



AGENDA

BOARD OF DIRECTORS MEETING AVESON CORPORATION

Zoom Virtual Meeting [\[Link\]](#)

Meeting ID: 635 876 1750

Password: PmLSeL

Saturday, August 15, 2020

9:00AM

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

1. Agendas are available to all audience members at the door/start 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.
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.”
3. “Oral Communications” is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
4. You may specify that you wish to speak on an agenda item by “raising your hand” in the Zoom chat box or speaking up and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item.
5. When addressing the Board, speakers are requested to state their name and adhere to the time limits set forth.
6. Citizens 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.

7. In compliance with the Americans with Disabilities Act (ADA) and upon request, Aveson may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact Aveson’s main office.

I. PRELIMINARY

A. CALL TO ORDER

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

B. ROLL CALL

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

II. COMMUNICATIONS

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

III. PUBLIC SESSION AGENDA

A. DISCUSSION ITEMS

1. Brown Act Training (1 hour)
2. Review Board Duties as laid out in Charter + Memo (20 min)
3. Develop Board Recruitment Strategy (20 min)

B. ACTION ITEMS

The meeting will now convene to closed session to discuss the following matters described in Section IV.

IV. CLOSED SESSION

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



V. PUBLIC SESSION

- A. **RECONVENE TO OPEN SESSION: The meeting was reconvened to open session at ____.**
- B. **REPORT OUT OF CLOSED SESSION:**

VI. ADJOURNMENT

The meeting was adjourned at _____.

Conflicts of Interest, Brown Act and Public Records Act

1

Presented by Theresa Fuentes

August, 2020

Disclaimers

- Rob's wife – and a lawyer
- Experience
- Today: personal capacity
- Not legal advice



WANT TO AVOID THIS:

Oakland's BayTech Charter School Violated Multiple State Laws

School administrators forced students to buy uniforms, graduation caps and gowns, and made parents buy tickets to attend ceremonies. BayTech's board also repeatedly violated the Brown Act.

- ▶ Allegations: incorrect agendas, late posting of agendas; withholding documents from other board members; meeting over email

AND THIS:

- Allegations: refusal to disclose records re wages

Oasis Charter: Report finds school violated Political Reform, Brown acts

Juan Reyes

PUBLISHED: July 10, 2018 at 12:00 am | UPDATE
Education, Local News, News

Salinas >> The Alisal Union School District released a public report Monday that found Oasis Charter Public School board members and administrators violated the California Political Reform Act and the Brown Act.

Los Angeles school sued for public records law violation

Robert Fellner

2 weeks ago



Photo by Pixabay on [Pexels.com](https://www.pexels.com)

The Charter Oak Unified School District is unlawfully refusing to disclose records documenting the names and wages of its employees, a just-filed lawsuit alleges.

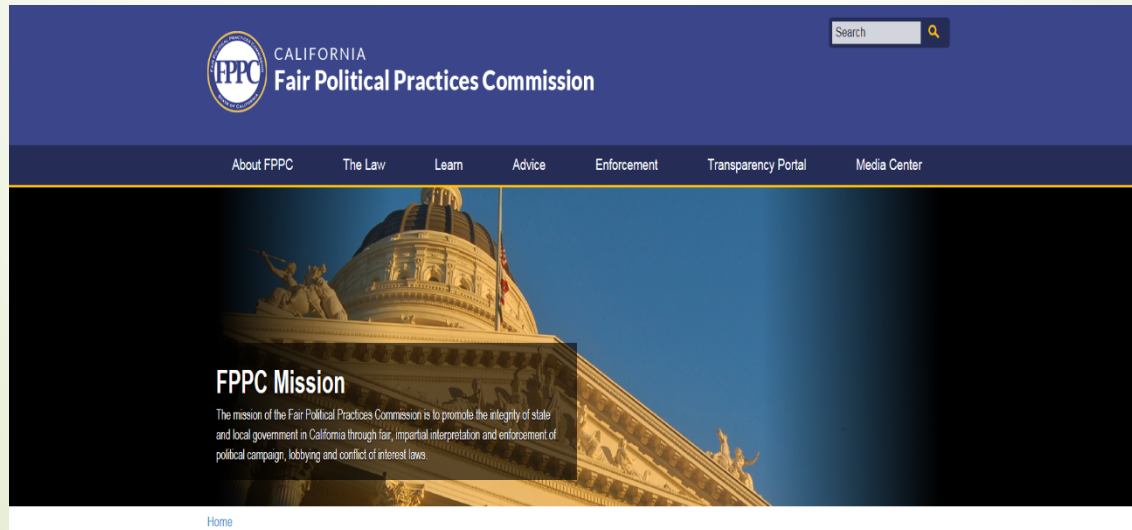
- Allegations: not posting agendas, limiting number of public attendees; awarded landscaping contract to husband of executive director

