not collected
2021-22	91.25%	90.49%
2022-23	91.92%	To be determined

Changes from January Proposal

- 8.22% LCFF base grant increase, up from 8.13%
- LCFF Entitlements

Grade Span	2022-23 Base Grant per ADA*	8.22% COLA	2023-24 Base Grant per ADA
TK-3	\$9,166	\$753	\$9,919
4-6	\$9,304	\$765	\$10,069
7-8	\$9,580	\$787	\$10,367
9-12	\$11,102	\$913	\$12,015
*Average daily attendance (ADA)			

One Time Funds Reduced

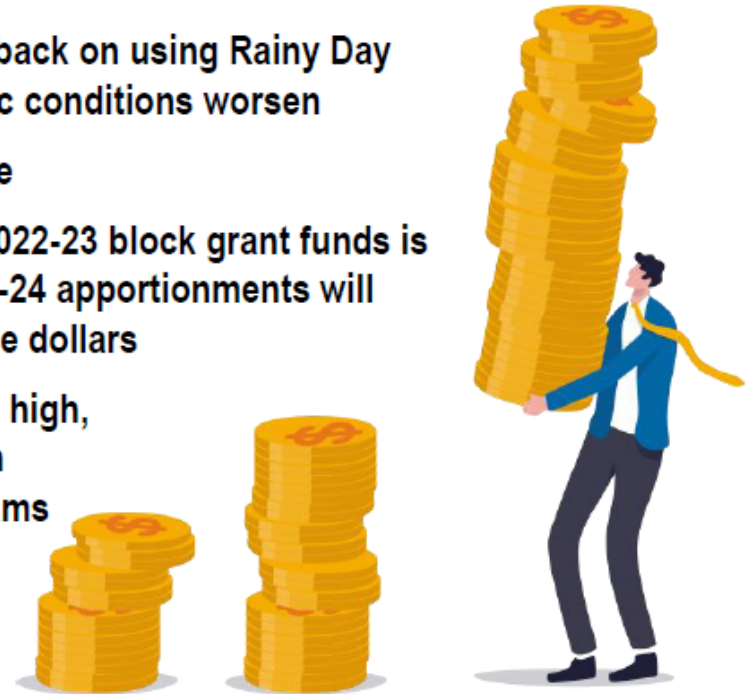
- Reduction of One-time funds
 - Arts, Music and Instructional Materials Discretionary Block Grant reduced by \$1.8 billion (from 34% reduction in Jan to estimated 51% reduction of previously apportioned funds)
 - Learning Recovery Emergency Block Grant reduced by \$2.5 billion (between 32%-45% estimated of previously apportioned funds Reduction of One-time funds)
- **Roughly 3% of the COLA increase is supported with one-time funds**

Prop 28

- The voter-approved Proposition 28 requires the state **to provide arts and music funding for schools outside of the Proposition 98 minimum guarantee** beginning with the 2023-24 fiscal year
- Funding is required to be equal to 1% of the K-12 share of the minimum guarantee from the prior fiscal year.
- Estimate is \$8 million lower than January Proposal for a total \$933 million
 - Estimates per school have not yet been released

What's Not in the May Revision?

- Like in January, the Governor *does not* propose:
 - A Reserve Withdrawal: The Governor is holding back on using Rainy Day funds, but may need to play that card if economic conditions worsen
 - Deferrals: All apportionments will be paid on time
 - However, if the Governor's proposals to cut 2022-23 block grant funds is included in the 2023-24 Enacted Budget, 2023-24 apportionments will likely be reduced to effectively take back those dollars
 - A Deficited COLA: While the COLA is historically high, the Governor proposes to fully fund this inflation factor for the LCFF and select categorical programs



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

Risks to the Budget

- The greatest risk to the State Budget is the uncertain future of the economy
 - The economy is balancing on the head of a pin
 - Main economic factors can respond positively or negatively



Planning Considerations

- Out year deficits are not addressed in Governor's plan (FY24-25 and beyond)
- New one-time funds are unlikely in future years
- LCFF COLA increases help fund the gap when enrollment and ADA decreases. Enrollment trends impact the bottom line – in the current year and the out years.
- Maintain enough cash in reserves for possible deferrals/delay in funding

FY22-23 Combined Master Summary

Second Interim Budget

	FY22-23	FY22-23	FY22-23
	AGLA REVISED BUDGET	ASL REVISED BUDGET	COMBINED
Enrollment	220	343	563
FY ADA (93%)	196	311	507

Total 8011-8096 Local Control Funding Formula Sources	\$ 2,163,107	\$ 3,241,335	\$ 5,404,442
Total 8100-8299 Federal Income	\$ 1,279,830	\$ 824,198	\$ 2,104,028
Total 8300-8599 State Income	\$ 885,831	\$ 850,852	\$ 1,736,683
Total 8600-8799 Local Income	\$ 274,477	\$ 559,442	\$ 833,920
TOTAL INCOME	\$ 4,603,246	\$ 5,475,827	\$ 10,079,073

Total 1000 Certificated Salaries	\$ 1,834,640	\$ 2,220,094	\$ 4,054,734
Total 2000 Classified Salaries	\$ 672,375	\$ 957,168	\$ 1,629,543
Total 3000 Employee Benefits	\$ 429,889	\$ 583,255	\$ 1,013,144
Total 4000 Supplies	\$ 324,727	\$ 430,534	\$ 755,261
Total 5000 Services and Other Operating Expenditures	\$ 1,531,099	\$ 1,245,962	\$ 2,777,062
Total 6000 Capital Outlay	\$ 34,009	\$ 19,484	\$ 53,493
TOTAL EXPENSE	\$ 4,826,739	\$ 5,456,498	\$ 10,283,237

NET INCREASE (DECREASE) IN FUND BALANCE \$ (223,493) \$ 19,330 \$ (204,164)

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

ENDING FUND BALANCE \$ 1,308,790 \$ 1,285,061 \$ 2,593,851

RESERVE (AS % OF EXPENSES)

27%

24%

25%

FY22-23 Combined Master Summary

Revised Budget Forecast

	FY22-23	FY22-23	FY22-23
	AGLA BUDGET FORECAST	AGLA BUDGET FORECAST	COMBINED
Enrollment	220	343	563
FY ADA (93%)	196	311	507

Total 8011-8096 Local Control Funding Formula Sources	\$ 2,163,107	\$ 3,241,335	\$ 5,404,442
Total 8100-8299 Federal Income	\$ 1,281,242	\$ 922,703	\$ 2,203,945
Total 8300-8599 State Income	\$ 1,934,340	\$ 1,303,316	\$ 3,237,656
Total 8600-8799 Local Income	\$ 329,727	\$ 598,796	\$ 928,523
TOTAL INCOME	\$ 5,708,417	\$ 6,066,149	\$ 11,774,566

Total 1000 Certificated Salaries	\$ 1,834,640	\$ 2,241,531	\$ 4,076,171
Total 2000 Classified Salaries	\$ 672,375	\$ 957,168	\$ 1,629,543
Total 3000 Employee Benefits	\$ 429,889	\$ 583,255	\$ 1,013,144
Total 4000 Supplies	\$ 330,011	\$ 441,075	\$ 771,086
Total 5000 Services and Other Operating Expenditures	\$ 1,606,019	\$ 1,259,420	\$ 2,865,439
Total 6000 Capital Outlay	\$ 34,009	\$ 19,484	\$ 53,493
TOTAL EXPENSE	\$ 4,906,942	\$ 5,501,933	\$ 10,408,876

NET INCREASE (DECREASE) IN FUND BALANCE	\$ 801,475	\$ 564,216	\$ 1,365,691
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BEGINNING FUND BALANCE	\$ 1,532,282	\$ 1,265,733	\$ 2,798,015
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ENDING FUND BALANCE	\$ 2,333,756	\$ 1,829,949	\$ 4,163,705
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RESERVE (AS % OF EXPENSES)

48%

33%

40%

PY Declining Enrollment Funds

One-time apportionments have been released by the CDE for the FY21-22 Hold Harmless Declining Enrollment

AGLA = \$1,165,470

- $367.88 - 248.43 = 119.45$ ADA difference

ASL = \$572,527

- $413.31 - 349.91 = 63.40$ ADA difference
- Not included in Second Interim Budget Revisions
- Added to current Budget Forecast

One Time Funds Shuffle

- Due to the addition of the FY21-22 Hold Harmless Declining Enrollment, reduced budgeted other One Time Funds that have a future spend by date
 - A-G Success and LLM Grant – spend by 2026
 - AGLA = \$40,192
 - Educator's Effectiveness Grant – spend by 2026
 - AGLA = \$23,400
 - ASL = \$30,450
- These deferred revenues are recognized in the year when the eligible expenditures are made

Aveson One Time Funds

One Time Funds	AGLA	ASL
A-G Success and LLM Grant	-	-
Charter School Facilities Incentive Grant	-	\$16,553
Educator's Effectiveness Grant	-	-
Employee Retention Credit	\$1,114,750	\$624,728
ESSER III	-	\$81,461
Expanded Learning Opportunities Program (ELOP)	\$50,000	\$50,000
FY21-22 Hold Harmless Declining Enrollment	\$1,165,470	\$572,527
Special Education Funds	\$53,866	\$39,884
Total*	\$2,384,086	\$1,385,153
Percent of Total Revenues	43%	23%

*Funds included in FY22-23 budget forecast

FY22-23 Budget Highlights – Combined YTD March 2023

	WORKING BUDGET FY22-23	YTD Actuals	2022-23 Projections	Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining
Total 8011-8096 Local Control Funding Formula Sources	\$ 5,404,442	\$ 4,067,034	\$ 5,404,442	\$ -	\$ 1,337,408	25%
Total 8100-8299 Federal Income	\$ 2,104,028	\$ 711,961	\$ 2,203,945	\$ 99,917	\$ 1,392,067	66%
Total 8300-8599 State Income	\$ 1,736,684	\$ 597,703	\$ 3,237,656	\$ 1,500,972	\$ 1,138,981	66%
Total 8600-8799 Local Income	\$ 833,919	\$ 791,848	\$ 928,523	\$ 94,604	\$ 42,071	5%
TOTAL INCOME	\$ 10,079,073	\$ 6,168,546	\$ 11,774,566	\$ 1,695,494	\$ 3,910,527	39%
Total 1000 Certificated Salaries	\$ 4,054,735	\$ 2,843,927	\$ 4,076,171	\$ 21,436	\$ 1,210,808	30%
Total 2000 Classified Salaries	\$ 1,629,543	\$ 1,345,347	\$ 1,629,543	\$ -	\$ 284,196	17%
Total 3000 Employee Benefits	\$ 1,013,144	\$ 742,633	\$ 1,013,144	\$ -	\$ 270,511	27%
Total 4000 Supplies	\$ 755,261	\$ 598,302	\$ 771,086	\$ 15,825	\$ 156,959	21%
Total 5000 Services and Other Operating Expenditures	\$ 2,777,061	\$ 2,030,092	\$ 2,865,439	\$ 88,379	\$ 801,013	13%
Total 6000 Capital Outlay	\$ 53,493	\$ 40,120	\$ 53,493	\$ 0	\$ 13,373	25%
			0			
TOTAL EXPENSE	\$ 10,283,236	\$ 7,600,421	\$ 10,408,876	\$ 125,640	\$ 2,736,860	27%
NET INCOME (LOSS)	\$ (204,164)	\$ (1,431,875)	\$ 1,365,691	\$ 1,569,854	\$ 1,173,667	

FY22-23 Budget Highlights – AGLA

YTD March 2023

	WORKING BUDGET FY22-23	YTD Actuals	2022-23 Projections	WORKING Budget VS Projections	(\$ Budget Remaining	(%) Budget Remaining	Comments
Total 8011-8096 Local Control Funding Formula Sources	\$ 2,163,107	\$ 1,705,890	\$ 2,163,107	\$ -	\$ 457,216	21%	
Total 8100-8299 Federal Income	\$ 1,279,830	\$ 608,985	\$ 1,281,242	\$ 1,412	\$ 670,845	52%	2nd apportionment EE Retention Credit
Total 8300-8599 State Income	\$ 885,831	\$ 226,868	\$ 1,934,340	\$ 1,048,509	\$ 628,616	71%	FY21-22 Hold Harmless Declining Enrollment, reduction of A-G grant and Educator Effectiveness
Total 8600-8799 Local Income	\$ 274,477	\$ 282,007	\$ 329,727	\$ 55,250	\$ (7,530)	-3%	Local: Food Service, Field Trips, Donations
TOTAL INCOME	\$ 4,603,246	\$ 2,823,751	\$ 5,708,417	\$ 1,105,171	\$ 1,749,148	38%	
Total 1000 Certificated Salaries	\$ 1,834,640	\$ 1,227,345	\$ 1,834,640	\$ -	\$ 607,295	33%	
Total 2000 Classified Salaries	\$ 672,375	\$ 559,908	\$ 672,375	\$ -	\$ 112,467	17%	
Total 3000 Employee Benefits	\$ 429,889	\$ 316,208	\$ 429,889	\$ -	\$ 113,681	26%	
Total 4000 Supplies	\$ 324,727	\$ 251,078	\$ 330,011	\$ 5,283	\$ 73,650	23%	Inst Materials and Supplies
Total 5000 Services and Other Operating Expenditures	\$ 1,531,098	\$ 1,216,300	\$ 1,606,019	\$ 74,921	\$ 314,798	21%	Field Trips, SIS
Total 6000 Capital Outlay	\$ 34,009	\$ 25,507	\$ 34,009	\$ 0	\$ 8,502	25%	
TOTAL EXPENSE	\$ 4,826,738	\$ 3,596,345	\$ 4,906,942	\$ 80,205	\$ 1,230,392	25%	
NET INCOME (LOSS)	\$ (223,492)	\$ (772,594)	\$ 801,475	\$ 1,024,967	\$ 518,755		

FY22-23 Budget Highlights – ASL

YTD March 2023

	WORKING BUDGET FY22-23	YTD Actuals	2022-23 Projections	Working Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining	Comments
Total 8011-8096 Local Control Funding Formula Sources	\$ 3,241,335	\$ 2,361,143	\$ 3,241,335	\$ -	\$ 880,192	27%	
Total 8100-8299 Federal Income	\$ 824,198	\$ 102,976	\$ 922,703	\$ 98,505	\$ 721,222	88%	2nd apportionment EE Retention Credit
Total 8300-8599 State Income	\$ 850,852	\$ 370,835	\$ 1,303,316	\$ 452,464	\$ 480,017	56%	FY21-22 Hold Harmless Declining Enrollment, reduction of A-G grant and Educator Effectiveness
Total 8600-8799 Local Income	\$ 559,442	\$ 514,340	\$ 598,796	\$ 39,354	\$ 45,102	8%	Local: Food Service, Field Trips, Donations
			0				
TOTAL INCOME	\$ 5,475,827	\$ 3,349,295	\$ 6,066,149	\$ 590,322	\$ 2,126,532	39%	
Total 1000 Certificated Salaries	\$ 2,220,095	\$ 1,616,582	\$ 2,241,531	\$ 21,436	\$ 603,513	27%	Subs
Total 2000 Classified Salaries	\$ 957,168	\$ 785,439	\$ 957,168	\$ -	\$ 171,729	18%	
Total 3000 Employee Benefits	\$ 583,255	\$ 426,425	\$ 583,255	\$ -	\$ 156,830	27%	
Total 4000 Supplies	\$ 430,534	\$ 347,225	\$ 441,075	\$ 10,541	\$ 83,309	19%	Inst Materials and Supplies
Total 5000 Services and Other Operating Expenditures	\$ 1,245,963	\$ 813,792	\$ 1,259,420	\$ 13,457	\$ 432,171	35%	Field Trips, SIS
Total 6000 Capital Outlay	\$ 19,484	\$ 14,613	\$ 19,484	\$ 0	\$ 4,871	25%	
TOTAL EXPENSE	\$ 5,456,499	\$ 4,004,076	\$ 5,501,933	\$ 45,435	\$ 1,452,423	27%	
NET INCOME (LOSS)	\$ 19,328	\$ (654,781)	\$ 564,216	\$ 544,888	\$ 674,109		

Other Budget Considerations

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

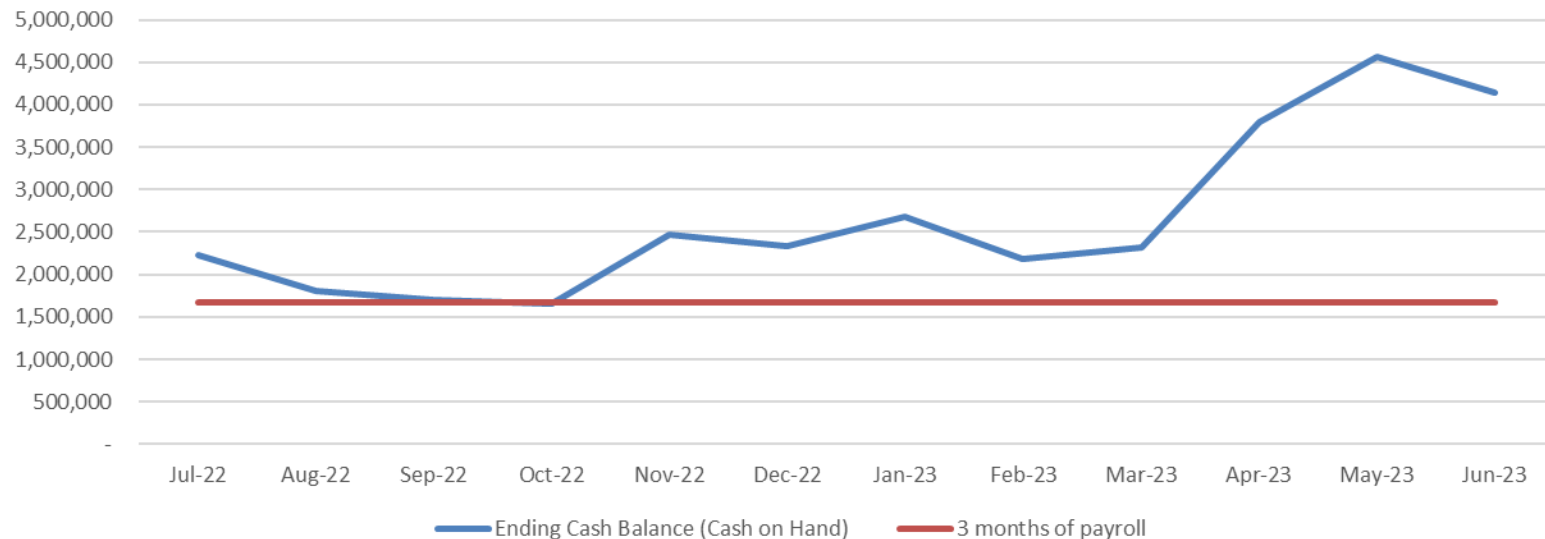
- Additional revenue and timing from One Time Funds including Employee Retention Credit
- 8800 Donations
- 5845 Legal Fees
- 5875 Instructional Consultants
- Prior Year Adjustments

Additional Considerations

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

Recommended Cash on Hand

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



- Timing of receivables not included in this projection
 - Employee Retention Credit (ERC) 3rd apportionment
- Cash received: Hold harmless (April) and ERC #2 (May)
- Line of Credit available to draw down: \$445,000
- Will be paying off remaining LOC by June 2023

Cash Update – Cash is King

	Gold Standard	Cash Balance as of 3/31/2023	Projected Cash Balance as of 6/30/2023*
3 months of payroll	\$1,633,922	\$ 2,313,250	\$ 4,144,217
Days Cash on Hand	60	83	148

**Includes one time LOC payments*

Other Cash Analysis

Cash Balance	\$ 2,313,250	\$ 4,144,217
LOC Balance	55,000	-
Employee Retention Credit		1,739,478
FY21-22 Hold Harmless Declining Enrollment		1,737,997