Senate Bill 126 (2019)

- Requires charter schools to follow same laws governing conflicts of interest, open meetings, and public records that apply to school districts
- AG had already opined the same
 - Opinion No. 11-201 (Dec. 26, 2018)

Conflicts of Interest

- Two basic laws:
 - Political Reform Act
 - Government Code Section 1090



No Personal Financial Gain

- “No public official . . . Shall make, participate in making or in any way attempt to use his official position to influence a governmental decision in which he knows or has reason to know he has a financial interest.”

Political Reform Act, Government Code Section 87100

Political Reform Act Basics

- Disclosure
- Disqualification
- Gift limits
- Restrictions on campaign contributions (not going to discuss)

Report Your Interests

- ▶ Form 700 Statement of Economic Interests
 - ▶ Penalties for late filing / failure to file
 - ▶ Accurate reporting prevents conflicts, increases public confidence
 - ▶ Failure to report an interest will almost always make the FPPC, the public, and the press more suspicious

The Test

- FPPC Basic Test for Conflicts:
 - Is it reasonably foreseeable that a governmental decision will have a material financial effect on any of your economic interests?

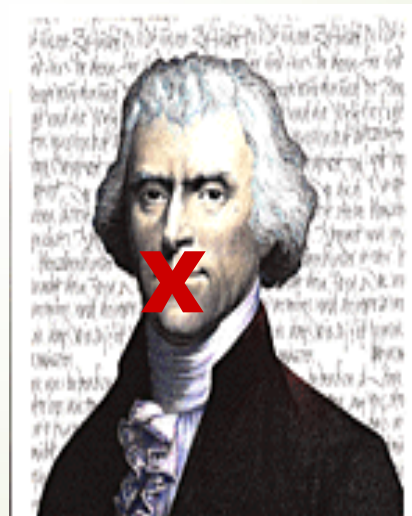
FPPC Regulation section 18700

Four Step Process

- Step 1-Is it *reasonably foreseeable* that decision will affect a financial interest?
- Step 2-Is the effect *material*?
- Step 3-Does an *exception* apply?
 - Effect is the same as the public generally
 - Legally required to participate
- Step 4-Are you *making, participating in making, or attempting to use position to influence* a decision from which the effect results?

If You Are Disqualified

- Don't discuss or influence (staff or colleagues)
- Identify nature of conflict at meeting
- Leave room



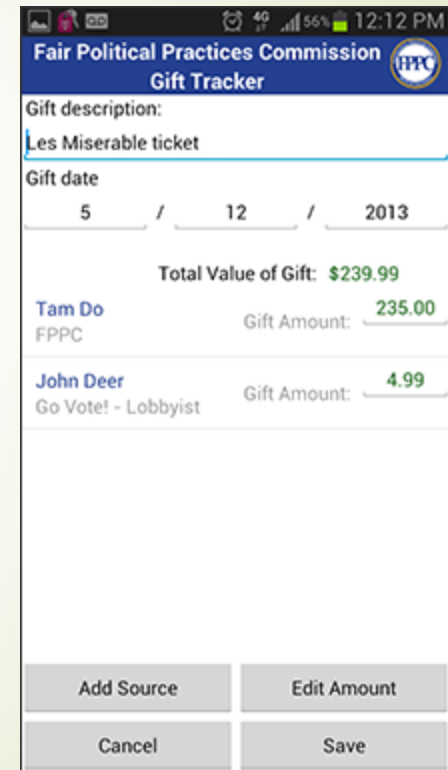
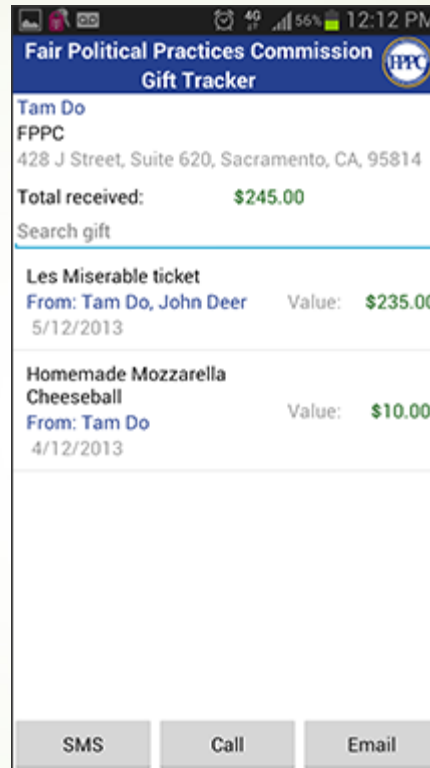
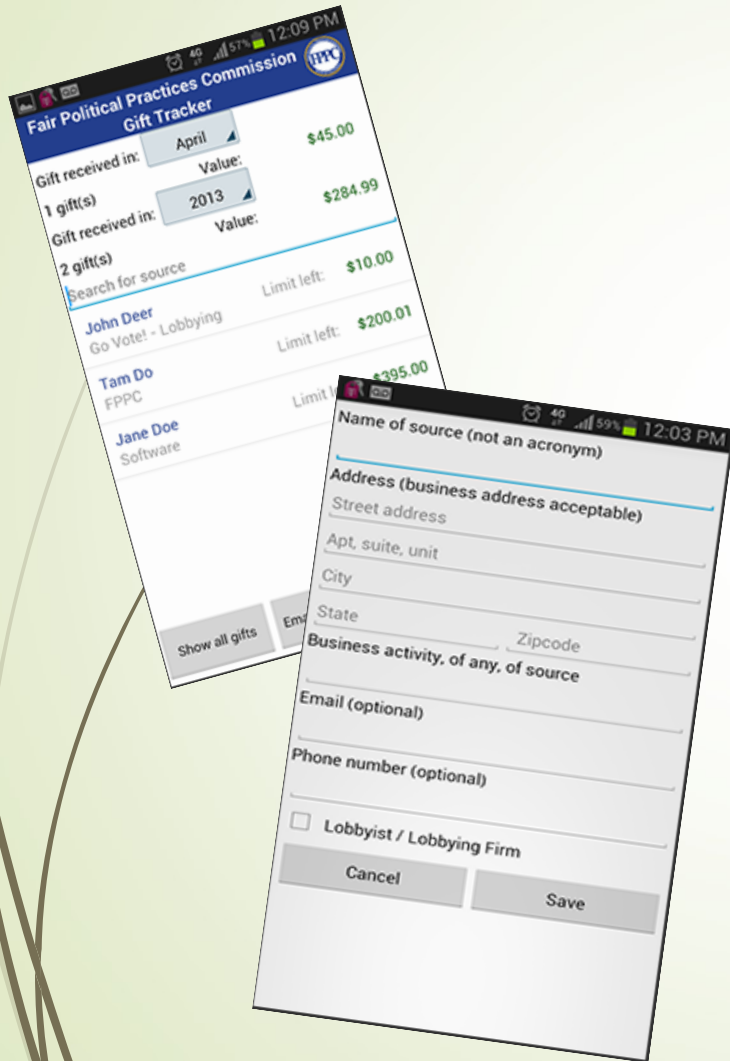
New Guidance From the FPPC on Disqualification (2020)

- ▶ Tighter guidance on how to disqualify yourself – FPPC Regulations now require disqualified public officials to publicly identify any disqualifying financial interests even if they are not present for the decision:
 - ▶ The official must identify the financial interest giving rise to the conflict, making sure to provide details about the financial interest, immediately prior to the consideration of the agenda item.
 - ▶ Unless the item is on the consent calendar or the official falls within an exception, the official must leave the room after the public disclosure and prior to consideration of the item.
 - ▶ *If the official first joins the meeting after the consideration of the relevant agenda item, the official must publicly identify the agenda item and the financial interest immediately upon joining the meeting.*

Gift Restrictions

- ▶ **\$500 Gift Limit (2019-2020):**
- ▶ Local officials and employees prohibited from receiving a gift or gifts totaling more than \$500 in a calendar year from certain sources.
- ▶ For local officials and employees who file Statements of Economic Interests (Form 700s) under an agency's conflict of interest code, the gift limit is **applicable only to individuals and entities that would have to be disclosed on the Form 700.**
- ▶ **What is a gift?**
- ▶ A “gift” is any payment or other benefit that confers a *personal* benefit for which a public official does not provide payment or services of equal or greater value.
- ▶ Includes a rebate or discount in the price of anything of value unless the rebate or discount is made in the regular course of business to members of the public.