**Includes one time LOC payments*

AVESON - Combined
CASHFLOW PROJECTIONS
FISCAL YEAR 2022-23



	WORKING BUDGET FY22-23	PRIOR YEAR P-2							P-1				P-2		YTD Actuals	2022-23 Projections	Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining	
		ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-22	ACTUAL Nov-22	ACTUAL Dec-22	ACTUAL Jan-23	ACTUAL Feb-23	ACTUAL Mar-23	Forecast Apr-23	Forecast May-23	Forecast Jun-23	Accrual						
INCOME																				
8011-8096 Local Control Funding Formula Sources																				
8011 Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	2,081,346	121,922	-	121,922	219,459	219,459	219,459	438,918	155,599	185,073	148,041	148,041	148,041	(44,589)	1,681,811	2,081,346	-	399,535	19%	
8012 Education Protection Act Funds	342,222	-	-	-	83,293	-	-	83,293	-	-	-	-	-	175,636	166,586	342,222	-	175,636	51%	
8019 Charter Schools General Purpose - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8096 In Lieu Property Tax	2,980,874	-	194,498	388,996	259,331	259,331	259,331	259,331	103,732	494,086	247,043	247,043	247,043	21,107	2,218,637	2,980,874	-	762,237	26%	
Total 8011-8096 Local Control Funding Formula Sources	\$ 5,404,442	\$ 121,922	\$ 194,498	\$ 510,918	\$ 562,083	\$ 478,790	\$ 478,790	\$ 781,542	\$ 259,331	\$ 679,159	\$ 395,085	\$ 395,085	\$ 395,085	\$ 152,154	\$ 4,067,034	\$ 5,404,442	-	1,337,408	25%	
8100-8299 Federal Income																				
8181 Federal Special Education (IDEA) Part B, Sec 611	102,404	-	-	-	-	-	-	-	-	-	-	-	-	87,546	-	-	(14,858)	102,404	100%	
8182 Special Ed: IDEA Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8220 Child Nutrition Programs - Federal	131,474	2,455	6,993	11,674	12,752	9,758	9,197	10,356	11,699	11,480	11,827	11,827	11,827	9,627	86,365	131,474	-	45,110	34%	
8291 Title I, A Basic Grants Low-Income	69,316	-	-	-	-	-	-	10,605	31,502	-	5,023	-	13,863	8,323	42,107	69,316	-	27,209	39%	
8295 ESSER II CRRSA & ESSER III ARPA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8292 Title II, A Teacher Quality	12,691	-	-	-	-	-	-	2,585	3,193	-	2,538	-	2,538	1,837	5,778	12,691	-	6,913	54%	
8294 Title IV	20,000	-	-	-	-	-	-	10,000	-	-	5,000	-	5,000	-	10,000	20,000	-	10,000	50%	
8290.1 One Time Loss Learning Mitigation Funds - SWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	1,768,143	-	5,518	5,518	-	535,861	-	-	-	20,815	-	-	1,203,617	-	111,590	567,712	1,882,918	114,775	1,200,431	68%
Total 8100-8299 Federal Income	\$ 2,104,028	\$ 2,455	\$ 12,510	\$ 17,191	\$ 12,752	\$ 545,619	\$ 19,802	\$ 54,443	\$ 35,707	\$ 11,480	\$ 24,389	\$ 1,215,444	\$ 33,229	\$ 218,922	\$ 711,961	\$ 2,203,945	99,917	1,392,067	66%	
8300-8599 State Income																				
8311 Special Education - Entitlement (State)	363,825	-	-	-	18,997	53,192	-	89,794	12,791	136,599	95,290	25,582	25,582	88,295	311,373	546,122	182,297	52,452	14%	
8312 Mental Health-SPED	62,269	-	-	-	-	-	-	-	-	-	-	-	-	62,269	-	62,269	-	62,269	100%	
8519 Prior Year Adjustment	50,467	-	-	-	45,137	113	-	5,017	-	-	-	-	-	200	50,267	50,467	(0)	200	0%	
8520 State Child Nutrition	305,005	5,178	19,972	31,465	30,336	22,526	21,129	23,749	27,026	26,235	24,719	24,719	24,719	23,233	207,615	305,005	-	97,390	32%	
8545 SB 740	236,835	-	-	-	-	-	-	-	-	-	59,209	-	-	177,626	-	236,835	-	236,835	100%	
8550 Mandated Block Grant	14,598	-	-	-	-	14,192	-	-	-	-	-	-	-	419	14,192	14,611	13	406	3%	
8560 State Lottery	120,227	-	-	-	-	-	-	13,753	-	-	30,057	-	-	76,417	13,753	120,227	-	106,474	89%	
8591 One Time Loss Learning Mitigation Funds - LCFF	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8592 Mental Health-SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8593 CA SB95 (In Person Instruction and Expanded Learning Opp Grant)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
8590 All Other State Revenue	583,458	-	-	-	-	-	444	59	-	-	1,737,997	-	-	163,621	503	1,902,121	1,318,663	582,955	100%	
Total 8300-8599 State Income	\$ 1,736,684	\$ 5,178	\$ 19,972	\$ 31,465	\$ 94,470	\$ 90,023	\$ 21,573	\$ 132,372	\$ 39,817	\$ 162,834	\$ 1,947,271	\$ 50,301	\$ 50,301	\$ 592,080	\$ 597,703	\$ 3,237,656	\$ 1,500,972	\$ 1,138,981	66%	
8600-8799 Local Income																				
8634 Food Service Sales	280,000	466	(325)	1,050	27,020	42,300	42,310	57,685	35,771	40,550	28,000	12,800	12,800	12,197	246,827	312,625	32,625	33,173	12%	
8693 Field Trips	44,178	-	-	6,535	13,920	1,153	16,140	6,415	7,124	41,985	-	-	-	-	93,272	93,272	49,094	(49,094)	-11%	
8694 Enterprise Revenue	248,227	6,183	58,154	39,365	1,360	36,310	21,832	47,271	13,714	45,144	-	-	-	-	269,333	269,333	21,106	(21,106)	-9%	
8801 Donations - Parents	100,000	3,486	4,883	12,975	12,576	17,614	27,854	11,343	13,446	6,760	4,500	4,500	4,500	108,936	122,436	22,436	(8,936)	-9%		
8802 Donations - Private	50,000	-	-	-	-	-	-	2,000	9,894	-	2,500	2,500	2,500	11,558	11,884	30,942	(19,058)	38,116	76%	
8803 Fundraising	40,000	1,081	7,200	86	4,604	(4,584)	-	1,504	(612)	(77)	-	-	-	11,622	9,201	20,824	(19,176)	30,799	77%	
8804 Computer Repair Fundraising	500	-	-	-	-	-	-	180	-	-	-	-	-	320	180	500	-	320	64%	
8699 All Other Local Revenue	71,014	3,031	922	11,417	2,349	1,956	3,637	16,267	1,233	11,402	6,496	6,496	-	13,386	52,214	78,592	7,578	18,800	26%	
8792 SPED State/County	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
Total 8600-8799 Local Income	\$ 833,919	\$ 14,248	\$ 70,834	\$ 71,428	\$ 61,828	\$ 94,749	\$ 111,953	\$ 142,486	\$ 78,560	\$ 145,763	\$ 41,496	\$ 26,296	\$ 19,800	\$ 49,084	\$ 791,848	\$ 928,523	\$ 94,604	\$ 42,071	5%	
TOTAL INCOME	\$ 10,079,073	\$ 143,803	\$ 297,815	\$ 631,003	\$ 731,134	\$ 1,209,180	\$ 632,118	\$ 1,110,842	\$ 413,415	\$ 999,236	\$ 2,408,241	\$ 1,687,126	\$ 498,414	\$ 1,012,240	\$ 6,168,546	\$ 11,774,566	\$ 1,695,494	\$ 3,910,527	39%	
EXPENSE																				
1000 Certificated Salaries																				
1100 Teachers' Salaries	2,387,879	12,806	145,010	239,059	214,857	212,099	209,176	206,779	210,873	217,092	240,043	240,043	240,043	-	1,667,749	2,387,879	-	720,129	30%	
1200 Substitute Expense	160,885	600	5,817	10,986	15,517	17,767	16,803	16,420	17,931	23,237	16,334	16,334	-	-	119,513	182,321	21,436	21,372	26%	
1300 Certificated Super/Admin	919,619	27,833	62,293	69,227	79,385	149,822	67,585	68,085	65,585	65,585	99,356	99,356	(33,849)	655,401	919,619	-	264,219	29%		
1900 Other Certificated	586,351	3,333	32,634	50,944	49,380	50,010	49,778	49,475	57,828	57,883	61,696	61,696	-	401,264	586,351	-	185,088	32%		
Total 1000 Certificated Salaries	\$ 4,054,735	\$ 44,571	\$ 245,754	\$ 370,214	\$ 359,139	\$ 429,697	\$ 343,342	\$ 340,759	\$ 351,217	\$ 359,234	\$ 424,332	\$ 424,332	\$ 417,429	\$ (33,849)	\$ 2,843,927	\$ 4,076,171	21,436	1,210,808	30%	
2000 Classified Salaries																				
2100 Instructional Aide Salaries	840,261	32,741	48,361	81,198	86,918	89,547	83,492	62,021	99,218	92,540	54,742	54,742	54,742	-	676,036	840,261	-	164,225	20%	
2200 Classified Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
2300 Classified Supervisor and Administrator Salaries	427,566	13,356	36,578	45,859	47,415	45,994	45,941	45,644	43,267	40,204	21,103	21,103	21,103	-	364,257	427,566	-	63,309	15%	
2400 Clerical/Technical/Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
2700 Classified Staff/ Maintenance	180,715	9,400	16,489	17,496	16,811	17,643	19,994	16,225	16,605	15,765	11,429	11,429	11,429	-	146,428	180,715	-	34,287	19%	
2900 Other Classified Salaries	181,000	10,752	25,389	23,955	17,006	17,491	16,198	13,303	18,013	16,518	7,458	7,458	-	158,625	181,000	-	22,375	12%		
Total 2000 Classified Salaries	\$ 1,629,543	\$ 66,249	\$ 126,817	\$ 168,508	\$ 168,150	\$ 170,675	\$ 165,625	\$ 137,193	\$ 177,103	\$ 165,027	\$ 94,732	\$ 94,732	\$ 94,732	-	\$ 1,345,347	\$ 1,629,543	-	284,196	17%	
3000 Employee Benefits																				
3301 OASDI - Social Security/Medicare	352,425	6,746	32,827	32,632	31,730	32,739														

WORKING BUDGET FY22-23	PRIOR YEAR P-2								P-1				P-2		YTD Actuals	2022-23 Projections	Budget VS Projections	(\$ Budget Remaining	(% Budget Remaining
	ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-22	ACTUAL Nov-22	ACTUAL Dec-22	ACTUAL Jan-23	ACTUAL Feb-23	ACTUAL Mar-23	Forecast Apr-23	Forecast May-23	Forecast Jun-23	Accrual						
	755,261	75,215	72,942	73,003	56,561	65,644	55,562	42,157	73,939	83,279	57,594	57,594	57,594		598,302	771,086			
5000 Services and Other Operating Expenditures																			
5200 Conference Fees	11,000	-	-	110	132	394	78	-	601	-	3,228	3,228	3,228	-	1,315	11,000	-	9,685	88%
5300 Dues and Memberships	18,000	8,263	3,415	2,338	195	570	443	550	719	120	521	521	521	-	16,612	18,174	174	1,388	8%
5400 Insurance	131,063	-	12,279	49,114	24,558	12,279	12,278	12,278	12,278	7,687	-	-	-	-	142,751	142,751	11,688	(11,688)	-9%
5510 Utilities - Gas and Electric	118,929	7,327	12,641	14,573	19,108	9,184	8,649	9,437	17,581	9,674	4,119	4,119	4,119	-	108,173	120,531	1,602	10,756	9%
5515 Janitorial, Gardening Services	9,724	761	112	3,661	380	1,780	760	371	380	380	380	380	380	-	8,585	9,725	1	1,139	12%
5520 Security	1,000	-	120	-	-	120	-	-	135	-	208	208	208	-	375	1,000	-	625	63%
5525 Utilities - Waste	18,326	1,628	1,758	1,491	-	1,676	1,488	296	2,213	360	2,472	2,472	2,472	-	10,909	18,326	-	7,417	40%
5530 Utilities - Water	23,535	278	3,701	708	3,896	681	2,845	-	2,717	311	2,799	2,799	2,799	-	15,138	23,535	-	8,397	36%
5605 Equip Rental/Lease	32,000	2,466	2,366	3,128	2,366	2,366	3,497	2,848	2,450	3,979	2,211	2,211	2,211	-	25,367	32,000	-	6,633	21%
5610 Rent	683,206	100,389	55,551	56,324	55,830	59,661	57,512	57,543	59,025	58,030	57,736	57,736	57,736	-	559,865	684,788	1,582	123,341	18%
5615 Repairs and Maintenance - Buildings	93,716	17,448	10,940	34,372	18,814	6,769	4,902	472	4,059	5,387	-	-	-	-	103,161	103,161	9,445	(9,445)	-10%
5616 Repairs and Maintenance - Computers	4,152	-	-	-	-	177	-	-	-	-	1,325	1,325	1,325	-	177	4,152	-	3,975	96%
5618 Repairs and Maintenance - Vehicles expense	4,261	-	750	300	1,638	-	-	-	598	-	325	325	325	-	3,285	4,260	(0)	975	23%
5800 Prof/Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5803 Auditing Fees	13,176	-	-	-	-	-	-	-	-	-	4,392	4,392	4,392	-	-	13,176	-	13,176	100%
5807 Legal Settlements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5809 Banking Fees	14,876	1,183	1,553	798	1,011	999	1,333	1,585	764	1,444	1,445	1,445	1,445	-	10,670	15,004	128	4,206	28%
5810 Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5811 AEC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5812 Business Services	120,738	-	10,062	10,062	10,061	10,062	10,062	10,157	10,062	10,062	13,384	13,384	13,384	-	80,587	120,738	-	40,151	33%
5824 District Oversight Fees	54,044	-	-	-	-	-	-	-	-	-	18,015	18,015	18,015	-	-	54,044	-	54,044	0%
5815 Advertising/Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5830 Field Trips	48,035	(902)	-	4,170	27,711	1,613	3,727	7,515	6,081	51,763	-	-	-	-	101,679	101,679	53,644	(53,644)	-112%
5836 Fingerprinting/Livescan	513	-	-	-	-	50	101	-	-	-	121	121	121	-	151	513	-	362	71%
5839 Fundraising Expense	8,500	-	15	-	-	795	-	1,548	600	850	1,564	1,564	1,564	-	3,808	8,500	-	4,692	55%
5843 Interest Expense/Misc fee	11,500	394	409	388	355	344	313	303	280	235	1,614	1,614	1,614	-	3,020	7,862	(3,638)	8,480	74%
5845 Legal Fees	91,750	-	9,673	1,508	1,956	2,813	583	114	2,779	2,003	23,440	23,440	23,440	-	21,429	91,750	-	70,321	77%
5848 Licenses and Other Fees	6,463	1,250	-	-	-	625	-	3,651	-	312	312	312	312	-	5,265	6,463	0	937	14%
5851 Marketing and Student Recruiting	59,000	4,200	-	1,181	-	19,503	-	3,655	13,481	-	5,660	5,660	5,660	-	40,020	59,000	-	16,980	29%
5854 Consultants - Other	431,065	14,383	15,990	10,819	14,839	10,980	115,203	16,470	46,273	6,700	59,803	59,803	59,803	-	251,655	431,065	-	179,410	42%
5855 Ed Consultants	27,543	-	-	1,125	-	-	950	550	729	13,460	3,576	3,576	3,576	-	16,814	27,543	-	10,729	39%
5856 Enterprise	31,775	10,504	1,020	551	184	638	5,489	1,205	(2,517)	11,006	4,565	4,565	4,565	-	18,080	31,775	-	13,695	43%
5857 Payroll Services	25,750	1,498	1,703	2,027	2,005	2,069	2,098	2,352	1,934	2,068	2,665	2,665	2,665	-	17,756	25,750	-	7,994	31%
5860 Printing and Reproduction	200	-	-	-	-	-	-	-	-	-	67	67	67	-	200	200	-	200	100%
5861 PY Expenses (Unaccrued)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5862 Professional Development	70,450	900	15,149	1,086	989	10,253	450	58	-	5,355	12,070	12,070	12,070	-	34,241	70,450	-	36,209	51%
5873 Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5874 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5875 SPED Consultants	305,953	621	5,945	5,328	3,804	37,380	47,906	8,328	19,564	28,839	49,413	49,413	49,413	-	157,715	305,953	-	148,238	48%
5876 Sports	11,793	-	-	209	1,869	240	4,546	4,930	623	4,411	-	-	-	-	16,827	16,827	5,034	(5,034)	-43%
5877 Staff Recruiting/Hiring	1,700	-	-	-	1,200	-	-	-	-	-	167	167	167	-	1,200	1,700	-	500	29%
5878 Student Assessment	26,482	5,682	18,550	-	-	-	840	-	-	-	470	470	470	-	25,072	26,482	-	1,410	5%
5881 Student Information System	23,000	4,431	-	-	18,225	-	-	-	-	10,973	-	-	-	-	33,628	33,628	10,628	(10,628)	-46%
5883 Substitutes (Contracted)	33,058	-	244	4,392	1,830	3,538	4,270	4,636	5,002	4,026	2,498	1,398	1,398	-	27,938	33,232	174	5,120	15%
5887 Technology Services	138,251	44,751	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	-	112,751	138,251	(0)	25,500	18%
5893 Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
5899 Misc Operating Expenses	11,507	70	150	-	5,043	967	1,570	-	-	953	918	918	918	-	8,753	11,507	-	2,754	24%
5910 Communications- Internet/Website Fees	35,742	1,999	4,927	2,375	10,801	900	2,226	866	1,280	985	2,185	2,262	2,116	-	26,358	32,921	(2,821)	9,384	28%
5915 Communications- Postage and Delivery	2,342	27	255	183	55	148	88	378	13	399	1,146	399	399	-	2,342	2,342	-	1,196	51%
5920 Communications- Telephone & Fax	22,944	1,251	1,251	2,776	1,251	2,215	1,426	1,965	1,240	2,180	2,708	2,708	2,708	-	15,556	23,681	737	7,388	32%
5999 Expense Suspende	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
Total 5000 Services and Other Operating Expenditures	\$ 2,777,061	\$ 230,700	\$ 199,028	\$ 223,595	\$ 238,607	\$ 210,288	\$ 304,131	\$ 162,780	\$ 219,211	\$ 241,752	\$ 295,276	\$ 294,252	\$ 245,820	\$ -	\$ 2,030,092	\$ 2,865,439	88,379	801,013	13
6000 Capital Outlay																			
6900 Depreciation Expense	53,493	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	-	40,120	53,493	0	13,373	25%
6901 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
Total 6000 Capital Outlay	\$ 53,493	\$ 4,458	\$ 4,458	\$ 4,458	\$ 4,458	\$ 4,458	\$ 4,458	\$ 4,458	\$ 4,458	\$ 4,458	\$ 4,458	\$ 4,458	\$ 4,458	\$ -	\$ 40,120	\$ 53,493	0	13,373	25%
7438 Debt Service - Bond Payments/ & Interest																			
Total 6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0%
TOTAL EXPENSE	\$ 10,283,236	\$ 459,000	\$ 767,611	\$ 884,546	\$ 926,324	\$ 980,492	\$ 952,153	\$ 781,899	\$ 910,904	\$ 937,493	\$ 964,028	\$ 963,005	\$ 907,141	\$ (25,719)	\$ 7,600,421	\$ 10,408,876	\$ 125,640	\$ 2,736,860	27%
NET INCOME (LOSS)	\$ (204,164)	\$ (315,197)	\$ (469,797)	\$ (253,543)	\$ (195,190)	\$ 228,688	\$ (320,035)	\$ 328,943	\$ (497,488)	\$ 61,744	\$ 1,444,213	\$ 724,121	\$ (408,727)	\$ 1,037,959	\$ (1,431,875)	\$ 1,365,691	\$ 1,569,854	\$ 1,173,667	
	\$ (204,164)	\$ (315,197)	\$ (469,797)	\$ (253,543)	\$ (195,190)	\$ 228,688	\$ (320,035)	\$ 328,943	\$ (497,488)	\$ 61,744	\$ 1,								

WORKING BUDGET FY22-23	PRIOR YEAR P-2							P-1				P-2		YTD Actuals	2022-23 Projections	Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining
	ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-22	ACTUAL Nov-22	ACTUAL Dec-22	ACTUAL Jan-23	ACTUAL Feb-23	ACTUAL Mar-23	Forecast Apr-23	Forecast May-23	Forecast Jun-23	Accrual					
Beginning Cash Balance	2,229,160	2,227,291	1,812,440	1,704,029	1,662,105	2,466,280	2,337,455	2,678,726	2,184,286	2,313,250	3,795,646	4,556,939	4,144,217					
Cash Flow from Operating Activities																		
Net Income (Loss)	(315,197)	(469,797)	(253,543)	(195,190)	228,688	(320,035)	328,943	(497,488)	61,744	1,444,213	724,121	(408,727)	1,037,959					
1 Change in Accounts Receivable																		
1.1 Due from Grantor	439,938	93,086	142,340	110,773	286,256	61,777	(824)	(8,400)	53,099	38,726	37,715	36,546						
2 Change in Accounts Payable	(50,941)	(41,067)	(17,843)	21,163	35,248	(61,541)	879	23,688	18,223									
Clean Energy funds - refund								18,303										(134,000)
9 Change in Other Liabilities (incl Due to Grantor)			(7,739)	(13,930)	(8,400)	(13,930)	(27,860)		(2,934)									
5 Change in Payroll Liabilities	(170,806)	(1,754)	9,719	(15,598)	9,274	(1,812)	7,738		4,831									
6 Change in Prepaid Expenditures	94,168	5,000						(30,000)	(21,945)									
7 Change in Deferred Revenue	21,447	223	19,197	51,401	253,650	207,259	32,936		16,488									
8 Depreciation Expense	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458					
Cash Flow from Investing Activities	(19,936)																	
Capital Expenditures																		
Change in Security Deposits																		
Cash Flow from Financing Activities																		
Source- Sale of Receivables																		
Use- Sale of Receivables																		
Source- Loans																		
Use- Loans	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(45,000)					
Ending Cash Balance (Cash on Hand)	2,227,291	1,812,440	1,704,029	1,662,105	2,466,280	2,337,455	2,678,726	2,184,286	2,313,250	3,795,646	4,556,939	4,144,217	5,048,176					