Gift Tracking App



Penalties for FPPC Violations

- Invalidate decision
- Misdemeanor (could result in loss of office)
- Fines (could be up to \$10,000 per violation)
- Attorneys fees (yours and others)
- Embarrassment (personal and political)

Government Code Section 1090

- A public official may not “make” a contract in which he or she is “financially interested”



Section 1090

- Applies to officer or employee
- Financial interest in a contract
 - Direct contractual interest
 - Indirect benefit from the making of a contract
- Contract made by the official or body
 - Broadly interpreted to include negotiations, discussions, design, planning, etc.
 - Staff can abstain; *members of legislative body cannot*

Section 1090

➤ Exceptions

- “Remote Interests” – Section 1091
 - Abstention and disclosure required
- “Non-interests” – Section 1091.5
 - No abstention required; disclosure sometimes required

Section 1090 Penalties

► *Penalties Severe*

- Contracts are not just “voidable,” but void
- May have to refund money paid
- Willful violation is a felony
- Prohibition against holding public office - **FOREVER**



Resources

- FPPC website: <http://www.fppc.ca.gov/>
 - Handouts: Conflict of Interest; Gifts
- Institute for Local Government:
 - https://www.ca-ilg.org/sites/main/files/ethics_booklet_full_v4.pdf
- California Charter Schools Association
 - Conflict of Interest page
 - http://library.ccsa.org/2010/05/charter-school-governance.html#tab-conflict_of_interest_laws

THE RALPH M. BROWN ACT

Cal. Govt. Code § 54950 et seq.



“Open and Public”

“All meetings of the legislative body of a local agency shall be **open and public**, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.”

Govt. Code §54953

Public Policy Justification

- Public agencies may not prohibit public criticism of the policies, procedures, programs or services of the agency, or of the acts or omissions of the legislative body

Applies to “Legislative Bodies”

- What is a “legislative body?”
 - Governing body of the agency
 - Subordinate boards, commissions, task forces created by formal action of the governing body
 - Standing committees with regular meeting schedule and continuing subject matter jurisdiction
 - Body comprised of members of two (or more) Brown Act bodies

Applies to “Meetings”

- ▶ Any congregation of a majority of the members at the same time and place to hear, discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the body
- ▶ “Deliberation” includes collective decision-making and also the collective acquisition and exchange of facts preliminary to the ultimate decision



Practice tip:

- The Board establishes a standing committee of four of its eight members, which meets monthly. A fifth member of the Board wants to attend these meetings, and participate in the discussion.
 - *She may attend, but may not participate.*

Meeting Exceptions

- When is a meeting not a “meeting?”
 - Individual contacts
 - Conferences and seminars
 - Community meetings
 - Another body of the agency
 - Social or ceremonial events
 - *Ad hoc* committee meetings



Serial Meetings Are Illegal

- What is an illegal serial meeting?
 - Any direct or indirect communication
 - Employed by a majority of members
 - To discuss or deliberate
 - As to action to be taken

Serial Meetings Are Illegal

- ▶ Types of serial meetings
 - ▶ Hub and spoke
 - ▶ Telephone or email chain



- ▶ Individual briefings are permitted

Beware: email and texts



"He replied all."

Contact With Constituents

- Individual contacts between a member of a legislative body and any other person do not violate the Brown Act
 - Constitutional rights of individuals to contact their government representatives
- But if the constituent contacts a majority and conveys that other members are already in support of an item, the interaction is in danger of triggering a “hub-spoke” serial meeting.
 - ***It is up to the member to halt the conversation.***

Technology = Trouble?