**AVESON - AGLA
CASHFLOW PROJECTIONS
FISCAL YEAR 2022-23**



outlier contract

Enrollment	264.00
P2 ADA	243.15
Unduplicated Pupil Count %	32%

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

docs over to Celeste Thursday

	PRIOR YEAR P-2												P-1			P-2		YTD Actuals	2022-23 Projections	WORKING Budget VS Projections	(\$) Budget Remaining	(% Budget Remaining)			
	WORKING BUDGET FY22-23	ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-22	ACTUAL Nov-22	ACTUAL Dec-22	ACTUAL Jan-23	ACTUAL Feb-23	ACTUAL Mar-23	Forecast Apr-23	Forecast May-23	Forecast Jun-23	Accrual											
INCOME																									
8011-8096 Local Control Funding Formula Sources																									
8011 Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	810,406	48,177		48,177	86,719	86,719	86,719	173,438		92,565	56,091	56,091	56,091	19,618	622,514	810,406	-	187,892	23%						
8012 Education Protection Act Funds	240,968	-		-	66,334			66,334		-				108,300	132,668	240,968	-	108,300	45%						
8019 State Aid-Prior Years	-	-		-	-			-		-				-	-	-	-	-	-						
8096 In Lieu Property Tax	1,111,733	-	78,813	155,599	103,732	103,732	103,732	103,732	103,732	197,635	98,817	98,817	98,817	(135,428)	950,708	1,111,733	-	161,024	14%						
Total 8011-8096 Local Control Funding Formula Sources	\$ 2,163,107	\$ 48,177	\$ 78,813	\$ 203,776	\$ 256,785	\$ 190,451	\$ 190,451	\$ 343,504	\$ 103,732	\$ 290,200	\$ 154,909	\$ 154,909	\$ 154,909	\$ (7,510)	1,705,890	\$ 2,163,107	-	457,216	21%						
8100-8299 Federal Income																									
8181 Federal Special Education (IDEA) Part B, Sec 611	54,100	-		-	-			-		-				45,355	-	45,355	(8,745)	54,100	100%						
8182 Special Ed: IDEA Mental Health	-	-		-	-			-		-				-	-	-	-	-	0%						
8220 Child Nutrition Programs - Federal	35,689		1,685	3,139	3,665	2,910	2,797	2,924	3,520	3,650	3,400	3,400	3,400	24,289	35,689	-	11,400	32%							
8291 Title I, A Basic Grants Low-Income	44,200		-	-	-			7,514	23,342	-	-	-	8,840	30,856	44,200	-	13,344	30%							
8295 ESSER II CRRSA & ESSER III ARPA	-		-	-	-			-	-	-			-	-	-	-	-	-							
8292 Title II, A Teacher Quality	4,924		-	-	-			-	1,286	1,285			985	2,571	4,924	-	2,353	48%							
8294 Title IV	10,000		-	-	-			5,000	-	-			2,500	5,000	10,000	-	5,000	50%							
8290.1 One Time Loss Learning Mitigation Funds - SWD	-		-	-	-			-	-	-			-	-	-	-	-	-							
8299 All Other Federal Revenue	1,130,917					535,861			10,408				578,888	546,269	1,141,074	10,157	584,648	52%							
Total 8100-8299 Federal Income	\$ 1,279,830	\$ -	\$ 1,685	\$ 3,139	\$ 3,665	\$ 538,771	\$ 10,311	\$ 32,552	\$ 15,213	\$ 3,650	\$ 6,885	\$ 582,288	\$ 15,725	\$ 67,359	608,985	\$ 1,281,242	1,412	670,845	52%						
8300-8599 State Income																									
8311 Special Education - Entitlement (State)	136,093				7,106	24,772		25,582	12,791	66,891	25,582	25,582	25,582	39,165	137,142	253,053	116,960	(1,049)	-1%						
8312 Mental Health-SPED	30,347							30,347						30,347	80,167	36,142	(36,142)		-82%						
8519 Prior Year Adjustment	29,421				24,091	2,821	2,509	6,090	7,323	7,432	7,600	7,600	7,600	29,421	52,086	81,000	(0)	0	0%						
8520 State Child Nutrition	81,000		4,286	7,668	7,674	5,891	5,722	6,090	7,323	7,432	7,600	7,600	7,600	52,086	81,000	-	28,914	36%							
8545 SB 740	231,814										57,954			173,861	231,814	-	231,814	100%							
8550 Mandated Block Grant	8,390					7,971								7,971	8,390	-	419	5%							
8560 State Lottery	46,649										11,662			34,987	46,649	-	46,649	100%							
8591 One Time Loss Learning Mitigation Funds - LCFF	-													-	-	-	-	-							
8592 Mental Health-SPED	-													-	-	-	-	-							
8593 CA SB95 (In Person Instruction and Expanded Learning Opp Grant)	-													-	-	-	-	-							
8590 All Other State Revenue	322,118					248					1,165,470			87,949	248	1,253,667	931,549	321,870	100%						
Total 8300-8599 State Income	\$ 885,831	\$ -	\$ 4,286	\$ 7,668	\$ 38,871	\$ 41,456	\$ 5,970	\$ 34,181	\$ 20,114	\$ 74,323	\$ 1,268,268	\$ 33,182	\$ 33,182	\$ 372,841	226,868	\$ 1,934,340	1,048,509	628,616	71%						
8600-8799 Local Income																									
8634 Food Service Sales	128,000	56	(37)	362	13,271	20,940	21,113	28,783	17,659	20,077	12,800	12,800	12,800	122,225	160,625	32,625	5,775	5%							
8693 Field Trips	44,025	-	-	6,535	13,920	1,015	16,140	6,415	3,150	32,992				80,167	80,167	36,142	(36,142)	-82%							
8694 Enterprise Revenue	897													897	(897)			100%							
8801 Donations - Parents	50,000	1,743	2,441	6,487	6,288	8,876	13,927	5,672	5,723	3,380	4,500	4,500	4,500	59,037	68,037	18,037	(9,037)	-18%							
8802 Donations - Private	25,000							1,000	4,942					5,942	5,942	(19,058)	19,058	76%							
8803 Fundraising	20,000	46		43				1,463	(612)	(116)				824	824	(19,176)	19,176	96%							
8804 Computer Repair Fundraising	500						180							180	500	-	320	64%							
8699 All Other Local Revenue	6,055	1,516	208	1,426	1,393	1,133	302	77	591	6,986				13,633	13,633	7,578	(7,578)	-125%							
8792 SPED State/County	-													-	-	-	-	-							
Total 8600-8799 Local Income	\$ 274,477	\$ 3,360	\$ 2,613	\$ 14,854	\$ 34,872	\$ 31,964	\$ 51,662	\$ 43,410	\$ 31,453	\$ 63,319	\$ 17,300	\$ 17,300	\$ 17,300	\$ 320	282,007	\$ 329,727	55,250	(7,530)	-3%						
TOTAL INCOME	\$ 4,603,246	\$ 51,537	\$ 87,396	\$ 229,436	\$ 334,194	\$ 802,642	\$ 258,394	\$ 453,647	\$ 170,512	\$ 431,493	\$ 1,447,361	\$ 787,679	\$ 221,115	\$ 433,010	\$ 2,823,751	\$ 5,708,417	\$ 1,105,171	\$ 1,749,148	38%						
EXPENSE																									
1000 Certificated Salaries																									
1100 Teachers' Salaries	1,059,370	6,236	74,031	103,977	96,365	93,664	90,808	89,680	91,592	92,891	106,709	106,709	106,709	739,243	1,059,370	-	320,127	30%							
1200 Tutor/Substitute Expense	109,817		2,674	5,698	10,259	12,381	11,422	11,230	6,145	6,184	14,608	14,608	14,608	65,993	109,817	-	43,824	40%							
1300 Certificated Super/Admin	361,958	11,759	19,248	15,215	25,374	46,882	19,157	23,908	19,821	19,821	53,591	53,591	53,591	201,184	361,958	-	160,774	44%							
1900 Other Certificated	303,495	3,333	18,474	27,700	26,306	26,508	26,398	27,078	32,353	32,775	27,523	27,523	27,523	220,926	303,495	-	82,569	27%							
Total 1000 Certificated Salaries	\$ 1,834,640	\$ 21,328	\$ 114,428	\$ 152,591	\$ 158,304	\$ 179,435	\$ 147,784	\$ 151,897	\$ 149,909	\$ 151,669	\$ 202,432	\$ 202,432	\$ 202,432	1,227,345	\$ 1,834,640	-	607,295	33%							
2000 Classified Salaries																									
2100 Instructional Aide Salaries	377,238	3,293	27,068	35,823	34,446	35,002	33,338	28,540	40,850	37,567	33,771	33,771	33,771	275,927	377,238	-	101,312	27%							
2200 Classified Support Salaries	-													-	-	-	-	-							
2300 Classified Supervisor and Administrator Salaries	168,291	5,290	16,798	20,020	20,087	20,126	20,092	23,639	21,551	20,017	224	224	224	167,619	168,291	-	672	0%							
2400 Clerical/Technical/Office Staff Salaries	-													-	-	-	-	-							
2700 Classified Staff/ Maintenance	56,616	3,373	6,657	6,818	6,538	6,671	8,860	5,250	6,193	5,861	132	132	132	56,221	56,616	-	395	1%							
2900 Other Classified Salaries	70,229	2,183	6,470	9,213	7,544	7,758	7,198	5,962	7,205	6,607	3,363	3,363	3,363	60,141	70,229	-	10,088	14%							
Total 2000 Classified Salaries	\$ 672,375	\$ 14,138	\$ 56,991	\$ 71,875	\$ 68,616	\$ 69,557	\$ 69,487	\$ 63,391	\$ 75,800	\$ 70,053	\$ 37,489	\$ 37,489	\$ 37,489	559,908	\$ 672,375	-	112,467	17%							
3000 Employee Benefits																									
3301 OASDI - Social Security/Medicare	155,435	2,142	10,513	13,648	13,726	13,466	12,337	13,085	13,745	13,498	14,875	14,875	14,875	106,161	155,435	-	49,274	32%							
3302 MED - Medicare	36,352	501	2,459	3,192	3,230	3,553	3,095	3,060	3,215	3,157	3,479	3,479	3,479	25,461	36,352	-	10,891	30%							
3401 H&W - Health & Welfare	182,656	11,911	27,771	(3,356)	13,804	21,555	17,305	16,322	15,952	15,809	15,194	15,194	15,194	137,074	182,656	-	45,583	25%							
3501 FUTA/SUTA/ETT	12,535		(519)	4,022	4,022	4,022	4,022	6,210	356	109	786	786	786	10,178	12,535	-	2,357	19%							
3601 Worker Compensation	29,332		6,981	5,076																					

AVESON - AGLA
CASHFLOW PROJECTIONS
FISCAL YEAR 2022-23



outlier contract

Enrollment	264.00
P2 ADA	243.15
Unduplicated Pupil Count %	32%

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

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	PRIOR YEAR P-2												P-1		P-2		YTD Actuals	2022-23 Projections	WORKING Budget VS Projections	(\$ Budget Remaining	(% Budget Remaining																																					
	WORKING BUDGET FY22-23	ACTUAL Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-22	ACTUAL Nov-22	ACTUAL Dec-22	ACTUAL Jan-23	ACTUAL Feb-23	ACTUAL Mar-23	Forecast Apr-23	Forecast May-23	Forecast Jun-23	Accrual																																												
4381 Plant Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																																						
4400 Noncap Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																																						
4410 Classroom Furniture, Equipment & Supplies	4,600	-	197	329	-	-	-	-	374	-	1,233	1,233	1,233	-	-	-	-	3,699	80%																																							
4420 Computers (Individual items < \$5k)	18,959	1,372	8,639	1,460	-	-	-	-	-	-	-	-	-	-	-	-	-	0	(0)	0%																																						
4430 Office Furniture, Equipment & Supplies	6,659	1,675	-	1,360	541	601	367	2,115	275	-	-	-	-	-	-	-	-	275	(275)	-4%																																						
4700 Food/Food Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																																						
4710 Student Food Service	193,301	5,964	8,000	17,796	17,851	16,510	13,165	8,982	18,095	21,804	21,712	21,712	21,712	-	-	-	-	65,135	34%																																							
4720 Other Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																																						
Total 4000 Supplies	\$ 324,727	\$ 41,791	\$ 32,694	\$ 31,544	\$ 21,827	\$ 21,813	\$ 25,811	\$ 17,159	\$ 28,261	\$ 30,180	\$ 26,311	\$ 26,311	\$ 26,311	\$ -	\$ -	\$ -	\$ -	\$ 251,078	\$ 330,011	\$ 5,283	\$ 73,650	23%																																				
5000 Services and Other Operating Expenditures	5,000	8,000	65,000	45,129	55,150	55,200	52,525	15,000	569,741	53,929	1,000	2,761	6,273	6,976	54,332	21,631	44,025	256	5,000	10,000	266,565	8,100	13,000	200	40,000	-	101,927	11,793	700	6,000	12,000	15,058	55,247	-	8,787	15,000	1,000	7,944	-	1,531,098	\$ 143,871	\$ 95,299	\$ 120,052	\$ 153,725	\$ 112,887	\$ 201,841	\$ 105,129	\$ 127,422	\$ 156,074	\$ 146,735	\$ 145,635	\$ 97,349	\$ -	1,216,300	\$ 1,606,019	74,921	314,798	21%
5200 Conference Fees	8,000	3,490	1,128	2,278	98	60	135	268	659	60	1,401	1,401	1,401	796	5,000	-	4,204	84%																																								
5300 Dues and Memberships	65,000	6,017	24,066	12,033	6,140	6,139	6,139	6,139	7,687	8,174	8,174	174	8,174	8,174	174	(174)	2%																																									
5400 Insurance	45,129	3,162	3,938	7,104	4,105	2,943	3,365	3,512	4,742	3,660	3,400	3,400	3,400	74,360	74,360	9,360	(9,360)	-14%																																								
5510 Utilities - Gas and Electric	2,979	59	1,520	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	36,531	46,731	1,602	8,598	19%																																								
5515 Janitorial, Gardening Services	500	120	500	500	500	500	500	500	500	500	500	500	500	2,979	2,979	0	(0)	0%																																								
5520 Security	4,510	366	395	128	631	890	296	720	360	241	241	241	3,786	4,510	-	724	16%																																									
5525 Utilities - Waste	5,535	278	708	334	681	319	651	311	751	751	751	751	3,282	5,535	-	2,253	41%																																									
5530 Utilities - Water	15,000	1,183	1,183	1,600	1,183	1,183	1,769	1,424	1,225	1,943	769	769	769	12,693	15,000	-	2,307	15%																																								
5605 Equip Rental/Lease	569,741	91,618	46,093	46,149	46,149	50,014	48,286	48,286	48,286	48,286	48,286	48,286	48,286	473,168	569,741	0	96,573	17%																																								
5610 Rent	53,929	16,685	1,181	7,477	18,557	6,435	3,191	403	1,686	4,138	274	274	274	59,753	59,753	5,824	(5,824)	-11%																																								
5615 Repairs and Maintenance - Buildings	1,000	375	150	1,638	177	598	274	274	274	274	274	274	1,777	1,000	-	823	82%																																									
5616 Repairs and Maintenance - Computers	2,761	2,760	(0)	0	0	0	0	0	0	0	0	0	2,760	2,760	(0)	0	0%																																									
5618 Repairs and Maintenance - Vehicles expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																																						
5800 Prof/Consulting	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	100%																																						
5803 Auditing Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																																						
5807 Legal Settlements	6,976	599	780	414	610	521	768	404	376	904	576	576	576	5,376	7,104	128	1,600	23%																																								
5809 Banking/CC/Other Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																																						
5810 Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																																						
5811 AEC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																																						
5812 Business Services	54,332	4,930	4,930	5,031	5,031	5,031	5,078	5,031	5,031	4,747	4,747	4,747	4,747	40,092	54,332	-	14,240	26%																																								
5824 District Oversight Fees	21,631	21,631	21,631	21,631	21,631	21,631	21,631	21,631	21,631	21,631	21,631	21,631	21,631	21,631	21,631	21,631	21,631	21,631	21,631	100%																																						
5815 Advertising/Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																																						
5830 Field Trips	44,025	(918)	1,310	27,629	1,323	3,716	6,765	3,981	50,503	35	35	35	35	94,309	94,309	50,284	(50,284)	-114%																																								
5836 Fingerprinting/Livescan	256	256	256	256	256	256	256	256	256	256	256	256	256	151	256	-	105	41%																																								
5839 Fundraising Expense	5,000	8	8	397	821	600	425	916	916	916	916	916	916	2,251	5,000	-	2,749	55%																																								
5843 Interest Expense/Misc fee	5,500	197	205	194	177	156	151	140	117	117	117	117	1,510	1,862	(3,638)	3,990	73%																																									
5845 Legal Fees	10,000	5,642	478	428	2,241	534	114	81	161	161	161	161	9,517	10,000	-	483	5%																																									
5848 Licenses and Other Fees	3,700	625	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	2,763	3,700	-	937	25%																																									
5851 Marketing and Student Recruiting	31,000	2,100	591	9,751	3,655	9,281	1,874	1,874	1,874	1,874	1,874	1,874	25,378	31,000	-	5,622	18%																																									
5854 Consultants - Other	266,565	6,941	7,995	5,391	7,419	5,490	105,829	10,735	33,176	3,350	26,746	26,746	26,746	186,326	266,565	-	80,239	30%																																								
5855 Ed Consultants	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	7,929	8,100	-	171	2%																																								
5856 Enrichment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																																						
5857 Payroll Services	13,000	749	852	1,014	1,003	1,035	1,049	1,176	967	1,034	1,374	1,374	1,374	8,878	13,000	-	4,122	32%																																								
5860 Printing and Reproduction	200	200	200	200	200	200	200	200	200	200	200	200	200	67	200	-	133	67%																																								
5861 PY Expenses (Unaccrued)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																																						
5862 Professional Development	40,000	170	3,350	779	5,183	2,905	9,204	9,204	9,204	9,204	9,204	9,204	12,387	40,000	-	27,613	69%																																									
5873 Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																																						
5874 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																																						
5875 SPED Consultants	101,927	124	3,455	1,768	235	3,198	6,234	572	1,380	1,765	27,732	27,732	27,732	18,730	101,927	-	83,197	82%																																								
5876 Sports	11,793	209	1,869	240	4,546	4,930	623	4,411	623	4,411	623	623	16,827	16,827	5,034	(5,034)	-43%																																									
5877 Staff Recruiting/Hiring	700	700	700	700	700	700	700	700	700	700	700	700	700	600	700	-	100	14%																																								
5878 Student Assessment	6,000	3,750	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	4,590	6,000	-	1,410	24%																																									
5881 Student Information System	12,000	2,643	9,113	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	17,242	17,242	5,242	(5,242)	-44%																																									
5883 Substitutes (Contracted)	15,058	244	3,904	122	2,440	1,952	2,196	1,342	732	1,500	400	400	12,932	15,232	174	2,126	14%																																									
5887 Technology Services	55,247	8,497	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	42,497	55,247	-	12,750	23%																																									
5893 Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%																																						
5899 Misc Operating Expenses	8,787	150	5,043	134	1,570	353	512	512	512	512	512	512	7,251	8,787	-	1,537	17%																																									
5910 Communications - Internet/Website Fees	15,000	841	2,239	1,035	5,253	135	135	146	484	335	1,466	1,466	10,602	15,000	-	4,398	29%																																									
5915 Communications - Postage and Delivery	1,000	61	93	55	148	88	189	13	118	118	118	118	646	1,000	-	354	35%																																									
5920 Communications - Telephone & Fax	7,944	711	1,389	711	1,170	926	1,072	700																																																		

AVESON - ASL
CASHFLOW PROJECTIONS
FISCAL YEAR 2022-23

75,000.00



	PRIOR YEAR P-2													P-1		P-2		YTD Actuals	2022-23 Projections	Working Budget VS Projections	(\$) Budget Remaining	(%) Budget Remaining
	WORKING BUDGET FY22-23	Forecast Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-22	ACTUAL Nov-22	ACTUAL Dec-22	ACTUAL Jan-23	ACTUAL Feb-23	ACTUAL Mar-23	Forecast Apr-23	Forecast May-23	Forecast Jun-23	Accrual								
INCOME																						
8011-8096 Local Control Funding Formula Sources																						
8011 Local Control Funding Formula State Aid (FKA Charter Schools State Aid)	1,270,940	73,745		73,745	132,740	132,740	132,740	265,480	155,599	92,508	91,950	91,950	91,950	(64,207)	1,059,297	1,270,940	(6,113)	211,644	17%			
8012 Education Protection Act Funds	101,254				16,959			16,959						67,336	33,918	101,254		67,336	67%			
8019 State Aid-Prior Years	-													-	-	-		-	0%			
8096 In Lieu Property Tax	1,869,141		115,685	233,398	155,599	155,599	155,599	155,599	296,452	148,226	148,226	148,226	148,226	156,534	1,267,929	1,869,141		601,212	32%			
Total 8011-8096 Local Control Funding Formula Sources	\$ 3,241,335	\$ 73,745	\$ 115,685	\$ 307,143	\$ 305,298	\$ 288,339	\$ 288,339	\$ 438,038	\$ 155,599	\$ 388,960	\$ 240,176	\$ 240,176	\$ 240,176	\$ 159,664	2,361,143	\$ 3,241,335	-	880,192	27%			
8100-8299 Federal Income																						
8181 Federal Special Education (IDEA) Part B, Sec 611	48,304													42,191	-	42,191	(6,113)	48,304	100%			
8182 Special Ed: IDEA Mental Health	-													-	-	-		-	0%			
8220 Child Nutrition Programs - Federal	95,785	2,455	5,308	8,535	9,087	6,848	6,400	7,432	8,179	7,830	8,427	8,427	8,427	8,427	62,075	95,785		33,710	35%			
8291 Title I, A Basic Grants Low-Income	25,116							3,091	8,160		5,023		5,023	3,819	11,251	25,116		13,865	55%			
8295 ESSER II CRRSA & ESSER III ARPA (One time)	-													-	-	-		-	0%			
8292 Title II, A Teacher Quality	7,767								1,299	1,908	1,553		1,553	1,453	3,207	7,767		4,560	59%			
8294 Title IV	10,000								5,000		2,500		2,500		5,000	10,000		5,000	50%			
8290.1 One Time Loss Learning Mitigation Funds - SWD	-													-	-	-		-	0%			
8299 All Other Federal Revenue	637,226		5,518	5,518					10,408			624,728		95,673	21,443	741,844	104,618	615,783	97%			
Total 8100-8299 Federal Income	\$ 824,198	\$ 2,455	\$ 10,826	\$ 14,052	\$ 9,087	\$ 6,848	\$ 9,491	\$ 21,891	\$ 20,495	\$ 7,830	\$ 17,504	\$ 633,156	\$ 17,504	\$ 151,563	102,976	\$ 922,703	98,505	721,222	88%			
8300-8599 State Income																						
8311 Special Education - Entitlement (State)	227,732				11,891	28,420		64,212		69,708	69,708			49,130	174,231	293,069	65,337	53,501	23%			
8312 Mental Health-SPED	31,922													31,922	13,105	31,922		31,922	100%			
8519 Prior Year Adjustment	21,046				21,046	(2,709)	2,509							200	20,846	21,046		200	1%			
8520 State Child Nutrition	224,005	5,178	15,687	23,797	22,662	16,635	15,407	17,659	19,704	18,802	17,119	17,119	17,119	17,119	155,529	224,005		68,476	31%			
8545 SB 740	5,021										1,255			3,766	-	5,021		5,021	100%			
8550 Mandated Block Grant	6,208					6,221								-	6,221	6,221	13	(13)	0%			
8560 State Lottery	73,578								13,753					41,430	13,753	73,578		59,825	81%			
8591 One Time Loss Learning Mitigation Funds - LCFF	-										18,394			-	-	-		-	0%			
8592 Mental Health-SPED	-													-	-	-		-	0%			
8593 CA SB95 (In Person Instruction and Expanded Learning Opp Grant)	-													-	-	-		-	0%			
8590 All Other State Revenue	261,340						196	59			572,527			75,672	255	648,454	387,114	261,085	100%			
Total 8300-8599 State Income	\$ 850,852	\$ 5,178	\$ 15,687	\$ 23,797	\$ 55,599	\$ 48,567	\$ 15,603	\$ 98,191	\$ 19,704	\$ 88,510	\$ 679,004	\$ 17,119	\$ 17,119	\$ 219,239	370,835	\$ 1,303,316	452,464	480,017	56%			
8600-8799 Local Income																						
8634 Food Service Sales	152,000	411	(288)	688	13,749	21,360	21,196	28,902	18,112	20,473	15,200			12,197	124,603	152,000		27,397	18%			
8693 Field Trips	153					138		3,974	8,993						13,105	13,105	12,952	(12,952)	-8465%			
8694 Enterprise Revenue	247,330	6,183	58,154	39,365	1,360	36,310	21,832	47,271	13,714	45,144				269,333	269,333	22,003	(22,003)	-9%				
8801 Donations - Parents	50,000	1,743	2,441	6,487	6,288	8,738	13,927	5,672	5,723	3,380				54,399	54,399	4,399	(4,399)	-9%				
8802 Donations - Private	25,000							1,000	4,942		2,500	2,500	2,500	11,558	5,942	25,000		19,058	76%			
8803 Fundraising	20,000	1,036	7,200	43	4,604	(4,584)		41		39				8,378	20,000		11,622	58%				
8804 Computer Repair Fundraising	-													-	-	-		-	0%			
8699 All Other Local Revenue	64,959	1,515	713	9,991	956	823	3,336	16,190	642	4,416	6,496	6,496	13,386	38,581	64,959		26,378	41%				
8792 SPED State/County	-													-	-	-		-	0%			
Total 8600-8799 Local Income	\$ 559,442	\$ 10,888	\$ 68,221	\$ 56,574	\$ 26,956	\$ 62,785	\$ 60,291	\$ 99,076	\$ 47,106	\$ 82,443	\$ 24,196	\$ 8,996	\$ 2,500	\$ 48,764	514,340	\$ 598,796	39,354	45,102	8%			
TOTAL INCOME	\$ 5,475,827	\$ 92,266	\$ 210,418	\$ 401,567	\$ 396,940	\$ 406,538	\$ 373,724	\$ 657,196	\$ 242,903	\$ 567,744	\$ 960,880	\$ 899,447	\$ 277,299	\$ 579,229	\$ 3,349,295	\$ 6,066,149	\$ 590,322	\$ 2,126,532	39%			
EXPENSE																						
1000 Certificated Salaries																						
1100 Teachers' Salaries	1,328,509	6,570	70,979	135,081	118,492	118,435	118,369	117,099	119,282	124,202	133,334	133,334	133,334	-	928,507	1,328,509		400,002	30%			
1200 Substitute Expense	51,068	600	3,142	5,287	5,259	5,385	5,381	5,190	10,786	12,490	8,629	8,629	1,726	53,520	53,520	21,436	(2,452)	-1%				
1300 Certificated Super/Admin	557,661	16,074	43,045	54,012	54,012	102,939	48,428	44,177	45,765	45,765	45,765	45,765	45,765	(33,849)	454,217	557,661		103,444	19%			
1900 Other Certificated	282,856		14,160	23,243	23,074	23,502	23,379	22,396	25,475	25,108	34,173	34,173	34,173	180,338	282,856		102,518	36%				
Total 1000 Certificated Salaries	\$ 2,220,095	\$ 23,244	\$ 131,326	\$ 217,623	\$ 200,836	\$ 250,262	\$ 195,557	\$ 188,862	\$ 201,308	\$ 207,564	\$ 221,901	\$ 221,901	\$ 214,997	(33,849)	1,616,582	\$ 2,241,531	21,436	603,513	27%			
2000 Classified Salaries																						
2100 Instructional Aide Salaries	463,023	29,449	21,294	45,375	52,472	54,545	50,155	33,481	58,368	54,973	20,971	20,971	20,971	-	400,110	463,023		62,913	14%			
2200 Classified Support Salaries	-													-	-	-		-	0%			
2300 Classified Supervisor and Administrator Salaries	259,275	8,066	19,780	25,839	27,328	25,868	25,849	22,005	21,716	20,187	20,879	20,879	20,879	-	196,638	259,275		62,637	24%			
2400 Clerical/Technical/Office Staff Salaries	-													-	-	-		-	0%			
2700 Classified Staff/ Maintenance	124,099	6,027	9,832	10,678	10,273	10,972	11,134	10,976	10,411	9,904	11,297	11,297	11,297	-	90,207	124,099		33,892	27%			
2900 Other Classified Salaries	110,771	8,568	18,919	14,741	9,462	9,333	9,001	7,340	10,808	9,911	4,096	4,096	4,096	-	98,484	110,771		12,287	11%			
Total 2000 Classified Salaries	\$ 957,168	\$ 52,110	\$ 69,825	\$ 96,633	\$ 99,534	\$ 101,118	\$ 96,138	\$ 73,802	\$ 101,304	\$ 94,974	\$ 57,243	\$ 57,243	\$ 57,243	-	785,439	\$ 957,168	-	171,729	18%			
3000 Employee Benefits																						
3301 OASDI - Social Security	196,990	4,604	12,314	18,984	18,004	19,272	17,023	15,804	18,274	18,270	17,307	17,307	16,879	2,948	142,549	196,990		54,441	28%			
3302 MED - Medicare	46,070	1,077	2,880	4,440	4,231	4,969	4,111	3,696	4,274	4,273	4,048	4,048	3,947	79	33,949	46,070		12,121	26%			
3401 H&W - Health & Welfare	254,604	17,572	49,476	(4,481)	20,010	27,327	15,350	23,982	23,036	19,450	19,450	19,450	19,450	-	196,254	254,604		58,350	23%			
3501 SUI - State Unemployment Insurance	15,886		(528)	3,460			5,425	562	230	2,246	2,246	2,246	-	9,148	15,886		6,738	42%				
3601 Worker Compensation	37,174	7,266	5,283	4,709	2,309	2,309	2,309	2,309	3,561	3,561	3,561	3,561	-	26,492	37,174		10,682	29%				
3901 403B	32,530		1,468	5,577	3,150	3,150	1,343		3,345	4,833	4,833	4,833	-	18,033	32,530		14,498	45%				
Total 3000 Employee Benefits	\$ 583,255	\$ 23,253 </																				

AVESON - ASL
CASHFLOW PROJECTIONS
FISCAL YEAR 2022-23

75,000.00



	WORKING BUDGET FY22-23	PRIOR YEAR P-2						P-1				P-2		YTD Actuals	2022-23 Projections	Working Budget VS Projections	(\$ Budget Remaining	[%] Budget Remaining	
		Forecast Jul-22	ACTUAL Aug-22	ACTUAL Sep-22	ACTUAL Oct-22	ACTUAL Nov-22	ACTUAL Dec-22	ACTUAL Jan-23	ACTUAL Feb-23	ACTUAL Mar-23	Forecast Apr-23	Forecast May-23	Forecast Jun-23						Accrual
4430 Other Furniture, Equipment & Supplies	11,363	482	1,872	4,215	1,267	3,285	242	-	5,006	-	-	-	-	-	16,369	16,369	5,006	(5,006)	-44%
4700 Food/Food Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
4710 Student Food Service	267,214	6,197	8,326	25,743	26,946	24,533	19,706	13,611	25,687	32,626	27,946	27,946	27,946	183,376	267,214	-	83,838	31%	
4720 Other Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
Total 4000 Supplies	\$ 430,534	\$ 33,424	\$ 40,249	\$ 41,459	\$ 34,735	\$ 43,831	\$ 29,752	\$ 24,999	\$ 45,678	\$ 53,099	\$ 31,283	\$ 31,283	\$ 31,283	\$ 347,225	\$ 441,075	\$ 10,541	\$ 83,309	19%	
5000 Services and Other Operating Expenditures																			
5200 Conference Fees	6,000	-	110	50	199	56	-	103	-	1,827	1,827	1,827	1,827	518	6,000	-	5,482	91%	
5300 Dues and Memberships	10,000	4,773	2,288	60	98	510	308	282	60	521	521	521	521	8,438	10,000	-	1,562	16%	
5400 Insurance	66,063	-	6,262	25,048	12,525	6,140	6,139	6,139	6,139	6,139	6,139	6,139	6,139	68,392	68,392	2,328	(2,328)	-4%	
5510 Utilities- Gas and Electric	73,800	4,164	8,703	7,469	15,003	6,240	5,285	5,924	12,840	6,014	719	719	719	71,642	73,800	-	2,158	3%	
5515 Janitorial, Gardening Services	6,745	702	112	2,141	380	380	760	371	380	380	380	380	380	5,605	6,745	0	1,140	17%	
5520 Security	500	-	-	-	-	-	-	-	-	167	167	167	167	-	500	-	500	100%	
5525 Utilities - Waste	13,816	1,262	1,363	1,363	1,045	597	-	1,493	2,231	2,231	2,231	2,231	2,231	7,123	13,816	-	6,693	48%	
5530 Utilities - Water	18,000	-	3,701	3,563	2,525	2,525	2,048	2,066	2,048	2,048	2,048	2,048	2,048	11,855	18,000	-	6,145	34%	
5605 Equip Rental/Lease	17,000	1,183	1,183	1,528	1,183	1,729	1,424	1,225	2,036	1,442	1,442	1,442	1,442	12,674	17,000	-	4,326	25%	
5610 Rent	113,465	8,771	9,458	10,175	9,681	9,646	9,226	9,257	10,739	9,744	9,450	9,450	9,450	86,697	115,047	1,582	26,768	24%	
5615 Repairs and Maintenance - Buildings	39,787	763	9,758	26,895	256	335	1,711	69	2,372	1,249	-	-	-	43,408	43,408	3,621	(3,621)	-9%	
5616 Repairs and Maintenance - Computers	3,152	-	-	-	-	-	-	-	-	1,051	1,051	1,051	1,051	3,152	-	3,152	-	100%	
5618 Repairs and Maintenance - Vehicles expense	1,500	-	375	150	-	-	-	-	-	325	325	325	325	525	1,500	-	975	65%	
5800 Prof/Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5803 Auditing Fees	6,903	-	-	-	-	-	-	-	-	2,301	2,301	2,301	2,301	-	6,903	-	6,903	100%	
5807 Legal Settlements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5809 Banking/CC/Other Fees	7,900	584	773	384	401	479	564	1,182	388	541	869	869	869	5,294	7,900	-	2,606	33%	
5810 Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5811 AEC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5812 Business Services	66,406	-	5,131	5,131	5,031	5,031	5,031	5,078	5,031	5,031	8,637	8,637	8,637	40,495	66,406	-	25,911	39%	
5824 District Oversight Fees	32,413	-	-	-	-	-	-	-	-	-	10,804	10,804	10,804	-	32,413	-	32,413	100%	
5815 Advertising/Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5830 Field Trips	4,010	17	2,860	83	290	11	750	2,100	1,260	-	-	-	-	7,370	7,370	3,360	(3,360)	-84%	
5836 Fingerprinting/Live scan	256	-	-	-	-	-	-	-	-	85	85	85	85	-	256	-	256	100%	
5839 Fundraising Expense	3,500	8	-	-	397	-	728	425	647	647	647	647	647	1,558	3,500	-	1,942	55%	
5843 Interest Expense/Misc. fee	6,000	197	205	194	177	156	151	147	1,497	1,497	1,497	1,497	1,497	1,510	6,000	-	4,490	75%	
5845 Legal Fees	81,750	-	4,031	1,031	1,529	572	49	2,698	2,003	23,279	23,279	23,279	23,279	11,912	81,750	-	69,838	85%	
5848 Licenses and Other Fees	2,763	625	-	-	625	-	1,513	-	-	-	-	-	-	2,763	2,763	0	(0)	0%	
5851 Marketing and Student Recruiting	28,000	2,100	591	9,751	9,751	4,200	3,786	3,786	3,786	3,786	3,786	3,786	3,786	16,642	28,000	-	11,358	41%	
5854 Consultants - Other	164,500	7,441	7,995	5,428	7,419	5,490	9,374	5,735	13,096	3,350	33,057	33,057	33,057	65,329	164,500	-	99,171	60%	
5855 Ed Consultants	19,443	-	-	-	950	550	650	6,735	3,519	3,519	3,519	3,519	3,519	8,885	19,443	-	10,558	54%	
5856 Enrichment	31,775	10,504	1,020	551	184	638	5,489	1,205	(2,517)	1,006	4,565	4,565	4,565	18,080	31,775	-	13,695	43%	
5857 Payroll Services	12,750	749	852	1,014	1,003	1,035	1,049	1,176	967	1,034	1,291	1,291	1,291	8,878	12,750	-	3,872	30%	
5860 Printing and Reproduction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5861 PY Expenses (Unaccrued)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5862 Professional Development	30,450	730	11,799	307	989	5,070	450	58	2,450	2,866	2,866	2,866	2,866	21,853	30,450	-	8,597	28%	
5873 Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5874 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5875 SPED Consultants	204,025	497	2,490	3,560	3,569	34,183	41,672	7,755	18,184	27,074	21,680	21,680	21,680	138,985	204,025	-	65,041	32%	
5876 Sports	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5877 Staff Recruiting/Hiring	1,000	-	-	600	-	-	-	-	-	-	133	133	133	600	1,000	-	400	40%	
5878 Student Assessment	20,482	1,932	18,550	-	-	-	-	-	-	-	-	-	-	20,482	20,482	-	-	0%	
5881 Student Information System	11,000	1,788	-	9,113	-	-	-	-	5,486	-	-	-	-	16,386	16,386	5,386	(5,386)	-49%	
5883 Substitutes (Contracted)	18,000	-	488	1,708	1,098	2,318	2,440	3,660	3,294	998	998	998	998	15,006	18,000	-	2,994	17%	
5887 Technology Services	83,004	36,254	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	70,254	83,004	(0)	12,750	15%	
5893 Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
5899 Misc. Operating Expenses	2,719	70	-	832	-	-	-	-	600	406	406	406	406	1,502	2,719	-	1,217	45%	
5910 Communications- Internet/Website Fees	20,742	1,158	2,688	1,340	5,548	765	2,091	719	796	650	719	796	650	15,756	17,921	(2,821)	4,986	24%	
5915 Communications- Postage and Delivery	1,342	27	194	90	-	-	-	-	189	280	280	280	280	500	1,342	-	841	63%	
5920 Communications- Telephone & Fax	15,000	540	1,387	540	1,045	500	894	540	889	2,708	2,708	2,708	2,708	6,875	15,000	-	8,125	54%	
5999 Expense Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	
Total 5000 Services and Other Operating Expenditures	\$ 1,245,963	\$ 86,829	\$ 103,729	\$ 103,543	\$ 84,882	\$ 97,401	\$ 102,290	\$ 57,651	\$ 91,789	\$ 85,677	\$ 148,540	\$ 148,617	\$ 148,471	\$ 813,792	\$ 1,259,420	\$ 13,457	\$ 432,171	35%	
6000 Capital Outlay																			
6900 Depreciation Expense	19,484	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	14,613	19,484	0	4,871	25%	
6901 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
Total 6000 Capital Outlay	\$ 19,484	\$ 1,624	\$ 1,624	\$ 1,624	\$ 1,624	\$ 1,624	\$ 1,624	\$ 1,624	\$ 1,624	\$ 1,624	\$ 1,624	\$ 1,624	\$ 1,624	\$ 14,613	\$ 19,484	\$ 0	\$ 4,871	25%	
7438 Debt Service - Bond Payments/ & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
Total Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0%
TOTAL EXPENSE	\$ 5,456,499	\$ 220,484	\$ 418,160	\$ 486,576	\$ 477,601	\$ 551,262	\$ 467,303	\$ 399,496	\$ 491,102	\$ 492,093	\$ 512,035	\$ 512,111</							

April 21, 2023

To: Board of Directors and Management

Aveson Charter Schools
1919 East Pinecrest Drive
Altadena, CA 91001

We are pleased to confirm our understanding of the services we are to provide for Aveson Charter Schools (the Charter School) for the year ended June 30, 2023.

Audit Scope and Objectives

We will audit the financial statements of the Charter School, which comprise the statement of financial position as of June 30, 2023, the related statements of activities, functional expenses, and cash flows for the year then ended, and the disclosures (collectively the “financial statements”).

Also the following supplementary information accompanying the Charter School’s financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America (GAAS), and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor’s report on the financial statements. The following supplementary information is required by the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*:

1. Combining Financial Statements
2. LEA Organization Structure
3. Schedule of Average Daily Attendance (ADA)
4. Schedule of Instructional Time
5. Schedule of Financial Trends & Analysis
6. Reconciliation of Unaudited Annual Financial and Budget Report with Audited Financial Statements
7. Schedule of Expenditures of Federal Awards

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement which exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*.
- An opinion (or disclaimer of opinion) on compliance with state statutes, regulations, and the terms and conditions of state awards that could have a direct and material effect on each identified program in accordance with the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting prescribed in Title 5, California Code of Regulations, Section 19810*.

Auditor's Responsibilities for the Audit of the Financial Statements, Single Audit, and State Compliance Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; the provisions of the Uniform Guidance; and the requirements identified in the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting prescribed in Title 5, California Code of Regulations, Section 19810*, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. AS part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Charter School or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Charter School's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representation from your attorneys as part of the engagement.

We have identified the following significant risks of material misstatement as part of our audit planning:

1. Improper Revenue Recognition
2. Management Override of Controls

As we continue the audit planning process we may identify additional significant risks. If such risks are identified we will provide an addendum to this engagement letter to communicate these risks. If no additional significant risks are identified, no addendum will be provided.

Audit Procedures – Internal Control

We will obtain an understanding of the Charter School and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Charter School’s compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the Charter School’s major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the Charter School’s compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

The *2022-23 Guide for Annual Audits of California Local Education Agencies and State Compliance Reporting* (the Audit Guide) requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with state statutes, regulations, and the terms and conditions of state awards identified in the Audit Guide which are applicable to the Charter School based on materiality levels identified in the Audit Guide. For the programs applicable to the Charter School, we will perform the procedures identified in the Audit Guide and report noncompliance in accordance with direction provided in the Audit Guide. The purpose of these procedures will be to express an opinion on the Charter School’s compliance with requirements applicable to these programs in our report on state compliance.

Other Services

We will prepare the Organization's federal and state information returns for the year ended June 30, 2023 based on information provided by you. We will also assist in preparing the financial statements, prepare the schedule of expenditures of federal awards, and the related notes of the Charter School in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to those previously identified and previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Responsibilities of Management for the Financial Statements, Single Audit, and State Compliance Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for:

1. Designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal and state awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met;
2. Following laws and regulations;
3. Ensuring that there is reasonable assurance that government programs are administered in compliance and with compliance requirements; and,
4. Ensuring that management and financial information is reliable and properly reported.

Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal and state statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside general and subsidiary ledgers). You are also responsible for providing us with:

1. Access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters;

2. Access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under Uniform Guidance and in accordance with the Audit Guide;
3. Additional information that we may request for the purpose of the audit; and
4. Unrestricted access to persons within the Charter School from whom we determine it necessary to obtain audit evidence.

At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Charter School involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect of the financial statements. Your responsibilities include informing us of your knowledge and of any allegations of fraud or suspected fraud affecting the Charter School received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the Charter School complies with applicable laws, regulations, contracts, agreements, and grants.

You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reporting audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for review upon our scheduled interim field work dates.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19 related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that:

1. You are responsible for the presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance;
2. You believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance;

3. The methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and
4. You have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that:

1. You are responsible for the presentation of the supplementary information in accordance with GAAP;
2. You believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP;
3. The methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and
4. You have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, and/or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the Charter School, the California State Controller's Office, the California Department of Education, the Charter School authorizing entity, and the County Office of Education; however, management is responsible for the distribution of the reports and financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Wilkinson Hadley King & Co. LLP and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the California Board of Accountancy or its designee, the County Office of Education, the California State Controller's Office or its designee, the California Department of Education or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Wilkinson Hadley King & Co. LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained to other, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the California State Controller's Office or the California Department of Education. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Kevin Sproul, CPA is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit upon the signing of this engagement letter and will schedule dates for field work accordingly.

Our fee for these services will be \$17,000 for the audit and \$1,200 for the preparation of tax returns. Our invoices for these fees will be rendered as work progresses and are payable upon presentation. Upon completion of the audit report and submission to the California State Controller's Office progress billings will be brought to 90% of the contracted amount. The final 10% of the contracted amount will be billed, and is due, upon receipt of the California State Controller's Office certification letter. In accordance with firm policies, work may be suspended if your account becomes 30 days past due and may not be resumed until your account is paid in full. Additionally, an audit report will not be issued for the year ended June 30, 2023 if 100% of prior audit fees have not been paid in full inclusive of the final 10% billed upon receipt of the California State Controller's Office certification letter for the prior period. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended at our standard hourly rates and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly.

Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the governing board of the Charter School. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to the Charter Schools and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.

Very truly yours,


Wilkinson Hadley King & Co. LLP

Response:

This letter correctly sets forth the understanding of Aveson Charter Schools.

Management Signature: _____

Title: _____

Date: _____

Approved by Governance at a Public Meeting on: _____

**CHARTER SCHOOL TECH INC.
INFORMATION TECHNOLOGY SERVICES AGREEMENT**

This Agreement (“Agreement”) is made effective as of July 1, 2023 by and between **Aveson Charter Schools** at 1919 East Pinecrest Drive, Altadena, CA 91001, and **Charter School Tech Inc.** at 214 Main St. #319, El Segundo, CA 90245.

In this Agreement, the party who is contracting to receive services shall be referred to as "Client Organization" and the party who will be providing the services shall be referred to as "CST".