- Internet and social media provide opportunity to post unfiltered opinions and comments about public's business



- While no court has specifically addressed the use of social media in regards to Brown Act requirements, serial meeting rules likely apply to online conduct

Rules Governing Meetings

Types of meetings

Regular

Special

Adjourned

Emergency



Remote participation is ok, as long as properly noticed

Regular Meeting

- Agenda must be posted 72 hours in advance
- Brief description of items of business
 - Including any environmental action
- Posted agenda must be freely accessible to public
 - Adopted rule governing where to post
 - *1-1-2019: Direct link on website, if have one*

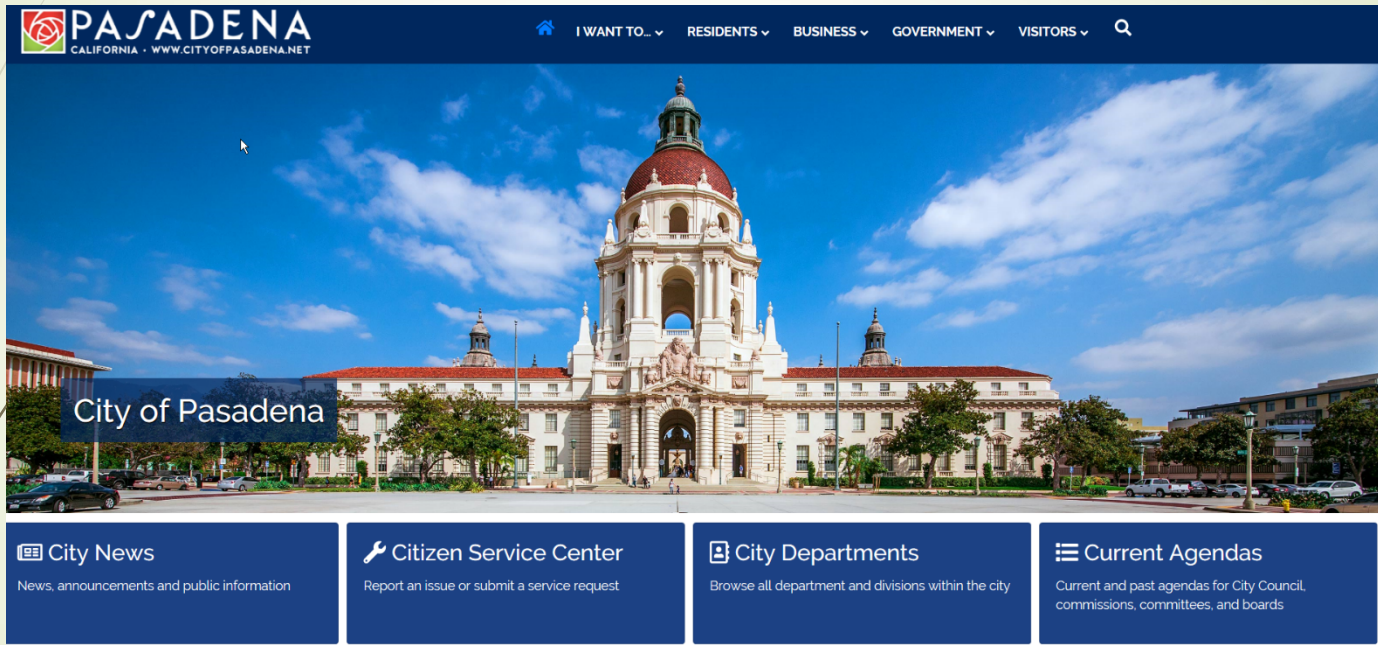
Special Meeting

- ▶ Notice must be posted 24 hours in advance
- ▶ *Consider only items on the agenda (i.e., limited public comment)*

Unique Pandemic Situation

- ▶ EXECUTIVE ORDER N-29-20 ISSUED BY GOVERNOR GAVIN NEWSOM ON MARCH 17, 2020:
 - ▶ Meetings may be held fully electronically
 - ▶ Public must still be able to observe and participate; electronically is fine
- ▶ Applies only during the time that state or local public health officials are recommending social distancing
- ▶ Agencies across the state are doing things a little differently, so there is no one right way

Posting Agenda on Website



Agenda Requirement

Exceptions

- Items added to the agenda
 - Came to the agency's attention after the agenda was posted; and
 - Need to take action before the next meeting
 - Two-thirds vote required



Exceptions cont'd

- Brief response to questions from public
- Seek clarification on an issue from staff
- Make brief announcements and report on activities
- Request future reports from staff
- Direct staff to place items on future agenda

Documents/Writings Available At Meeting

- ▶ Documents distributed to a majority of members must be made available to the public (post on website and make copies available at the meeting)



Public Participation

- Includes the right to criticize, videotape, take pictures, protest



- Time limits can be imposed – uniformly

Closed Sessions

- Personnel matters/labor negotiations
- Real property matters
- Pending, threatened, or contemplated litigation
- Disclosure of information learned in closed session is prohibited

Reporting out after closed session

- Only if “action taken,” *and including the vote or abstention of every member present*



- Report out may be oral or written
- Limited exceptions to reporting out
- Documents approved must be provided upon request

Enforcement & Consequences

- Notice and opportunity to cure
- Civil action for invalidation of actions
- Attorneys fees and costs
- Criminal prosecution





By **David Garrick** · Contact Reporter

JANUARY 11, 2017, 6:00 AM | SAN DIEGO

San Diego is settling a lawsuit that accused the city of illegally limiting public comment at City Council meetings for at least 13 years.

From 2001 to 2014, San Diego allowed comments from members of the public at its Tuesday meetings but not during its Monday meetings, a practice that prompted the nonprofit Center for Local Government Accountability to file a lawsuit in September 2014.

The city began allowing comment during Monday meetings three months after the lawsuit was filed, but the city never acknowledged it had been doing anything wrong and the litigation continued.

On Tuesday, the City Council agreed to pay the nonprofit, which is located in San Diego, \$70,000 to settle the lawsuit.

Resources

- ▶ California Charter Schools Association webpage:
 - ▶ <http://library.ccsa.org/2010/05/understanding-the-brown-act.html>
- ▶ League of California Cities publication:
 - ▶ <http://www.cacities.org/OpenandPublicV>

PUBLIC RECORDS ACT



Basics of the Public Records Act

- Promotes open government
- Presumption that all documents are “public records” unless there is an exemption
- Allows inspection of records
- Sunshine Law



Definition of a Public Record

➤ Public records include:



➤ “any writing containing information relating to the conduct of the public’s business prepared, owned, used or retained by any state or local agency regardless of physical form or characteristics”

What is a “writing”?

Not just paper documents: e-mails, text messages, video, film, Facebook, Snapchat, Instagram . . .



Is it a “public record”?

- Is it kept in the ordinary course of business?
- Is it necessary or convenient to the discharge of an official duty?
- Is it a draft?
- Is it primarily personal?



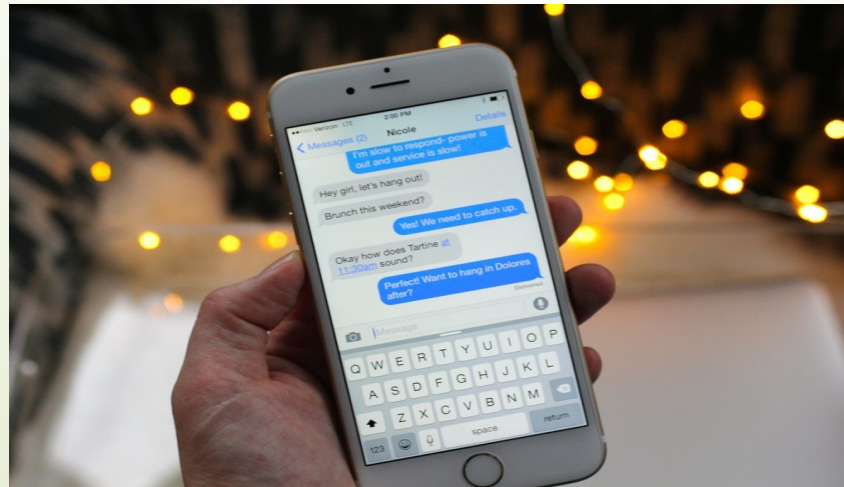
Right of Public to Information

- Any person may *inspect* or receive a **copy** of public records
- Duty to assist public
- Board members are entitled to same access as any other person



Document Created on a Private Device

- When using a personal account to communicate about the conduct of public business, the writings may be a public record



Private Device Rationale

- “Access to information concerning the people’s business is a fundamental and necessary right of every person in this state”
- All documents related to public business need to be provided to the public otherwise the purpose of the Act is thwarted.

Purely Personal to Obviously Public

- Purely personal information unrelated to the “conduct of the public’s business” could be considered exempt:
 - Continuum from purely private to obviously public.
 - Not always clear.