Therefore, the parties agree as follows:

1. DESCRIPTION OF SERVICES. CST is an Information Technology (IT) company for the purpose of providing IT services, which include support of personal computers (PC), LAN, hardware, software, and general integration (“IT Services”). CST has obtained all the necessary technical staff and equipment, and is experienced in the provision of IT Services. Client Organization desires to utilize CST as an independent contractor under the management and control of CST’s Director of Technology Services, and subject to the terms and conditions set forth in this Agreement for the purpose of providing IT Services to Client Organization. CST agrees to provide an on-site and/or remote technician to be available during regular business hours for a minimum of thirty-two (32) hours a week to: (a) design and implement the information technology and telecommunication infrastructure for business operations at a site determined by Client Organization; (b) attend meetings on mutually agreeable dates and at mutually agreeable times and locations as requested by Client Organization; (c) migrate data and files from legacy applications and systems to other systems and applications determined by Client Organization; and/or (d) carry out additional projects, as requested by Client Organization (collectively "Services") as described by Task Order, attached hereto as Exhibit A, Exhibit B, Exhibit C and Exhibit D. Services shall include telephone support time; on-site consulting at Client Organization, or elsewhere; review of written documents and data; and/or preparation of written documents; (e) if requested, emergency services outside of regular business hours.

2. OBLIGATIONS OF CLIENT ORGANIZATION

a. Client Organization shall provide a networked PC onsite on which CST can maintain utilities and gain access to the Internet.

b. Client Organization shall be solely responsible for assuring and monitoring the proper use and management of the PCs, operating systems and software by Client Organization’s officers, officials, employee, agents, guests, students and other third parties, including the .

3. PAYMENT. In consideration of Services, Client Organization shall pay CST seven thousand three hundred dollars (\$7,300) per month for the Services performed by CST technicians outlined in Exhibit A and B. Client Organization shall also pay CST one thousand dollars (\$1,000) per month for the Services performed by CST technicians outlined in Exhibit C. Client Organization shall also pay CST one thousand two hundred dollars (\$1,200) per month for the Services performed by CST technicians outlined in Exhibit D. The invoice will be submitted to Client Organization prior to payment.

4. EXPENSES. The Rate does not include travel expenses for travel outside of Los Angeles County. Client Organization shall reimburse CST for all reasonable out-of-pocket expenses incurred in response to a request by Client Organization for CST. Reimbursement shall be made directly to CST within 15 days of receipt, review and approval by Client Organization of a request from CST for reimbursement, which request shall include receipts.

5. ADDITIONAL PAYMENTS. Any request by CST for additional payment as reimbursement for pass-through costs, above and beyond payment for Services and/or the out-of-pocket expenses recognized in Paragraph 4, shall be considered by Client Organization upon presentation to Client Organization of a purchase order, including an itemized list describing the requested reimbursable costs to be incurred by CST in relation to this Agreement.

6. RECORD RETENTION. CST shall maintain true and correct records for time spent fulfilling obligations under this Agreement and all transactions related thereto. CST shall retain all such records for at least twelve (12) months after termination of this Agreement.

7. TERM/TERMINATION. This Agreement is for a term commencing July 1, 2023 and ending June 30, 2024. Either party may also terminate this Agreement for any reason upon not less than 45 days prior written notice delivered to the other. In the event of termination by either party, all monies due will be payable as set forth herein.

8. RELATIONSHIP OF PARTIES. It is understood by the parties that CST is an independent contractor with respect to Client Organization, and not an employee of Client Organization. Client Organization will not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit, for the benefit of CST.

9. DISCLOSURE. CST is required to disclose any outside activities or interests, including ownership or participation in the development of prior inventions, that conflict or may conflict with the best interests of Client Organization. Prompt disclosure is required under this paragraph if the activity or interest is related, directly or indirectly, to:

- any activity that CST may be involved with on behalf of Client Organization

10. EMPLOYEES. CST's employees or subcontractors, if any, who perform services for Client Organization under this Agreement shall also be bound by the provisions of this Agreement. At the request of Client Organization, CST shall provide adequate evidence that such persons are CST's employees or subcontractors.

11. ASSIGNMENT. CST's obligations under this Agreement may not be assigned or transferred to any other person, firm, or corporation without the prior written consent of Client Organization.

12. INTELLECTUAL PROPERTY. The following provisions shall apply with respect to copyrightable works, trademarks, service marks, ideas, discoveries, inventions, applications for patents, and patents (collectively, "Intellectual Property"):

- a. CST's Intellectual Property. CST does not personally hold any interest in any Intellectual Property involved in the provision of IT Services under this Agreement.
- b. Client Organization's Intellectual Property. Any interest held by Client Organization in Intellectual Property shall be protected as confidential information by CST. It is Client Organization's obligation to confirm that CST is entitled to view and utilize any Intellectual Property it needs to complete its contractual obligations. If any of the Intellectual Property has been licensed to a third party or is held under a license from a third party it is Client Organization's obligation to review these licenses and confirm that CST is entitled to view and/or use this Intellectual Property.
- c. CST shall not be responsible for providing any services or support for any software which is unlicensed or for which Client Organization does not have proper certifications or entitlement to use.

13. CONFIDENTIALITY. Client Organization recognizes that CST has and will have access to and will be provided following information:

- future plans
- business affairs
- process information
- technical information
- student rosters
- email addresses
- internal system passwords
- confidential third party information

and other proprietary information (collectively, "Information") which are valuable, special and unique assets of Client Organization or confidential to third parties and need to be protected from improper disclosure. In consideration for the disclosure of the Information, CST agrees that CST will not at any time or in any manner, either directly or indirectly, use any Information for CST's own benefit, or divulge, disclose, or communicate in any manner any Information to any third party without the prior written consent of Client Organization. CST will protect the Information and treat it as strictly confidential. CST shall neither review, retain, communicate, transfer (other than as required to perform Services under this Agreement), copy or otherwise disclose to any third party any such confidential, private or privileged information. A violation of this paragraph shall be a material violation of this Agreement.

14. CONFIDENTIALITY AFTER TERMINATION. The confidentiality provisions of this Agreement shall remain in full force and effect after the termination of this Agreement.

15. RESTRICTED INFORMATION. Client Organization recognizes that CST's IT Division will not have access to the following information:

- bank accounts
- online banking usernames and passwords

and other sensitive information (collectively, "Restricted Information") which are valuable, special and unique assets of Client Organization and need to be protected from unauthorized access. In consideration for the disclosure of any Restricted Information, CST agrees that CST's IT Division will not at any time or in any manner, either directly or indirectly, attempt to access any Restricted Information for CST's own benefit, or divulge, disclose, or communicate in any manner any Restricted Information to any third party without the prior written consent of Client Organization. CST's IT Division represents and warrants that CST's neither technology nor methods employed in the performance of Services under this Agreement will provide CST's IT Division with access or ability to review, copy, record, communicate or transfer information relating to Client Organization's banking information, login information, user names or passwords. A violation of this paragraph shall be a material violation of this Agreement.

16. INDEMNIFICATION. CST agrees to indemnify and hold harmless the Client Organization against any claims, actions or demands, including without limitation reasonable attorney and accounting fees, arising out of or relating to the breach of this Agreement or of the warranties contained in this Agreement. Client Organization shall provide prompt written notice to CST of any such claim, suit or proceeding and shall assist CST, at CST's expense, in defending any such claim, suit or proceeding.

17. INSURANCE. CST shall obtain and maintain a broad form commercial general liability insurance policy providing for coverage of at least \$1,000,000.00 for each occurrence, and upon request shall provide Client Organization with proof of this insurance with evidence that Client Organization has been made an additional insured under the policy.

18. RETURN OF RECORDS. Upon termination of this Agreement, CST shall deliver all records, notes, data, memoranda, models, and equipment of any nature that are in CST's possession or under CST's control and that are Client Organization's property or relate to Client Organization's business.

19. NOTICES. All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid, addressed as follows:

IF for Client Organization:

Aveson Charter Schools
Ian McFeat
Executive Director
1919 East Pinecrest Drive
Altadena, CA 91001

IF for CST:

CST
Timothy Goldston
President
214 Main St.
#319
El Segundo, CA 90245

Such address may be changed from time to time by either party by providing written notice to the other in the manner set forth above.

20. DISPUTE RESOLUTION. Any controversy or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either party's performance of this Agreement ("Dispute") shall be resolved solely in accordance with the terms of this Section 20.

Resolution Sequence. If the Dispute cannot be settled by good faith negotiation between the Chief Executive Officers of the parties – which must take place within thirty days of receipt by one party of a claim of a Dispute – CST and Client Organization will submit the Dispute to non-binding mediation in Los Angeles. If complete agreement cannot be reached within thirty days of submission to mediation, any remaining issues will be resolved by binding arbitration in accordance with Sections (c) and (d) below. The Federal Arbitration Act, 9 U.S.C. Sections 1 to 15, not state law, will govern the arbitrability of all disputes.

Arbitrator. A single Arbitrator who is a retired judge and knowledgeable in commercial matters will conduct the arbitration. The Arbitrator's decision and award will be final, must be made in writing with findings of fact and conclusions of law, will be binding and may be entered in any court with jurisdiction. The Arbitrator will not have authority to make errors of law or legal reasoning, nor to modify or expand any of the provisions of this Agreement. The Arbitrator will not have the authority to award damages not permitted by this Agreement.

Rules and Expenses. Any mediation or arbitration commenced pursuant to this Agreement will be conducted under the then current rules of the alternate dispute resolution ("ADR") firm in the site selected by the parties. If the parties are unable to agree on an ADR firm, the parties will

conduct the mediation and, if necessary, the arbitration, under the then current rules and supervision of the American Arbitration Association. CST and Client Organization will each bear its own attorneys' fees associated with the mediation and, if necessary, the arbitration. CST and Client Organization will pay all other costs and expenses of the mediation/arbitration as the rules of the selected ADR firm provide.

Limitation on Actions. Any dispute Client Organization may have against CST with respect to this Agreement must be brought within two years after the cause of action arises.

21. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties and there are no other promises or conditions in any other agreement whether oral or written. This Agreement supersedes any prior written or oral agreements between the parties.

22. AMENDMENT. This Agreement may be modified or amended if the amendment is made in writing and is signed by both parties.

23. SEVERABILITY. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

24. WAIVER OF CONTRACTUAL RIGHT. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

25. APPLICABLE LAW. This Agreement shall be governed by the laws of the State of California.

ACKNOWLEDGED, ACCEPTED AND AGREED TO BY:

Party receiving Services:

Client Organization

By: _____ Date: _____
Ian McFeat
Executive Director

Party providing Services:

CST

By: _____ Date: _____
Timothy Goldston,
President

ATTACHMENTS TO AGREEMENT:

Exhibit A: Services

IT Outsource – Including On-Site Support

- 24/7 monitoring of critical network services: Internet Access, Wireless and Wired Networks, DHCP Server, DNS Server and Firewalls.
- Technical liaison between the organization and other services providers such as Internet, Phone services, and network related cloud service and PUSD.
- Diagnose and resolve critical or chronic network infrastructure problems e.g. bad network cards, failed switch, incorrect routing rules, etc.
- Diagnose and resolve Windows and OSX server operating system problems as they relate to the network infrastructure and supporting services.
- Remote support and on-site visits when necessary or as determined by the client.
- Onboarding services: Creation and management of user accounts, assist supported users with equipment deployment, questions or problems with internet connectivity, phones, tablets, etc. Including user account management via Google for education, Office online or local server system. Enable, disable, or change user's passwords or access when necessary.
- Chrome Book setup and maintenance, including classroom carts and Chrome cabinets.
- Diagnose and resolve Windows and OSX workstation operating system problems.
- Assist end-users with their questions or problems with Microsoft Word, Excel, PowerPoint, Internet Explorer and Outlook..
- Perform systems backups and maintain backup tape rotations where applicable.
- Support for laptops, Chromebooks, tablets and carts.
- Device and client installation support for NWEA and CAASPP testing (proctoring of actual testing is excluded).
- Installation and setup of network copiers, printers, and connecting user devices.
- Basic application support for Microsoft Office on Windows and OSX, including diagnosing and resolving Windows and OSX workstation operating system problems.
- Manage third-party content filters and services.

Exhibit B: Labtech RMM Agent with ESET Antivirus

Remote Monitoring and Maintenance with Integrated ESET Antivirus

- 24/7 remote monitoring and alerts for critical computer systems (file servers, web servers, wireless controllers, phone servers, network switches, printers, copiers).
- Proactive alerts for system resource issues including, low disk space, memory utilization and runaway processes.
- Automatic inventory of all computer systems running the agent: model, make, serial number and hardware configuration.
- Remote tracking of computer assets via their internal and external IP addresses.
- Automatic alerts when a computer asset is connected to a foreign network.
- Remote tracking and erasing of lost or stolen computers.**
- Access to the Helpdesk ticketing system for updates and reports of open, pending, and closed tickets/tasks.
- Create Helpdesk tickets automatically or interactively through the agent menu.
- Remote access for Helpdesk staff to provide customer support.
- Apply updates and make configuration changes remotely (wifi passwords, user accounts, add/remove printers).

ESET Antivirus for Servers and Workstations

- Managed Antivirus software for all Microsoft Windows and Apple Computers.
- 24/7 monitoring and alerts for all virus detection and remediation.
- Automatic scanning of email attachments and downloaded files.

** Some limitations apply – computer system must have access to the internet and the agent must not be disabled.

Exhibit C: Intuitive Voice VoIP Phone System

Intuitive Technology VoIP Phone System – Service, Maintenance and Warranty

- Unlimited local and long distance calling for three school campuses.
- Perform updates, patches and version upgrades of the Intuitive technology Voip PBX software.
- Apply firmware and configuration updates to all Grandstream handsets.
- Emergency and after-hours support for the phone system and all components.
- Full warranty replacement for all phone system components (Dell Phone Server, Digium T-1 card, Linksys Analog adapter and all handsets).
- Perform all moves, additions and changes to extensions and handsets.
- Configure voicemail, caller ID, group extensions and auto attendants.
- Configure caller ID, Public Address and voicemail forwarding.
- Configure conference calls.
- Configure and implement analog adapters for FAX and copier support
- Configure and implement voicemail to email features as requested.
- Provide training and documentation on call forwarding, transfers, hold and do-not-disturb.
- Provide remote and telephone support as needed.

Exhibit D: Managed Internal Broadband Services (MIBS)

In Reference to USAC 470 Application: 220019456

- 24x7 monitoring of E-Rate eligible network equipment and devices
- Remote and onsite system support services for firewalls, switches & access points,
- 4 hour onsite response to any critical network failure.
- After hours, weekend and holiday support included Services provided for the operation, management, and monitoring of eligible broadband internal connections are eligible managed internal broadband services (e.g., managed Wi-Fi).
- E-Rate support is limited to eligible expenses or portions of expenses that directly support and are necessary for the broadband connectivity within schools and libraries. Eligible expenses include the management and operation of the LAN/WLAN, including installation, activation, and initial configuration of eligible components and on-site training on the use of eligible equipment.



**AVESON
SCHOOLS**

Aveson School of Leaders

Student/Family Handbook

2023-2024

Revised May 2023

Board Approved:

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 Schools!

Aveson 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 (ASL) is our school of TK-5th grade students, Aveson Global Leadership Academy (AGLA) is our school of 6-12th grade students. ASL and AGLA are two separate Local Education Agencies and have two separate charters. The Aveson Independent Studies program is our home study program for TK-12th grade students and are programs within ASL and AGLA that offer families a hybrid home-school experience. Independent Studies TK-5th grade students are located on the ASL campus and Independent Studies 6th-12th grade students are located on the AGLA campus.

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 Aveson Way** and our **Guiding Principles**:



Aveson's Guiding Principles

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

Aveson's Culture and Climate

At Aveson, we create 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, treated equitably and can advocate for themselves in this positive culture. Culture, on the other hand, is our set of core values (The Aveson Way) and Guiding Principles, plus 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 and respectful 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 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 Schools is a public, independent California nonprofit corporation, a 501(c)(3) corporation. 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 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 2023-2024 School Year:

Elsia Rivas-Gomez - President
Trinity Jolley
Jeiran Lashai
Javier Guzman
James Perreault
Mari Bennett

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 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. Within ASL's research-based and defined curricula, students, advisors and families 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 and 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 or multi-age 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, 21 Century Skills and Global Competencies 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 (K-2)
- 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, analyzed using writing rubrics
- Spelling Inventories
- Acadience (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 the Independent Studies Program

For students enrolled in the independent studies program, parents take on the role of home educators and are closely involved in monitoring their scholars' progress on a daily basis. As such, independent studies scholars do not participate in student led conferences or triads in the same way as their ASL peers. Instead, within every 25 school days, scholars and home educators attend a progress meeting with their advisors to collaborate on academic goal setting and planning of assignments. Independent study students will participate in Celebrations of Learning in order to share their in-person and online experiences in 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 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 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. 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. Volunteers must adhere to our Board approved volunteer policies guided by the state of California.

Volunteer Clearance Level	Requirements	Examples
LEVEL 1 *SUPERVISED*	1) Signed volunteer application 2) Submission of ID for Megan's Law clearance 3) TB risk assessment or test 4) Proof of COVID-19 Vaccination status or negative test	Tutor a small group of students in a breakout room, mystery reader or enrichment classes support
LEVEL 2 *NON-SUPERVISED*	1) Signed volunteer application 2) Submission of ID for Megan's Law clearance 3) TB risk assessment or test 4) Proof of COVID-19 Vaccination status or negative test 5) LiveScan fingerprint clearance	Chaperone on a field trip out of the supervision of the advisors, coach a team or work with students at the lunch tables
<p>Click HERE for the Volunteer Handbook</p>		

Team Wear (Dress Code)

Members of our School Family are encouraged to wear our school colors every day: purple, green, and orange! We also have a body positive dress code as outlined below.

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'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).

- 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 science (eye or body protection), yoga (bare feet), 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 School of Leaders 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 Schools’ 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 home adults. 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.

- 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 Assistant Director) 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 Executive Director, Director, or Assistant Site Director are ready to listen and respond).

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://theavesonstore.com/>

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 take pride in learning and studying about the customs, traditions, holidays, foods and languages of our diverse student body. We often ask families if they would be willing to share their family traditions during school volunteering opportunities. Aveson does not place value on one group's holidays and traditions over another. As such, we do not participate in school-wide celebrations such as Halloween, Valentine's Day or Christmas. However, ASL does celebrate "Friendship Day" in February, "Read Across America" day in March and does participate in school-wide events during Hispanic Heritage Month, Spirit Week, Black History Month and Asian American Pacific Islander Heritage Month.

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. Our Student Information System 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

Occasionally, Aveson Schools staff, volunteers, representatives of the news media, and others may photograph, audiotape, or videotape students in Aveson schools. These photos, audiotapes, and videos may be used in newsletters, blogs, newspapers, activity programs, yearbooks, social media, brochures, on television, in educational videotapes, on website pages, and other appropriate uses relating to the promotion of Aveson Schools and non-commercial purposes. A student's appearance and likeness may be used by Aveson Schools and its licensees, designees, or assignees, in all media, worldwide, in perpetuity.

Parents/guardians may choose to **opt-out** of allowing the use of their child's photo in all the above-mentioned platforms by marking the box below. If you choose to opt-out of the Aveson Schools photo policy, student portraits/photos taken by the contracted school portrait photographer will only be used for internal school identification records and in the school yearbook (as an individual portrait or as part of a traditional class photo/group photo taken by our school photo vendor).

Exception: Although the school will take reasonable steps to prevent students with full restrictions from being photographed, except for the portrait photos taken by the contracted school portrait photographer, the school cannot guarantee that a student is not photographed/videotaped as part of a large group, such as participating in a school assembly, walking through a school hallway, and other situations where there are large numbers of students.

Parents taking photos: We do not restrict parents from taking photos during events such as sporting events, class plays, etc., or control where those photos are used. Nor do we attempt to ensure they are not taking photos of students who have opted out of the Aveson Schools photo policy.

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.

Observation Policy

A person may request to observe a classroom at Aveson Schools if the following agreements are honored. The purpose of these agreements is to ensure classroom instruction is not disrupted for students or staff.

- The observation is requested and approved one week in advance of the observation date with the Advisor and a Director.
- The observer must check-in and check-out at the front desk.
- The observer will be escorted to the classroom.
- The observer may not interact with students or staff during the observation. This includes asking questions about instruction or topics being taught.
- The observer may sit in a designated area of the classroom and may not walk around the class.
- Observations are limited to a maximum of 20 minutes per visit.
- Observations are limited to one observation per class per semester.
- Once the 20 minutes has passed, the observer will be escorted back to the office.

Records Request Policy

Parents, guardians, foster parents, certain caregivers, and students over 18 have the right to review, get copies, and inspect school records. The California Education Code § 56504 ensures parents the right and opportunity to examine all school records of his or her child and to receive copies of these records within five business days after making a request. You may have copies made for twenty five cents (25¢) per page.

PARENTS/GUARDIANS

Parents/guardians can request pupil records by visiting the following links to obtain an electronic copy of the Pupil Records Request form. Once the form is completed, please follow the directions included below.

- [Parent/Guardian Request for Records \(English\)](#)
- [Parent/Guardian Request for Records \(Spanish\)](#)

LOCAL EDUCATION AGENCIES (LEAs) // NON-PARENT OR GUARDIANS

LEAs (Non-Parent or Guardians) may request pupil records by submitting a request using the school district's letterhead. Once the request is completed on the requestor's school district letterhead, the office manager will process the request and email a digital copy of the student's records.

HOW TO PICK UP YOUR RECORDS

The ASL or AGLA Office Manager will email you when the records are ready to be picked up. They will provide you with the total due for the request. All records requests can be picked up from the office manager at ASL.

Payment for the request can be made by check payable to Aveson School of Leaders or Aveson Global Leadership Academy. For an additional fee, based on the cost to mail, records can be mailed to your residence.

Aveson School of Leaders Office Manager 1919 E Pinecrest Drive Altadena, CA 91001	Aveson Global Leadership Academy Office Manager 575 N. Altadena Drive Altadena, CA 91001
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Ed Code 49065

Any school district may make a reasonable charge in an amount not to exceed the actual cost of furnishing copies of any pupil record; provided, however, that no charge shall be made for furnishing (1) up to two transcripts of former pupil's records or (2) up to two verifications of various records of former pupils. No charge may be made to search for or to retrieve any pupil record.

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 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 ASL grades, Tk-5th grade. Monday - Friday (Independent Studies families should refer to their schedule)**
- Students may be dropped-off between 7:55-8:15am. Gates will close at 8:15am.