Is it a Public Record?

To: Mom@home.com

From: Employee@gmail.com

What a day. I hope you are feeling better after seeing the doctor. I am so busy at work. They never hire enough people around here. See you tonight.
Love, E

Is it a Public Record?

To: PasadenaEmployee@gmail.com

From:

PasadenaEmployee2@gmail.com

Sorry to hear you're out sick. Hope you just had too much fun at the party. 😊
With you out, we don't have enough people to process the invoices. C u
PE#2

Is it a Public Record?

To: PasadenaDeptHead@gmail.com

From: PasadenaEmployee2@gmail.com

I'm waiting in the doctor's office with my son. He has the measles. ☹️ I just got a report that the paving was done on Madison but the contractor left an open ditch. There have been three accidents already. I just alerted Public Works.

Unanswered Questions

- Do all PRA requests require a search on private devices?
- Can the agency look at the employee's private device?
- Can the agency compel the employee to produce the documents on the private device?
- Is an affidavit required that the private device has been searched?

EXEMPTIONS

All documents are public records unless falls under an exemption



Draft Documents

- Draft documents and notes not retained in the ordinary course of business are not public records.



Private Information

- No disclosure of “personnel, medical, or similar files” which “constitute an unwarranted invasion of personal privacy”
- Exs: social security numbers, dates of birth, election info.



Otherwise Protected by Law

- Exempt pursuant to federal or state law
 - Best example: architectural and building plans
 - Copyrighted or trade secret materials



EXEMPT

Attorney-Client Privilege

- Must be more than a cc to the attorney to be protected
- Facts v legal advice



- Documents prepared for litigation
- May be public after litigation over

Official Information Privilege

- Acquired in confidence,
- In course of official duty,
- Not open or disclosed to public prior to claim of privilege, and
- Disclosure either forbidden by law or against public interest (balancing test).
- Example: code enforcement complainants, whistleblowers

Catch-All Exemption

- Balancing test to determine if the public interest is served more by releasing the document or not
- Burden is on the public entity
- Most cases favor of disclosure

Deliberative Process Exemption



- Protects documents that reflect decision making process; encourages candid discussion
- Usually pre-decisional
- No protection for purely factual or investigative matters unless disclosure would reveal mental process

Disclosure to one...and all



- If disclosed to a member of the public, cannot be withheld from other members of the public

Disclosure Under Brown Act

- Brown Act requires that documents distributed to a majority of members are public records and must be disclosed immediately if they relate to an upcoming meeting

17,000 Text Messages

14 City Business Related

Texts show Barwin discussed city business on personal cell phone



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MOST POPULAR

- 1 Man accused of dragging woman from Sarasota Publix
Nov 6 at 11:38 AM
- 2 Familiar with recounts, Florida headed for more vote-counting in U.S. Senate race and more
Nov 8 at 10:30 AM
- 3 Another Florida election, another display of GOP dominance and Democratic weakness
Nov 8 at 10:34 AM



BUY PHOTO

HIDE CAPTION

Sarasota's new city manager Tom Barwin, on left, addresses the Sarasota's City commission during the meeting on Tuesday afternoon. (September 4, 2012 Herald-Tribune Staff Photo by Thomas Bender)

Disclosure of e-mail thread



- Must disclose an exact copy of the document
- May divulge irrelevant or damaging information
- Redact exempt information