- We do not provide 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 at 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 depending on grade level and student efficacy. 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 at the beginning of each year.**

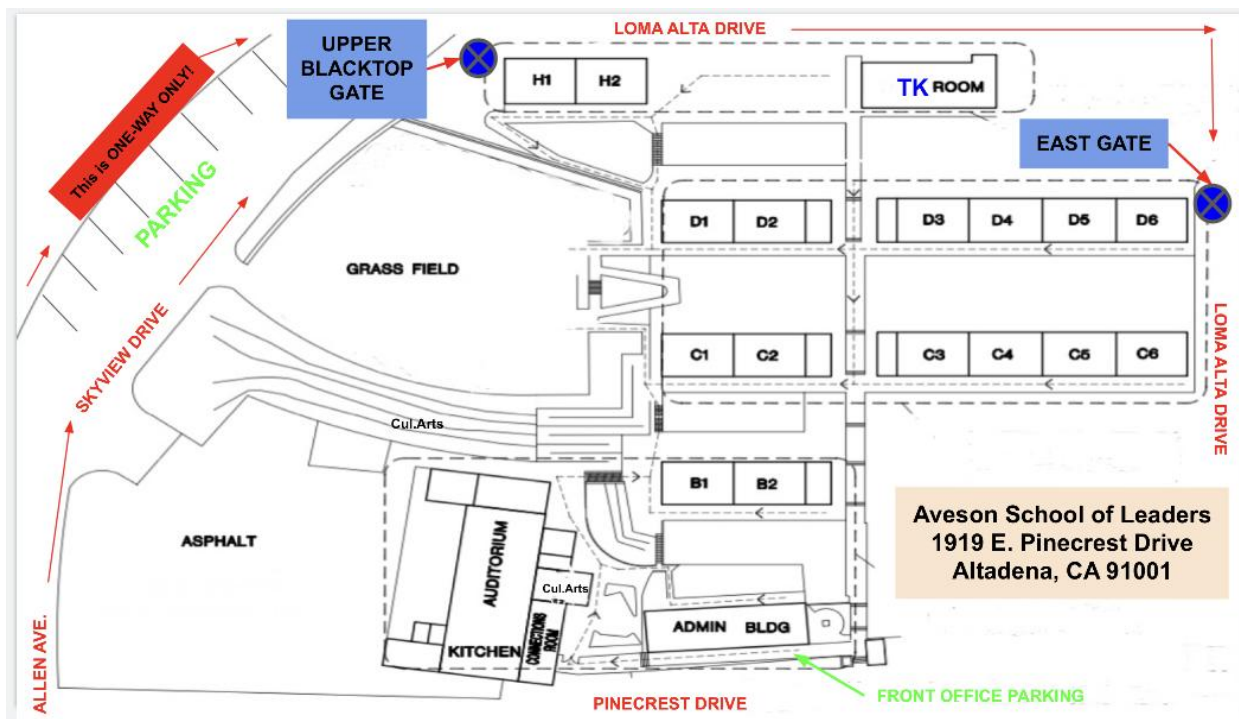
****NOTE: Mondays are MINIMUM DAYS. Students are dismissed 2 hours EARLY.****

**ASL DROP-OFF & PICK-UP SCHEDULE & LOCATIONS
(Independent Studies families should refer to their schedule)**

Grade Level	Drop-Off	Drop-Off	Pick-Up	Pick-Up
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	Time	Location	Time	Location
TK Class: -E Room	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: -D1 -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: -D3 -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 Classes: -D5 -D6	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)	East Gate. Located on Loma Alta Drive.
3rd-4th Classes: -C4 -C5 -C6	7:55-8:15am	East Gate. Located on Loma Alta Drive.	2:50pm (Monday 12:50pm)	East Gate. Located on Loma Alta Drive.
4th - 5th Classes: -C1 -C2 -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 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 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 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 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 place 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, The Aveson Way*** 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 Administration. People witnessing or experiencing discrimination, harassment or bullying are encouraged to report the incident to their Advisor or Administration 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 Administration. 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 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.
 - 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:** According to the Center for the Study and Prevention of School Violence (2008), there are three criteria to set apart bullying from other aggressive behaviors:
 1. It is aggressive behavior or intentional harm-doing.
 2. It is carried out repeatedly and over time.
 3. It occurs within an interpersonal relationship characterized by an imbalance of power.

Thus, “a student is bullied or victimized when [they are] the repeated target of deliberate negative actions by one or more students who possess greater verbal, physical, social, or psychological power.” ([EDC, CASEL, and American Institute for Research](#))

Furthermore, there are three types of bullying. “Direct bullying” involves physical or verbal aggression. “Indirect bullying” is a more subtle version, often using social power and influence. Finally, “cyberbullying” is a version that uses electronic communication to harm another person socially or psychologically.

- **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 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 Discipline in a Nutshell](#)
- [ASL's School Family Agreement](#)
- [Aveson's Guiding Principles](#)
- [The Aveson Way](#)
- [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 your child's Advisor and 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

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 (Rtl)

Response to Intervention (Rtl) 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. Rtl 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 Rtl 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 the 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 modifications 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 Schools and the Director of Special Education consults with DMSELPA for specialized training 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-on-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.

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 ask that families consider choosing healthful food options when packing their child's lunch and avoid such food items as soda and candy.

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 in accordance with our volunteering guidelines/policies. 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, depending on the nature/needs of the field trip and our volunteering guidelines/policies. 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.

If you are interested in volunteering as a PL, you can reach out to the Aveson Community Organization (see information below).

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 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.

ACO Fundraising

The ACO sponsors several “Fun”draisers throughout the year. In the past such events have included the Fall Festival, student Read-a-Thon and adult only silent/live auction events. The money raised at these events goes to the ACO. In May of each year, the ACO general membership can vote on how the money should be spent to directly benefit Aveson School of Leaders.

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.

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HOME / ALL VEHICLES / USED / 2020 / CHEVROLET / EXPRESS CARGO VAN / RWD 2500 155" / 1GCWGBFP2L1125893

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This vehicle has passed inspection by an ASE-certified technician.



2020 Chevrolet Express Cargo Van RWD 2500 155"

Blue Book® Typical Listing Price ⁴

\$33,880

No-Haggle Price¹

\$31,997

Amount Below Blue Book

-\$1,883

Does not include \$85 Document Processing Charge, not a governmental fee.

ESTIMATE PAYMENTS

Mileage: 60,389
 Ext. Color: White
 Int. Color: Gold
 Fuel Type: Gasoline
 Drivetrain: Rear Wheel Drive
 Transmission: 8-Speed Automatic
 Stock #: 7SYVNB
 VIN: 1GCWGBFP2L1125893

ORIGINAL WINDOW STICKER

The principal prior use of this vehicle was as a Rental Vehicle.



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Standard Features

Main features

- Traction Control
- ABS (4-Wheel)
- Air Conditioning
- Power Windows
- Power Door Locks
- Cruise Control
- Power Steering
- AM/FM Stereo
- Dual Air Bags
- Side Air Bags

Exterior

- Bumpers, front and rear painted Black with step-Pad
- Door, swing-out passenger-side, 60/40 split
- Glass, Solar-Ray light-tinted, all windows
- Headlamps, dual halogen composite
- License plate kit, front
- Mirrors, outside manual, Black
- Tire, spare LT245/75R16E all-season, blackwall located at rear underbody of vehicle

Interior

- 4G LTE Wi-Fi Hotspot capable (Included and only available with (UE1) OnStar. Terms and limitations apply. See onstar.com or dealer for details.)
- Air conditioning, single-zone manual (Not available with (R6G) air conditioning delete.)
- Assist handles, driver and right-front passenger
- Audio system, AM/FM stereo with MP3 player seek-and-scan, digital clock, TheftLock, random select, auxiliary jack and 2 front door speakers (Not available with (U2K) SiriusXM Radio or (WP9) Communications Package.)
- Cargo tie-downs & D-ring attachments on cargo area floor (Not available with (Y3H) Paratransit Package or (ZP6) 5-passenger Express Crew Van.)
- Chevrolet Connected Access capable (Included and only available with (UE1) OnStar. Subject to terms. See onstar.com or dealer for details.)
- Console, engine cover with open storage bin
- Cup holders, 3 on the engine console cover
- Defogger, side windows
- Door locks, power with lock-out protection (Included with (ZQ2) Power Convenience Package. NOTE: Does not include (ATG) Remote Keyless Entry. (ATG) Remote Keyless Entry must be ordered separately.)
- Driver Information Center includes fuel range, average speed, oil life, tire pressure monitoring, fuel used, ice warning, engine hours, average fuel economy, tachometer, and maintenance reminders. Compass and outside temperature available if equipped.

- Head Curtain Air Bags
- StabiliTrak
- Tilt Wheel
- OnStar
- Daytime Running Lights
- Hill Start Assist
- Backup Camera
- Steel Wheels

- Tires, front LT245/75R16E all-season, blackwall
- Tires, rear LT245/75R16E all-season, blackwall
- Wheels, 4 - 16" x 6.5" (40.6 cm x 16.5 cm) steel includes Gray center caps and steel spare
- Wipers, front intermittent wet-arm with pulse washers

- Floor covering, full-length Black rubberized-vinyl (Not available with (RFM) rear floor covering delete or (PCH) Hotel Shuttle Package.)
- Headliner, cloth, over driver and passenger
- Instrumentation, analog with speedometer, odometer with trip odometer, fuel level, voltmeter, engine temperature and oil pressure
- Lighting, interior with 4 dome lights 1 overhead and 3 LED's on cross members in cargo area, includes defeat switch and door handle-activated switches
- Mirror, inside rearview includes Rear Vision Camera display
- Oil life monitor
- Power outlet, 120-volt
- Power outlets, 2 auxiliary on engine console cover with covers, 12-volt
- Seating arrangement, driver and front passenger high-back buckets with head restraints and vinyl or cloth trim (Not available with (AJ3) driver-side only frontal airbag.)
- Seats, front bucket with vinyl trim and outboard head restraints, includes inboard armrests. (Requires (**W) interior trim.)
- Steering wheel, steel sleeve column with theft-deterrent locking feature, Black
- Theft-deterrent system, vehicle, PASS-Key III
- Tow/haul mode selector, instrument panel-mounted
- Trim panels, hinged rear side doors and hinged rear doors (Not available with (Y3H) Paratransit Package.)

- Visors, driver and front passenger, vinyl
- Warning tones, headlamp on and key-in-ignition

- Windows, power (Included with ZQ2 Power Convenience Package.)

Mechanical

- Alternator, 105 amps (Not available with (Y3H) Paratransit Package, (C69) rear air conditioning, (9L7) Wiring junction block equipment accessory or (LWN) 2.8L Duramax Turbo-Diesel engine.)
- Battery, 600 cold-cranking amps, maintenance-free with rundown protection and retained accessory power
- Body, standard
- Brakes, 4-wheel antilock, 4-wheel disc
- Cooling, external engine oil cooler (Not available with (LWN) 2.8L Duramax Turbo-Diesel engine.)
- Engine, 4.3L V6 with Direct Injection and Variable Valve Timing, includes aluminum block construction (276 hp [206 kW] @ 5200 rpm, 298 lb-ft of torque [404 Nm] @ 3900 rpm) (Reference the Engine/Axle page for availability.)
- Exhaust, aluminized stainless-steel muffler and tailpipe
- Frame, full-length Box ladder-type
- Fuel tank capacity, mid-frame and approximately 31 gallons (117.3L)
- GVWR, 8600 lbs. (3901 kg) (Reference the Engine/Axle page for availability.)
- Rear axle, 3.42 ratio (Reference the Engine/Axle page for availability.)
- Rear wheel drive
- Steering, power
- Suspension, front independent with coil springs and stabilizer bar
- Suspension, rear hypoid drive axle with multi-leaf springs
- Transmission oil cooler, external (Not available with (LWN) 2.8L Duramax Turbo-Diesel engine.)
- Transmission, 8-speed automatic, electronically controlled with overdrive and Tow/haul mode, includes Cruise Grade Braking and Powertrain Grade Braking (Requires (LV1) 4.3L V6 SIDI engine.)

Installed options

- 2500 Van PREFERRED EQUIPMENT GROUP includes Standard Equipment
- MEDIUM PEWTER, VINYL SEAT TRIM
- GLASS, FIXED REAR DOORS WINDOWS
- SEATS, FRONT BUCKET WITH VINYL TRIM and outboard head restraints, includes inboard armrests. (STD)
- REMOTE KEYLESS ENTRY with 2 transmitters and remote panic button
- AIR CONDITIONING, SINGLE-ZONE MANUAL (STD)
- VISORS, DRIVER AND FRONT PASSENGER, VINYL
- MIRRORS, OUTSIDE HEATED POWER-ADJUSTABLE, BLACK, MANUAL-FOLDING
- DOOR, SWING-OUT PASSENGER-SIDE, 60/40 SPLIT (STD)
- DIFFERENTIAL, HEAVY-DUTY LOCKING REAR
- SUMMIT WHITE
- REAR AXLE, 3.42 RATIO
- CRUISE CONTROL
- ENGINE, 4.3L V6 with Direct Injection and Variable Valve Timing, includes aluminum block construction (276 hp [206 kW] @ 5200 rpm, 298 lb-ft of torque [404 Nm] @ 3900 rpm) (STD)
- TRANSMISSION, 8-SPEED AUTOMATIC, ELECTRONICALLY CONTROLLED with overdrive and Tow/haul mode, includes Cruise Grade Braking and Powertrain Grade Braking (STD)
- (PPC) TRIM PANEL DELETE, REAR SIDE AND REAR DOORS
- LIGHTING, AUXILIARY with reading and underhood lights (Includes (U80) 8-point digital compass.)
- AUDIO SYSTEM, AM/FM STEREO WITH MP3 PLAYER seek-and-scan, digital clock, TheftLock, random select, auxiliary jack and 2 front door speakers (STD)
- COMPASS, 8-POINT DIGITAL LOCATED IN THE DRIVER INFORMATION CENTER
- THEFT ALARM NOTIFICATION requires paid plan, working electrical system, cell reception, GPS signal, armed GM factory-installed theft-deterrent system, contact method on file and enrollment to receive alerts. Message and data rates may apply. See onstar.com for details and limitations.
- TIRE, SPARE LT245/75R16E ALL-SEASON, BLACKWALL located at rear underbody of vehicle (STD)
- DRIVER CONVENIENCE PACKAGE includes Tilt-Wheel and (K34) cruise control
- GLASS, REAR DOORS (Includes (A12) fixed rear doors window glass,
- BODY, STANDARD (STD)
- SEATING ARRANGEMENT, DRIVER AND FRONT PASSENGER HIGH-BACK BUCKETS with head restraints and vinyl or cloth trim (STD)
- PAINT, SOLID

Similar Vehicles



2020 Chevrolet Express Cargo Van RWD 2500 155" \$ 32,999

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2020 Chevrolet Express Cargo Van RWD 2500 155" \$ 32,999

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2020 Chevrolet Express \$ 33,999

Disclaimer

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Price includes all costs to be paid by a consumer, except for licensing costs, registration fees, and taxes; also not included are title registration, tag, governmental fees, electronic filing charges [excluding CO], any emissions testing and/or state inspection fees, transfer fee, and any finance charges (if applicable). Price does not include processing, administrative, dealer conveyance fee, closing, dealer and handling, or similar fees of \$399 or less, except in the following states where the advertised price is inclusive of this fee: CO, GA, FL, IA, IN, KY, MA, NE, NH, NJ, SC, and TN. In WA state, a documentary service fee in an amount up to \$150 may be added to the purchase price or capitalized cost. Vehicles subject to prior sale. We make every effort to provide accurate information including but not limited to price, miles and vehicle options, but please verify with your local Enterprise Car Sales location before purchasing. Current mileage may vary due to test drives and vehicle relocation. Used vehicles were previously part of Enterprise short-term rental and/or lease fleet or purchased by Enterprise from other sources including auto auctions, with previous use possibly short-term rental, lease or other.

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ESTIMATE MPG

EPA mileage ratings are supplied by Chrome Data Solutions, LP for comparison purposes only. Your actual mileage will vary, depending on how you drive and maintain your vehicle, driving conditions, battery pack age/condition (hybrid models only) and other factors.



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Enterprise Car Sales inventory includes used cars, SUVs, crossovers, and light trucks. Find the right used car for your needs. Enterprise car dealers near you. About a low price we want to help you find the right used car for your needs. Enterprise car dealers offer a wide variety of low price used cars for sale to fit your budget. We currently used car dealers in your area for sale. Compare used car prices on used cars, SUVs, crossovers, minivans, and light trucks. We have many models, makes, and luxury cars.

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HOME / ALL VEHICLES / USED / 2020 / FORD / TRANSIT CARGO VAN / T-250 148" LOW RF 9070 GVWR RWD / 1FTBR1Y81LKA69710

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2020 Ford Transit Cargo Van T-250 148" Low RF 9070 GVWR RWD

Blue Book® Typical Listing Price ⁴

\$37,965

No-Haggle Price¹**\$37,497**

Amount Below Blue Book

-\$468

Does not include \$85 Document Processing Charge, not a governmental fee.

ESTIMATE PAYMENTS

Mileage: 59,024
 Ext. Color: White
 Fuel Type: Gasoline
 Drivetrain: Rear Wheel Drive
 Transmission: 10-Spd Automatic w/OD & SelectShift -inc: auxiliary transmission oil cooler
 Stock #: 7TQCVV
 VIN: 1FTBR1Y81LKA69710

 ORIGINAL WINDOW STICKER

The principal prior use of this vehicle was as a Rental Vehicle.



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Standard Features

Main features

- Traction Control
- ABS (4-Wheel)
- Air Conditioning
- Power Windows
- Power Door Locks
- Cruise Control
- Power Steering
- AM/FM Stereo
- Dual Air Bags
- Side Air Bags
- AdvanceTrac
- Keyless Entry

- Tilt & Telescoping Wheel
- Head Curtain Air Bags
- Bluetooth® Wireless
- Hill Start Assist
- Backup Camera
- Steel Wheels
- Alarm System
- Lane Keeping Alert
- FordPass Connect
- w/o Rear Seat

Exterior

- Auto On/Off Aero-Composite Halogen Auto High-Beam Headlamps
- Black Bodyside Cladding and Black Wheel Well Trim
- Black Door Handles
- Black Front Bumper
- Black Grille
- Black Rear Bumper w/1 Tow Hook
- Black Side Mirrors w/Convex Spotter and Manual Folding
- Black Side Windows Trim and Black Front Windshield Trim
- Clearcoat Paint
- Front License Plate Bracket
- Full-Size Spare Tire Stored Underbody w/Crankdown
- Fully Galvanized Steel Panels

- Headlights-Automatic Highbeams
- Laminated Glass
- Light Tinted Glass
- Short-Arm Manual-Folding Power Adjust Mirrors
- Sliding Rear Passenger Side Door
- Split Swing-Out Rear Cargo Access
- Steel Spare Wheel
- Tailgate/Rear Door Lock Included w/Power Door Locks
- Tires: 235/65R16C 121/119 R AS BSW
- Variable Intermittent Wipers
- Wheels: 16" Silver Steel w/Black Hubcap

Interior

- 1 LCD Monitor In The Front
- 2 12V DC Power Outlets
- Analog Appearance
- Bluetooth® Wireless Phone Connectivity
- Cargo Space Lights
- Dark Palazzo Gray Vinyl Bucket Seats -inc: 2-way manual driver seat, 2-way manual passenger seat and driver armrest
- Driver Foot Rest
- Driver Seat
- Fade-To-Off Interior Lighting
- Fixed Antenna
- FordPass Connect 4G Mobile Hotspot Internet Access
- Front Cloth Headliner

- Front Cupholder
- Front Map Lights
- Front Only Vinyl/Rubber Floor Covering
- Gauges -inc: Speedometer, Odometer, Engine Coolant Temp, Tachometer and Trip Odometer
- Instrument Panel Bin, Driver And Passenger Door Bins
- Interior Trim -inc: Metal-Look Instrument Panel Insert
- Locking Glove Box
- Manual Adjustable Front Head Restraints
- Manual Air Conditioning
- Manual Tilt/Telescoping Steering Column
- Partial Floor Console w/Storage and 2 12V DC Power Outlets
- Passenger Seat

- Power 1st Row Windows w/Driver 1-Touch Down
- Power Door Locks w/Autolock Feature
- Radio w/Seek-Scan, Clock, Aux Audio Input Jack, Steering Wheel Controls and External Memory Control
- Radio: AM/FM Stereo -inc: Bluetooth®, dual USB ports, a 4.0" multi-function display and 4 speakers (front)

- Remote Keyless Entry w/Integrated Key Transmitter, Illuminated Entry and Panic Button
- Securilock Anti-Theft Ignition (pats) Immobilizer
- Streaming Audio
- Urethane Gear Shifter Material
- Vinyl Front Bucket Seats

Mechanical

- 25.1 Gal. Fuel Tank
- 250 Amp Alternator
- 3.31 Axle Ratio
- 3930# Maximum Payload
- 4-Wheel Disc Brakes w/4-Wheel ABS, Front Vented Discs, Brake Assist and Hill Hold Control
- 50-State Emissions System
- 70-Amp/Hr Maintenance-Free Battery w/Run Down Protection
- Electric Power-Assist Steering
- Engine: 3.5L PFDi V6 Flex-Fuel -inc: port injection

- Front Anti-Roll Bar
- GVWR: 9,070 lbs
- Rear-Wheel Drive
- Single Stainless Steel Exhaust
- Solid Axle Rear Suspension w/Leaf Springs
- Strut Front Suspension w/Coil Springs
- Transmission: 10-Spd Automatic w/OD & SelectShift -inc: auxiliary transmission oil cooler

Installed options

- FRONT LICENSE PLATE BRACKET
- FIXED REAR CARGO DOOR GLASS -inc: Rearview Mirror
- TRANSMISSION: 10-SPD AUTOMATIC w/OD & SELECTSHIFT -inc: auxiliary transmission oil cooler (STD)
- 60/40 HINGED PASSENGER-SIDE DOOR
- CRUISE CONTROL w/ADJUSTABLE SPD LIMITING DEVICE (ASLD) -inc: The ASLD feature is great for city driving. It allows the driver to set an upper speed limit for the

- vehicle. If the vehicle begins to approach the upper speed limit then audible and visual warning are given
- DARK PALAZZO, VINYL FRONT BUCKET SEATS
- 3.73 AXLE RATIO (STD)
- 3.73 AXLE RATIO w/99A
- OXFORD WHITE

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ESTIMATE MPG

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When you buy used cars from Enterprise Car Sales, you get our 7-day buyback, so if you change your mind, we'll buy a car back with no questions asked. Compare used cars for sale by owner to our used car dealerships. Enterprise gives you up to 7 days or 1,000 mile return policy, which can help ensure your satisfaction when buying a used car. Plus, our used vehicles and rental cars for sale come with an Enterprise remote certified car with 12/12 limited powertrain warranty and 24-month unlimited roadside assistance.

Enterprise Car Sales inventory includes used cars, trucks, vans and SUVs that may be selected from the Enterprise Rent-A-Car fleet. Our used car website offers a large selection of used cars for sale near you including Chevy, Honda, Ford, Toyota, Dodge, Ram, Nissan, Hyundai, Kia, Chrysler, Mazda, Mitsubishi, Jeep, Volkswagen, GMC, Buick, BMW, Mercedes-Benz, Cadillac, Lincoln, Volvo, Infiniti, Lexus, Acura, Audi, Subaru, Land Rover, Fiat. Research our best offers on used auto sales to find low price cars for sale nationwide. Learn more about used car sales offers and car trade-in values at Enterprise Car Sales. Search Es cars listings to shop cars online. Find the location of Enterprise car dealerships nearby and fully open today. Email me about upcoming Enterprise offers.

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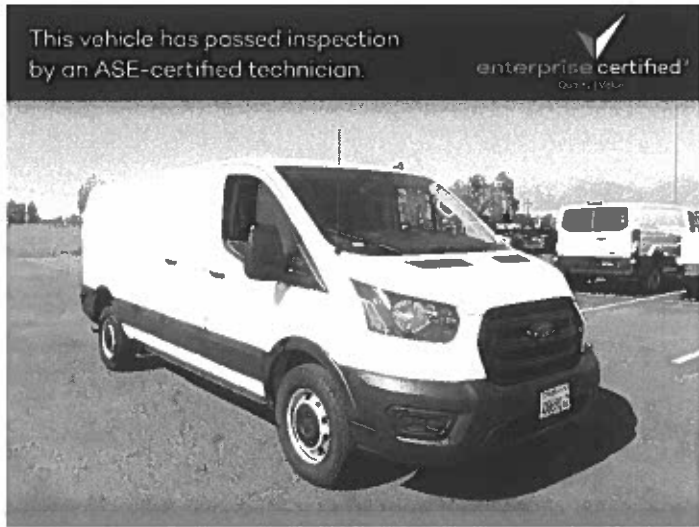


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2020 Ford Transit Cargo Van T-250 148" Low RF 9070 GVWR RWD

Blue Book® Typical Listing Price ⁴ **\$37,965**
No-Haggle Price¹ **\$37,497**
 Amount Below Blue Book **-\$468**

Does not include \$85 Document Processing Charge, not a governmental fee.

ESTIMATE PAYMENTS

Mileage: 59,024
 Ext. Color: White
 Fuel Type: Gasoline
 Drivetrain: Rear Wheel Drive
 Transmission: 10-Spd Automatic w/OD & SelectShift -inc: auxiliary transmission oil cooler
 Stock #: 7TQCVV
 VIN: 1FTBR1Y81LKA69710

- START MY PURCHASE
- CONTACT US
- SCHEDULE TEST DRIVE
- APPLY FOR FINANCING

ORIGINAL WINDOW STICKER

The principal prior use of this vehicle was as a Rental Vehicle.



Standard Features

Main features

- Traction Control
- ABS (4-Wheel)
- Air Conditioning
- Power Windows
- Power Door Locks
- Cruise Control
- Power Steering
- AM/FM Stereo
- Dual Air Bags
- Side Air Bags
- AdvanceTrac
- Keyless Entry
- Tilt & Telescoping Wheel
- Head Curtain Air Bags
- Bluetooth® Wireless
- Hill Start Assist
- Backup Camera
- Steel Wheels
- Alarm System
- Lane Keeping Alert
- FordPass Connect
- w/o Rear Seat

Exterior

- Auto On/Off Aero-Composite Halogen Auto High-Beam Headlamps
- Black Bodyside Cladding and Black Wheel Well Trim
- Black Door Handles
- Black Front Bumper
- Black Grille
- Black Rear Bumper w/1 Tow Hook
- Black Side Mirrors w/Convex Spotter and Manual Folding
- Black Side Windows Trim and Black Front Windshield Trim
- Clearcoat Paint
- Front License Plate Bracket
- Full-Size Spare Tire Stored Underbody w/Crankdown
- Fully Galvanized Steel Panels
- Headlights-Automatic Highbeams
- Laminated Glass
- Light Tinted Glass
- Short-Arm Manual-Folding Power Adjust Mirrors
- Sliding Rear Passenger Side Door
- Split Swing-Out Rear Cargo Access
- Steel Spare Wheel
- Tailgate/Rear Door Lock Included w/Power Door Locks
- Tires: 235/65R16C 121/119 R AS BSW
- Variable Intermittent Wipers
- Wheels: 16" Silver Steel w/Black Hubcap

Interior

- 1 LCD Monitor In The Front
- 2 12V DC Power Outlets
- Analog Appearance
- Bluetooth® Wireless Phone Connectivity
- Cargo Space Lights
- Dark Palazzo Gray Vinyl Bucket Seats -inc: 2-way manual driver seat, 2-way manual passenger seat and driver armrest
- Driver Foot Rest
- Driver Seat
- Fade-To-Off Interior Lighting
- Fixed Antenna
- FordPass Connect 4G Mobile Hotspot Internet Access
- Front Cloth Headliner
- Front Cupholder
- Front Map Lights
- Front Only Vinyl/Rubber Floor Covering
- Gauges -inc: Speedometer, Odometer, Engine Coolant Temp, Tachometer and Trip Odometer
- Instrument Panel Bin, Driver And Passenger Door Bins
- Interior Trim -inc: Metal-Look Instrument Panel Insert
- Locking Glove Box
- Manual Adjustable Front Head Restraints
- Manual Air Conditioning
- Manual Tilt/Telescoping Steering Column
- Partial Floor Console w/Storage and 2 12V DC Power Outlets
- Passenger Seat

- Power 1st Row Windows w/Driver 1-Touch Down
- Power Door Locks w/Autolock Feature
- Radio w/Seek-Scan, Clock, Aux Audio Input Jack, Steering Wheel Controls and External Memory Control
- Radio: AM/FM Stereo -inc: Bluetooth®, dual USB ports, a 4.0" multi-function display and 4 speakers (front)

- Remote Keyless Entry w/Integrated Key Transmitter, Illuminated Entry and Panic Button
- Securilock Anti-Theft Ignition (pats) Immobilizer
- Streaming Audio
- Urethane Gear Shifter Material
- Vinyl Front Bucket Seats

Mechanical

- 25.1 Gal. Fuel Tank
- 250 Amp Alternator
- 3.31 Axle Ratio
- 3930# Maximum Payload
- 4-Wheel Disc Brakes w/4-Wheel ABS, Front Vented Discs, Brake Assist and Hill Hold Control
- 50-State Emissions System
- 70-Amp/Hr Maintenance-Free Battery w/Run Down Protection
- Electric Power-Assist Steering
- Engine: 3.5L PFDi V6 Flex-Fuel -inc: port injection

- Front Anti-Roll Bar
- GVWR: 9,070 lbs
- Rear-Wheel Drive
- Single Stainless Steel Exhaust
- Solid Axle Rear Suspension w/Leaf Springs
- Strut Front Suspension w/Coil Springs
- Transmission: 10-Spd Automatic w/OD & SelectShift -inc: auxiliary transmission oil cooler

Installed options

- FRONT LICENSE PLATE BRACKET
- FIXED REAR CARGO DOOR GLASS -inc: Rearview Mirror
- TRANSMISSION 10-SPD AUTOMATIC w/OD & SELECTSHIFT -inc: auxiliary transmission oil cooler (STD)
- 60/40 HINGED PASSENGER-SIDE DOOR
- CRUISE CONTROL w/ADJUSTABLE SPD LIMITING DEVICE (ASLD) -inc: The ASLD feature is great for city driving; it allows the driver to set an upper speed limit for the

vehicle. If the vehicle begins to approach the upper speed limit then audible and visual warning are given

- DARK PALAZZO, VINYL FRONT BUCKET SEATS
- 3.73 AXLE RATIO (STD)
- 3.73 AXLE RATIO w/99A
- OXFORD WHITE

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**2019 Ford Transit 150 XLT Mid Roof 9 Passenger Captain Seats Van
CUSTOM INTERIOR WITH 9 PASSENGER CLOTH CAPTAIN CHAIR SEATING**





View Photos



White

Gray

Automatic

3.7L V6 275hp 260ft. lbs.

75,300 miles

VIN: 1FMZK1CM2KKA01241

Stock #: 7RTBTC

License Plate: 8FJR510

Location: Long Beach, CA

Sales Price

\$38,499¹

¹Plus government fees and taxes, any finance charges, any dealer document processing charge, any electronic filing charge and any emission testing charge. Vehicle subject to prior sale. Click for details.

**2019 Ford Transit 150 XLT Mid Roof 9 Passenger Captain Seats Van
CUSTOM INTERIOR WITH 9 PASSENGER CLOTH CAPTAIN CHAIR SEATING**



[View Photos](#)



White

Gray

Automatic

3.7L V6 275hp 260ft. lbs.

83,562 miles

VIN: 1FMZK1CM8KKA01244

Stock #: 7RTBWD

License Plate: 8FJR511

Location: Long Beach, CA

Sales Price

\$36,999¹

¹Plus government fees and taxes, any finance charges, any dealer document processing charge, any electronic filing charge and any emission testing charge. Vehicle subject to prior sale. Click for details.

2019 Ford Transit 350 XLT Mid Roof 15 Passenger Seating Van

ORIGINAL EQUIPMENT 15 PASSENGER CLOTH SEATINGBRAND NEW REAR SEATS!****



View Photos



White

Gray

Automatic

3.7L V6 275hp 260ft. lbs.

76,229 miles

VIN: 1FBAX2CM5KKA61043

Stock #: 7R1H1K

License Plate: 27479S2

Sales Price

\$40,499¹

¹Plus government fees and taxes, any finance charges, any dealer document processing charge, any electronic filing charge and any emission testing charge. Vehicle subject to prior sale. Click for details.

**2020 Ford Transit 150 XLT Mid Roof 10 Passenger Captain Seats Van
CUSTOM INTERIOR WITH 10 PASSENGER CLOTH CAPTAIN CHAIR SEATING**



[View Photos](#)



White

Gray

Automatic

3.5L Flex Fuel V6 275hp 262ft. lbs.

88,764 miles

VIN: 1FMZK1C80LKA23758

Stock #: 7TNX35

License Plate: 8NEX588

Location: Long Beach, CA

Sales Price

\$39,299¹

¹Plus government fees and taxes, any finance charges, any dealer document processing charge, any electronic filing charge and any emission testing charge. Vehicle subject to prior sale. Click for details.

2020 Ford Transit 350 XLT Mid Roof 15 Passenger Seating Van

ORIGINAL EQUIPMENT 15 PASSENGER CLOTH SEATINGBRAND NEW REAR SEATS!****



View Photos



White

Gray

Automatic

3.5L Flex Fuel V6 275hp 262ft. lbs.

77,118 miles

VIN: 1FBAX2C82LKA23810

Stock #: 7T8JSJ

License Plate: 8NIK834

Location: Long Beach, CA

Sales Price

\$43,999¹

¹Plus government fees and taxes, any finance charges, any dealer document processing charge, any electronic filing charge and any emission testing charge. Vehicle subject to prior sale. Click for details.

**2020 Ford Transit 350 XLT Low Roof 12 Passenger Captain Seats Van
CUSTOM INTERIOR WITH 12 PASSENGER CLOTH CAPTAIN CHAIR SEATING**



[View Photos](#)



White

Gray

Automatic

3.5L Flex Fuel V6 275hp 262ft. lbs.

92,403 miles

VIN: 1FBAX2Y85LKA23826

Stock #: 7TBTWM

License Plate: 8NHH437

Location: Long Beach, CA

Sales Price

\$36,999¹

¹Plus government fees and taxes, any finance charges, any dealer document processing charge, any electronic filing charge and any emission testing charge. Vehicle subject to prior sale. Click for details.

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Weekdays:

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For a more detailed listing of allowable and unallowable training topics, review the Food Service Staff Training subheadings in the Allowable Expenses tab of this web page.

Staff Salaries

The 2022 KIT funding introduced a new category of allowable expenses. The legislation authorizes funds to be used to provide additional compensation for additional work relating to serving universal school meals that may include minimally processed, locally and sustainably grown foods, a plant-based or restricted diet food option, or a plant-based milk option.

This category of allowable expenses supports LEAs with a short-term funding stream to offset increased staff costs associated with universal meals. Some examples of allowable expenses under this funding could include, but are not limited to:

- Additional costs associated with local procurement
- Farm to School Coordinator
- Food Service Staff Training Position
- Additional positions and overtime costs associated with new or expanded meal service
- Staff salary costs associated with hiring positions to support new or expanded meal service

Please note: Staff paid with KIT funds and federal Child Nutrition Funds are required to track time and activity in accordance with federal regulations and state policy. Please refer to CDE Management Bulletins [Documenting Employee Time and Effort in the SNPs - School Nutrition](#) and [Equivalent Documentation for Multifunded Employees - School Nutrition](#). **Note:** For ease of tracking food service expenses, it is strongly recommended to **pay all food service staff salaries from Fund 13, and then reimburse Fund 13 with KIT Funds** versus paying staff salaries directly from KIT Funds.

Freshly Prepared, Onsite Preparation of Reimbursable School Meals

(Updated November 30, 2022)

The 2022 KIT also provides additional funds to LEAs that **attest that no less than 40 percent** of reimbursable NSLP and SBP meals, including the entree and grains, prepared each week, beginning in the 2023–24 school year, are freshly prepared onsite meals. Freshly prepared onsite meals means “food service in which the preparation of meals takes place on a daily basis at the site of consumption or in a central kitchen, using whole ingredients in their most basic, minimally processed form, or cooking with both fresh, raw, whole ingredients and ready-made products.”

These additional funds, if elected, must be used to support the **planning and implementation of facility improvements and equipment upgrades** to increase capacity for freshly prepared onsite meal preparation. Within the broad category of facility improvements and equipment upgrade, the allowable uses for these funds include:

Unit #	Plate	Year	Make	Model	Miles	MFG	Seats	Color	VIN	Retail Price
7RTJDN	8FJR509	2019	FORD	T1MP	85,601	L	8L	BLACK	1FMZK1CM7KKA01252	\$38,999
7RXKF7	8GLJ082	2019	FORD	T1MP	100,589	L	8L	BLACK	1FMZK1CM9KKA39999	\$35,499
7RTBTC	8FJR510	2019	FORD	T1MP	75,300	C	9C	WHITE	1FMZK1CM2KKA01241	\$38,499
7RTBWD	8FJR511	2019	FORD	T1MP	83,562	C	9C	WHITE	1FMZK1CM8KKA01244	\$37,199
7SP67C	8KJL188	2019	FORD	T1MP	84,410	L	9L	BLACK	1FMZK1CM1KKB24982	\$38,999
7RTKJF	8FJR492	2019	FORD	T1MP	91,909	C	9C	WHITE	1FMZK1CM4KKA01239	\$35,499
7TNT1L	8NDD376	2020	FORD	T1MP	84,079	C	9C	WHITE	1FMZK1C86LKA23750	\$39,299
7TB1LD	8NSJ700	2020	FORD	T1MP	60,848	C	9C	WHITE	1FMZK1C86LKA23764	\$42,499
7TNX3S	8NEX588	2020	FORD	T1MP	88,764	C	10C	WHITE	1FMZK1C80LKA23758	\$39,299



Aveson Charter Schools Wellness Policy

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Aveson Charter Schools Wellness Policy

Preamble

Aveson Charter Schools (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors; ▪ Students have opportunities to be physically active before, during, and after school ▪ Schools engage in nutrition and physical activity promotion and other activities that promote student wellness
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives

This policy applies to all students, staff, and schools in the District.



School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is:

Name	Title	Email address	Role
Kristin Kennedy	Director of Food Services	KristinKennedy@aveson.org	Director/Kitchen Manager
Arlynne Page	Wellness/Healthy Living Coordinator		

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.



Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at Aveson kitchen and/or on Kitchen computer. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit DWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy
- Documentation of annual policy progress reports for each school under its jurisdiction ▪ Documentation of the triennial assessment* of the policy for each school under its jurisdiction ▪ Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy

Annual Progress Reports

The District will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year, August, and will include information from each school within the District. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy
- A description of each school's progress in meeting the wellness policy goals



- A summary of each school's events or activities related to wellness policy implementation
- The name, position title, and contact information of the designated District policy leader(s) identified
- Information on how individuals and the public can get involved with the DWC or SWC

The District (Aveson School or Leaders and Aveson Global Leadership Academy) will actively notify households/families of the availability of the annual report.

The DWC, will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Kristin Kennedy, kristinkennedy@aveson.org

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**



Community Involvement, Outreach, and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). The District also operates additional nutrition-related programs and activities including *Farm to School programs, and school gardens*. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students
- Are appealing and attractive to children
- Are served in clean and pleasant settings



- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Comply with the National School Lunch and/or Breakfast Standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in [7 CFR. 210.10 or 220.8](#)
- The District child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets HSP Gold level). Students are served lunch at a reasonable and appropriate time of day.
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans)
 - Sliced or cut fruit is available daily
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - All available vegetable options have been given creative or descriptive names
 - Daily vegetable options are bundled into all grab and go meals available to students
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
 - White milk is placed in front of other beverages in all coolers
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
 - Student artwork is displayed in the service and/or dining areas
 - Daily announcements are used to promote and market menu options
 - School hosts a school garden;
 - School hosts field trips to local farms

Student Privacy

The cafeterias are cashless - all students, regardless of the type of payment they make for school meals, or the food being purchased (meal or a la carte) are given a code to enter at the cash register.



Unpaid Balances

Schools will reach out to the family of a child with an unpaid balance to assess whether the child is eligible for free or reduced price meals.

Applications

Applications for free/reduced priced meals are sent home to all families at the beginning of the school year. The application is also available on the district website.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.



Celebrations and Rewards

All foods offered on the school campus *will meet or exceed state nutrition standards*, including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and
3. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)*].

Given the pervasiveness of food fundraisers in many schools and the wide availability of profitable, healthy fundraising options, additional policy language is encouraged:

- Schools will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).
- Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. This may include but is not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.



The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#)
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide comprehensive nutrition education and engage in nutrition promotion at every grade level (K-12) that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects; ▪ Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens; ▪ Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and ▪ Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention ▪ Food guidance from [MyPlate](#)
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat



- Choosing foods and beverages with little added sugars
 - Eating more calcium-rich foods
 - Preparing healthy meals and snacks
 - Risks of unhealthy weight control practices
 - Accepting body size differences
-
- Food safety
 - Importance of water consumption
 - Importance of eating breakfast
 - Making healthy choices when eating at restaurants
 - Eating disorders
 - The Dietary Guidelines for Americans
 - Reducing sodium intake
 - Social influences on healthy eating, including media, family, peers, and culture ▪ How to find valid information or services related to nutrition and dietary behavior ▪ How to develop a plan and track progress toward achieving a personal goal to eat healthfully ▪ Resisting peer pressure related to unhealthy dietary behavior
 - Influencing, supporting, or advocating for others' healthy dietary behavior

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing

commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the

District is imparting nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy. The advertising of foods and beverages that are not available for sale in district schools will not be advertised on any school property.

Any foods and beverages marketed or promoted to students on the school campus (during the school day) will meet or exceed *state nutrition standards*, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food advertising and marketing is defined as an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any



other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the District ▪ Advertisements in school publications or school mailings
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product

Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason. The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs. Teachers are discouraged from assigning physical activity as student punishment.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students



develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year

All District **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

All physical education teachers in [District] will be required to participate in at least once a year professional development in education. Waivers, exemptions, or substitutions for physical education classes are not granted.

Essential Physical Activity Topics in Health Education

The District will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness



- How to influence, support, or advocate for others to engage in physical activity ▪
- How to resist peer pressure that discourages physical activity

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all or most days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/time frame before students enter the cafeteria. Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.



Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school for all elementary, middle and high school students.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area) ▪ Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crossing guards are used
- Crosswalks exist on streets leading to schools
- Walking school buses are used
- Documentation of number of children walking and or biking to and from school ▪ Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all

efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.



All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Community Partnerships

The District will continue relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation.

Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (such as email or displaying notices on the district's website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is Monica Varguez .

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.



Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day - time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

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ianmcfear@aveson.org

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Quote Date: 2/23/23

DESCRIPTION	QTY	UNIT PRICE	TOTAL
Double Swing Doors (Frame 1½ in x 3in) (Post 4in x 4in x ¼ in)	3		0.00
Entry Doors (4ft x 5ft)	2		0.00
Sliding Door (6ft x 6ft)	1		0.00
Paint,Installation,Sandblasting			0.00
		TOTAL	\$19,000.00
Sliding Door (27ft x 6ft) w/ motor gate,power and concrete	1		0.00
		(Total with sliding door included)	\$27,000.00
			0.00
			0.00

Thank you for your business!

Terms and Conditions.

A 40% deposit is due before the start of the project.

If you have any questions or concerns

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Physical Education Exemption

Effective July 1, 2007 and with his or her consent, if the pupil has scored within the Fitnessgram Healthy Fitness Zone on 5 of 6 testing items on the physical performance test administered in the 9th grade, the School Board may grant the pupil exemption from courses in physical education for two years any time during grades 10 to 12 inclusive. (EC §51241) This will start with the graduating class of 2011 (entering 9th grade in Fall 2007). If the pupil has not scored within the Fitnessgram Healthy Fitness Zone on the physical performance test, he or she must enroll in physical education courses in succeeding years and be administered the physical performance test each year until the student meets their passing requirement.

A. Students in the 10th grade that have not met their passing requirement shall be given the pretest early in the semester, at least one periodic assessment two months later and the official test at the end of the fall semester and shall continue to test the student at least each two months through the end of the spring semester.

B. Students in 11th and 12th grade that have not met their passing requirement could be given the re-administration of the physical performance test in a summer school elective physical education class before the start of their 11th or 12th grade year to earn their right to exempt themselves.

C. At the start of the 11th and 12th grade school year's students who have not met their passing requirement should be given the pretest in the beginning of the fall semester, at least one periodic assessment two months later and the official test at the end of the fall semester. If a student meets the passing requirement in the fall semester they have earned their exemption. They may be moved to another class other than physical education after the end of the fall semester.

D. All six components of the physical performance test should be administered, however, the student must only retake and pass the tests items the student has not passed previously.

E. Upon receiving the student's official Fitnessgram results, the school must place the results into the student's cumulative file.

F. Inability to score within the Fitnessgram Healthy Fitness Zone on the physical performance test does not alter the pupil's graduation status.

IV. STUDENTS WITH DISABLING CONDITIONS

Each pupil with a physical disability and each pupil who is physically unable to take the entire physical performance test shall be administered as much of the test as his or her condition will permit (EC §60800). Modifications to the passing criteria must be developed by an appropriate team composed of persons with expertise in motor performance and disabling conditions. Consult with the Adapted Physical Education teacher for assistance.

A. Students with Individualized Education Programs (IEP)

1. The IEP team should consider the impact of a student's disability on their ability to take all items of the Fitnessgram. Modifications to the passing criteria should be noted in the Offer of FAPE (Free and Appropriate Public Education). The IEP team should include persons knowledgeable in the administration of the Fitnessgram.

2. The consideration of modifications must be based on the students' ability to perform given tasks as his or her condition will permit, not on their ability to pass.

3. The following persons are required at IEP team meetings:

a. One or both parents

b. An administrator or administrative designee

c. At least one special education teacher or special education provider of the student

d. At least one general education teacher of the student, if the student is or may be participating in general education.

e. A person knowledgeable about the assessment procedures used to assess the student, familiar with the results of the assessment and qualified to interpret the instructional implications of the results.

f. When appropriate, the following persons must also attend:

1. The student

2. Other individuals who have knowledge of special expertise concerning the student, including related services personnel, as appropriate.

3. A person who is knowledgeable about accommodations and modifications referenced in the Fitnessgram test administration REF-676.

B. Students with a disability under Section 504 of the Rehabilitation Act of 1973

1. The 504 team should consider the impact of a student's disability on their ability to take all items of the state mandated physical performance test (Fitnessgram). Modifications to the passing criteria should be noted in the offer of FAPE.

2. The consideration of modifications must be based on the students' ability to perform the task as his or her condition will permit, not on their ability to pass.

3. The 504 team members must be composed of:

a. persons knowledgeable about the student (e.g., the Section 504 designee, parent(s), the classroom teacher(s), physical education teachers, or perhaps adapted physical education teacher, school nurse, the student [if age appropriate], the counselor, and any other suitable personnel).

b. members must be knowledgeable about and able to interpret the evaluation information being drawn from a variety of sources.

c. team members must be knowledgeable about accommodations and modifications referenced in the Fitnessgram test administration

C. Students without an IEP or 504 but have a history of a disabling condition

1. Any individual (i.e., parent/guardian/school staff member) may request a SST meeting for a student by completing "The Request for Student Success Team Meeting" (See the school counseling office).

2. The Student Study Team should consider the impact of a student's condition on their ability to take all items of the state mandated physical performance test (Fitnessgram). Modifications to the passing criteria should be noted in the students SST Follow Up Form

3. The SST team members must be composed of:

a. persons knowledgeable about the student (e.g., parent(s), the classroom teacher(s), physical education teachers, or perhaps adapted physical education teacher, school nurse, the student [if age appropriate], the counselor, and any other suitable personnel).

b. members must be knowledgeable about and able to interpret the evaluation information being drawn from a variety of sources.

c. team members must be knowledgeable about accommodations and modifications referenced in the Fitnessgram test administration

4. If a student in 9th grade does not meet the passing requirement on the Fitnessgram assessment then they must be programmed directly into the appropriate physical education class in 10th grade, and be re-assessed in the physical performance test.

a. The student must be given the physical assessment during the testing window and at the end of the spring semester.

b. The student must be given a pre-test at the beginning of the semester, at least one periodic test mid-way through the semester and the re-assessment in the specified testing window and at the end of the spring semester.

c. The student should be given assessments in all six areas unless exempted by an IEP, 504, or SST. The student must pass the areas of the assessment that they did not pass the previous year to earn their right to exempt themselves from physical education in the remainder of the semesters.

D. Physical Education Exemption for Athletic Participation

A school board may exempt any four-year or senior high school pupil from attending courses of physical education, if the pupil is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (EC §51242) During the off-season, athletes are to be enrolled in an advanced conditioning course for athletics that can and should include conditioning and training for the sport as well as the other content areas described in the California Education Code that is not included in their sport. The conditioning course is provided for pupils who have been enrolled on an athletic team and who are actively engaged in competition. This physical education course offered in conjunction with the athletic program that is offered during the school day satisfies the physical education course credit requirement for high school graduation.

E. Physical Education Exemption for Certain Pupils in Grade 12

The provisions of EC §51246 indicate that the School Board may exempt any pupil enrolled in his or her last semester or quarter, as the case may be, of the 12th grade who, pursuant to §46145 (minimum required courses per semester or quarter) and §46147 (exemption for certain 12th grade students to attend less than the minimum school day), is permitted to attend school less than 240 or 180 minutes per day, from attending courses of physical education; provided, however, that such pupil may not be exempted pursuant to this section from attending courses of physical education if such pupil would, after

such exemption, attend school for 240 minutes or more per day. Additionally, the student must also have met the passing requirement on the state mandated physical performance test (Fitnessgram).

V. CRITERIA FOR QUALIFICATION FOR CONTENT AREA EXEMPTION WITHIN A PHYSICAL EDUCATION COURSE

Physical education is required to be offered to all students except those provided with temporary or permanent exemptions as identified above in section II. (EC §51210, EC §51220, EC §51222) However, on occasion, a secondary school will have a student who possesses exceptional talent or ability far beyond that of his or her peers. The talent or ability is being extended or perfected in an off-campus, non-school related environment under supervision of an authority competent to assist the student towards maximum achievement. In this rare circumstance, a principal may permit a student to be exempted from a physical education content area within a physical education course due to a student possessing exceptional talent or ability and who engages in a vigorous training regimen outside of the regular school day. However, a student may not be exempted from an entire physical education course because of an off-campus training program.

To be considered for a partial course exemption:

- A. The student must possess an exceptional talent or ability far beyond that possessed by his or her peers
- B. The talent or ability is being perfected or extended in an off-campus activity under the supervision of an authority competent to assist in the development of the talent or ability to the maximum
- C. The talent or ability shows evidence when perfected or extended of being categorized as noteworthy or singularly identified by the greater community.

VI. CLARIFICATION OF PARTIAL COURSE CREDIT TO MEET GRADUATION REQUIREMENTS

A principal who so identifies a student as participating during non-school time in such an activity which requires an intensive amount of practice may permit the student to use the off-campus activity to partially meet the general physical education course requirement for the content area of instruction in which the student is exceptionally talented. For example, the student who displays exceptional skill in gymnastics and who engages in off-campus gymnastics training after regular school hours may be excused only from the gymnastics portion of the physical education course, and must attend and complete the other content area components required of the course. This student must also meet the passing requirement for the state mandated physical performance test (Fitnessgram).

AUTHORITY: RELATED

The student fulfills the graduation requirement for physical education by attending and completing the other content area components required of the general physical education course with the understanding that credit has been earned in the exempted content area due to the exceptional talent demonstrated in that activity. The partial course exemption should not be the cause for any adverse marking practice for the course.

Exemption from a physical education course content area does not, however, permit the student to be exempted from engaging in a full instructional school day. (EC §51241.2d) Therefore, students who are exempted from a physical education course content area may not begin school after the regular starting time or leave school before the regular dismissal time. During this time, the student may remain enrolled

in the physical education course but does not engage in the physical education instruction. The student may be assigned service responsibilities or may be enrolled in an alternative course for no credit during this unit of instruction.

California Education Code Section 51210, 51220, 51222.



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greatness

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Date May 10, 2023
Expiration Date
Prepared By Jessica Lee
Email jessica.lee@greatminds.org

Quote Number 00259837
Contact Name Casey Rasmussen
Phone (626) 794-1440
Email caseyrasmussen@aveson.org

Bill to Name Aveson Charter Schools
Bill To 1919 Pinecrest Drive
Altadena, CA 91001

Ship to Name Aveson Charter Schools
Ship To 1919 PINECREST DR
ALTADENA, CA 91001

Make Payment to:

Great Minds PBC Tax ID: 84-3785772

Mail payment to:

Great Minds PBC
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Pittsburgh, PA 15251-0283

Phone: 202.223.1854

Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: <https://digitalsupport.greatminds.org/s/ach-instructions>

Eureka - Print	ISBN	Quantity	Special Price	Total Price
Grade K				
Eureka Math Grade K Learn Workbook Set (Modules 1-6)	978-1-64054-080-4	55.00	\$30.45	\$1,674.75
Eureka Math Grade K Fluency Practice Workbook (Modules 1-6)	978-1-64054-552-6	55.00	\$7.35	\$404.25
Grade 1				
Eureka Math Grade 1 Learn Workbook Set (Modules 1-6)	978-1-64054-054-5	60.00	\$30.45	\$1,827.00
Eureka Math Grade 1 Fluency Practice Workbook Set (Modules 1-6)	978-1-68386-097-6	60.00	\$7.35	\$441.00
Grade 2				
Eureka Math Grade 2 Learn Workbook Set (Modules 1-8)	978-1-64054-059-0	60.00	\$30.45	\$1,827.00
Eureka Math Grade 2 Fluency Practice Workbook Set (Modules 1-8)	978-1-68386-098-3	60.00	\$7.35	\$441.00
Grade 3				
Eureka Math Grade 3 Learn Workbook Set (Modules 1-7)	978-1-64054-064-4	60.00	\$30.45	\$1,827.00
Eureka Math Grade 3 Fluency Practice Workbook Set (Modules 1-7)	978-1-68386-099-0	60.00	\$7.35	\$441.00
Grade 4				
Eureka Math Grade 4 Learn Workbook Set (Modules 1-7)	978-1-64054-070-5	65.00	\$30.45	\$1,979.25
Eureka Math Grade 4 Fluency Practice Workbook (Modules 1-7)	978-1-64054-607-3	65.00	\$7.35	\$477.75
Grade 5				
Eureka Math Grade 5 Learn Workbook Set (Modules 1-6)	978-1-64054-075-0	55.00	\$30.45	\$1,674.75
Eureka Math Grade 5 Fluency Practice Workbook (Modules 1-6)	978-1-64054-620-2	55.00	\$7.35	\$404.25
Grade 6				
Eureka Math Grade 6 Learn, Practice, Succeed Workbook Set (Modules 1-6)	978-1-64054-970-8	55.00	\$33.79	\$1,858.23
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Eureka Math Grade 7 Learn, Practice, Succeed Workbook Set (Modules 1-6)	978-1-64054-978-4	55.00	\$33.79	\$1,858.23
Grade 8				
Eureka Math Grade 8 Learn, Practice, Succeed Workbook Set (Modules 1-7)	978-1-64054-987-6	55.00	\$33.79	\$1,858.23

Eureka - Online	ISBN	Quantity	Special Price	Total Price
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Eureka Math Equip Student License (School Yr): Service End Date (6/30 of School Year 2023 - 2024 unless noted otherwise)	GM-01290	465.00	\$7.35	\$3,417.75
Eureka Math, Affirm, School Yr Student License: Service End Date (6/30 of School Year 2023 - 2024 unless noted otherwise)	GM-01044	465.00	\$5.25	\$2,441.25
Eureka Math Digital Suite - Print Partner School Yr subscription: Service End Date (6/30 of School Year 2023 - 2024 unless noted otherwise)	GM-00842	13.00	\$103.95	\$1,351.35
Eureka Math in Sync Student License (Print/Digital School Yr): Service End Date (6/30 of School Year 2023 - 2024 unless noted otherwise)	GM-01291	520.00	\$5.25	\$2,730.00

Print	\$19,613.10
Online	\$12,381.60

Solution Subtotal	\$31,994.70
Discount	(\$3,060.66)
Shipping and Handling	\$1,765.18
*Pre-Tax Solution Total	\$30,699.22
Estimated Sales Tax	\$1,804.43
Estimated S&H Tax	\$0.00
Total Solution:	\$32,503.65

This Quote is governed by the Terms and Conditions at <https://greatminds.org/customer-quote-terms> which are hereby incorporated by reference as if fully set forth herein.

***Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.**

Aveson Global Leadership Academy: Bell Schedule 2022-Forever

REGULAR SCHEDULE

MONDAY & TUESDAY

MIDDLE SCHOOL	
Period 1	8:30am - 10:15am
Brunch	10:15am - 10:30am
Period 2	10:30am - 12:10pm
Lunch	12:10pm - 12:45pm
Advisory	12:45pm - 1:20pm
Period 3	1:25pm - 3:05pm

HIGH SCHOOL	
Period 1	8:30am - 10:15am
Brunch	10:15am - 10:30am
Period 2	10:30am - 12:10pm
Advisory	12:15am - 12:50pm
Lunch	12:50pm - 1:25pm
Period 3	1:25pm - 3:32pm

WEDNESDAY

MIDDLE SCHOOL	
Period 1	8:30am - 9:20am
Period 2	9:25am - 10:10am
Period 3	10:15am - 11:00am
Lunch	11:05am - 11:40am
Advisory	11:40am - 12:15pm
Period 4	12:15pm - 1:00pm
Period 5	1:05pm - 1:50pm
Period 6	1:55pm - 2:35pm

HIGH SCHOOL	
Period 1	8:30am - 9:20am
Period 2	9:25am - 10:10am
Period 3	10:15am - 11:00am
Advisory	11:05am - 11:40am
Lunch	11:40am - 12:15pm
Period 4	12:15pm - 1:00pm
Period 5	1:05pm - 1:50pm
Period 6	1:55pm - 2:42pm

THURSDAY & FRIDAY

MIDDLE SCHOOL	
Period 4	8:30am - 10:15am
Brunch	10:15am - 10:30am
Period 5	10:30am - 12:10pm
Lunch	12:10pm - 12:45pm
Advisory	12:45pm - 1:20pm
Period 6	1:25pm - 3:05pm

HIGH SCHOOL	
Period 4	8:30am - 10:15am
Brunch	10:15am - 10:30am
Period 5	10:30am - 12:10pm
Advisory	12:15am - 12:50pm
Lunch	12:50pm - 1:25pm
Period 6	1:25pm - 3:32pm

SPECIAL EVENTS MINIMUM DAY SCHEDULE

MONDAY & TUESDAY

MIDDLE SCHOOL	
Period 1	8:30am - 9:35am
Brunch	9:35am - 9:50am
Period 2	9:50am - 10:50am
Period 3	10:55am - 11:55am
Lunch	12:00pm - 12:30pm
Advisory	12:30pm - 1:00pm

HIGH SCHOOL	
Period 1	8:30am - 9:35am
Brunch	9:35am - 9:50am
Period 2	9:50am - 10:50am
Period 3	10:55am - 11:55am
Advisory	12:00pm - 12:30pm
Lunch	12:30pm - 1:00pm

WEDNESDAY

MIDDLE SCHOOL	
Period 1	8:30am - 9:20am
Period 2	9:25am - 10:10am
Period 3	10:15am - 11:00am
Lunch	11:05am - 11:40am
Advisory	11:40am - 12:15pm
Period 4	12:15pm - 1:00pm
Period 5	1:05pm - 1:50pm
Period 6	1:55pm - 2:35pm

HIGH SCHOOL	
Period 1	8:30am - 9:20am
Period 2	9:25am - 10:10am
Period 3	10:15am - 11:00am
Advisory	11:05am - 11:40am
Lunch	11:40am - 12:15pm
Period 4	12:15pm - 1:00pm
Period 5	1:05pm - 1:50pm
Period 6	1:55pm - 2:35pm

THURSDAY & FRIDAY

MIDDLE SCHOOL	
Period 4	8:30am - 9:35am
Brunch	9:35am - 9:50am
Period 5	9:50am - 10:50am
Period 6	10:55am - 11:55am
Lunch	12:00pm - 12:30pm
Advisory	12:30pm - 1:00pm

HIGH SCHOOL	
Period 4	8:30am - 9:35am
Brunch	9:35am - 9:50am
Period 5	9:50am - 10:50am
Period 6	10:55am - 11:55am
Advisory	12:00pm - 12:30pm
Lunch	12:30pm - 1:00pm

Instructional Minutes 22-23							
TK/KINDERGARTEN							
Day Types	A	B	C	D	TOTALS	REQUIRED	DIFFERENCE
Day Description	Regular TWThF	Mon	Shortened Days				
Total Number of Days	140	29	7		176	175	1
Start Time	8:15 AM	8:15 AM	8:15 AM				
End Time	2:20 PM	12:20 PM	12:20 PM				
Excess Passing Time Minutes					0		
Recess Duration	20	20	20		60		
Lunch Duration [Including Pa	40	40	40		120		
Total Number of Hours	6:05	4:05	4:05	0:00	14:15		
Total Daily Number of Minute	365	245	245	0	855		
Actual Daily Instructional Mi	325	205	205	0	735		
Annual Number of Minutes	45500	5945	1435	0	52880	36000	16880
GRADES 1 - 2							
Day Types	A	B	C	D	TOTALS	REQUIRED	DIFFERENCE
Day Description	Regular MTThF	Mon	Shortened Days				
Total Number of Days	140	29	7		176	175	1
Start Time	8:15 AM	8:15 AM	8:15 AM				
End Time	2:35 PM	12:35 PM	12:35 PM				
Excess Passing Time Minutes					0		
Recess Duration	20	20	20	0	60		
Lunch Duration [Including Pa	40	40	40		120		
Total Number of Hours	6:20	4:20	4:20	0:00	15:00		
Total Daily Number of Minute	380	260	260	0	900		
Actual Daily Instructional Mi	340	220	220	0	780		
Annual Number of Minutes	47600	6380	1540	0	55520	50400	5120
GRADE 3							
Day Types	A	B	C	D	TOTALS	REQUIRED	DIFFERENCE
Day Description	Regular TWThF	Mon	Shortened Days				
Total Number of Days	140	29	7		176	175	1
Start Time	8:15 AM	8:15 AM	8:15 AM				
End Time	2:50 PM	12:50 PM	12:50 PM				
Excess Passing Time Minutes					0		
Recess Duration	20	20	20		60		
Lunch Duration [Including Pa	40	40	40		120		

Total Number of Hours	6:35	4:35	4:35	0:00	15:45		
Total Daily Number of Minutes	395	275	275	0	945		
Actual Daily Instructional Minutes	355	235	235	0	825		
Annual Number of Minutes	49700	6815	1645	0	58160	50400	7760
GRADES 4 - 5							
Day Types	A	B	C	D	TOTALS	REQUIRED	DIFFERENCE
Day Description	Regular TWThF	Mon	Shortened Days				
Total Number of Days	140	29	7		176	175	1
Start Time	8:15 AM	8:15 AM	8:15 AM				
End Time	2:50 PM	12:50 PM	12:50 PM				
Excess Passing Time Minutes					0		
Recess Duration	20	20	20	0	60		
Lunch Duration [Including Passages]	40	40	40		120		
Total Number of Hours	6:35	4:35	4:35	0:00	15:45		
Total Daily Number of Minutes	395	275	275	0	945		
Actual Daily Instructional Minutes	355	235	235	0	825		
Annual Number of Minutes	49700	6815	1645	0	58160	54000	4160
GRADE 6							
Day Types	A	B	C	D	TOTALS	REQUIRED	DIFFERENCE
Day Description	Regular MTThF	Regular W	Shortened MTThF	Shortened W			
Total Number of Days	134	38	6	0	178		
Start Time	8:30 AM	8:30 AM	8:30 AM	8:15 AM			
End Time	3:05 PM	2:35 PM	1:00 PM	12:55 PM			
Excess Passing Time Minutes							
Recess Duration	15	15	15	15			
Lunch Duration [Including Passages]	35	35	30	30			
Total Number of Hours	6:35	6:05	4:30	4:40	21:50		
Total Daily Number of Minutes	395	365	270	280	1310		
Actual Daily Instructional Minutes	360	330	240	250	1180		
Annual Number of Minutes	48240	12540	1440	0	62220		
GRADES 7 & 8							
Day Types							
Day Description	Regular MTThF	Regular W	Shortened MTThF	Shortened W			
Total Number of Days	134	38	6	0	178		

Start Time	8:30 AM	8:30 AM	8:30 AM	8:15 AM				
End Time	3:05 PM	2:35 PM	1:00 PM	12:55 PM				
Excess Passing Time Minutes								
Recess Duration	15	15	15	15				
Lunch Duration [Including Pa	35	35	30	30				
Total Number of Hours	6:35	6:05	4:30	4:40			21:50	
Total Daily Number of Minute	395	365	270	280			1310	
Actual Daily Instructional Mi	345	315	225	235			1120	
Annual Number of Minutes	46230	11970	1350	0			59550	
GRADES 9 - 12								
Day Types								
Day Description	Regular MTThF	Regular W	Shortened MTThF	Extended Day	Extended Weds			
Total Number of Days	141	33	4	2	1		178	
Start Time	8:30 AM	8:30 AM	8:30 AM	3:32 PM	2:42 PM			
End Time	3:32 PM	2:42 PM	1:00 PM	8:00 PM	8:00 PM			
Excess Passing Time Minutes								
Recess Duration	15	15	15					
Lunch Duration [Including Pa	35	35	30					
Total Number of Hours	7:02	6:12	4:30	4:28	5:18		22:12	
Total Daily Number of Minute	422	372	270	268	318		1332	
Actual Daily Instructional Mi	372	322	225	268	318		1187	
Annual Number of Minutes	52452	10626	900	536	318		64832	