Texting During Meeting

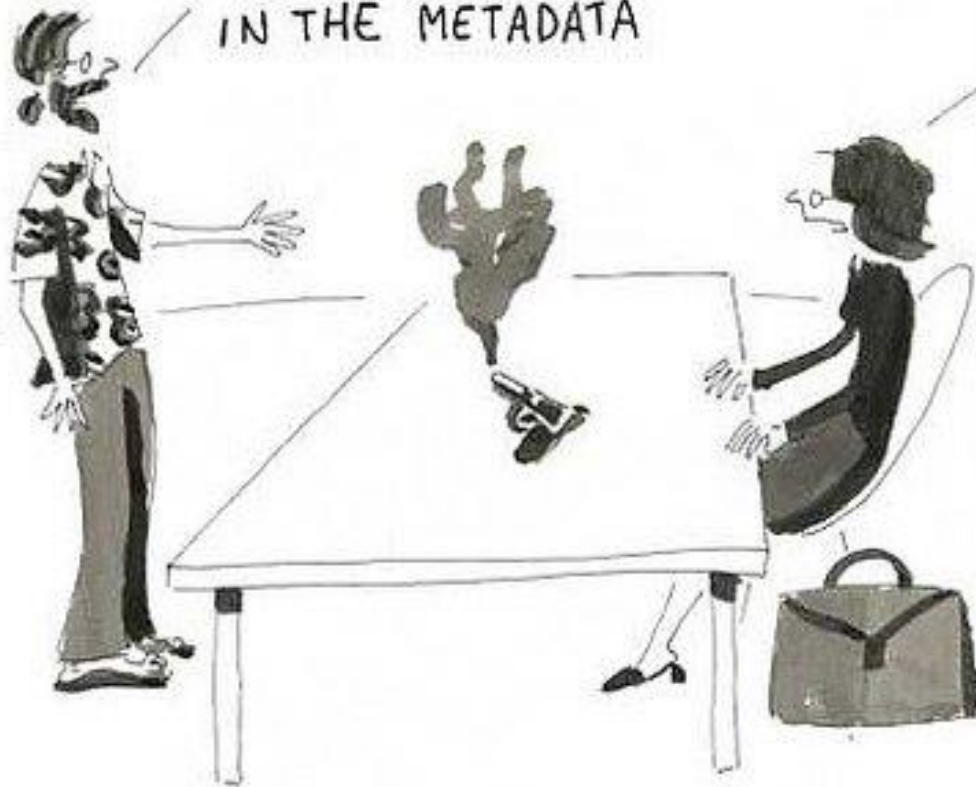
E-mails/texts sent during public meeting are public records

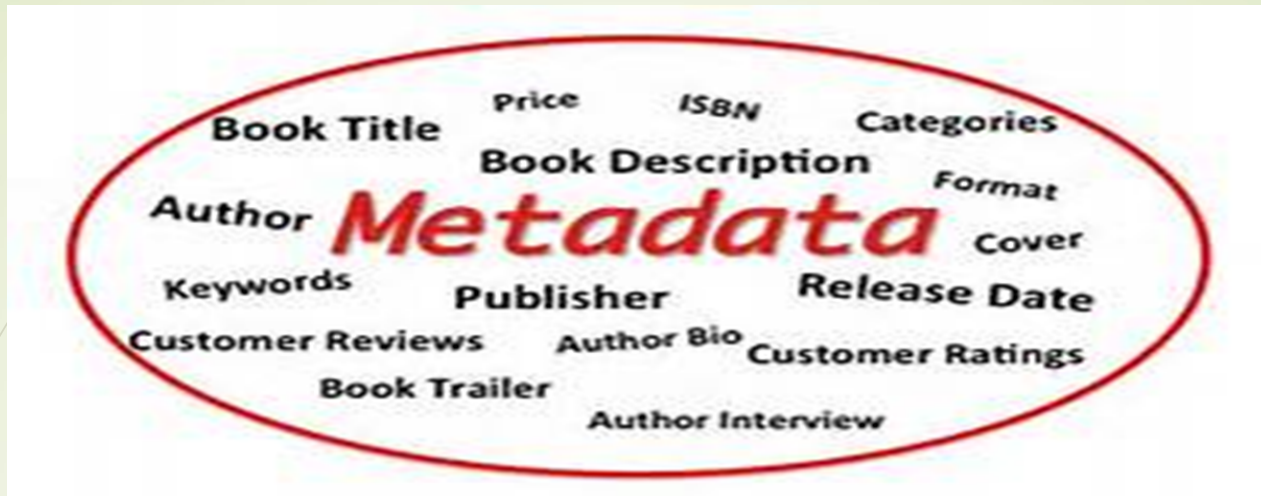


SMOKING METADATA

BEFORE WE FULFILL THEIR
E-DISCOVERY REQUEST, YOU
SHOULD KNOW THIS IS
IN THE METADATA

I'M STILL GETTING
MY HEAD AROUND
ESI! WHAT THE
HECK IS METADATA?!?





- Info describing the history, tracking or management of electronic document
- Treat metadata embedded in electronic public records the same as the record

No Duty To Create Record

- *Sander v. State Bar of California*
 - Request for bar applicant data race, law/undergrad schools, test scores and Bar Exam results
 - Requestor argued data could be anonymized through data manipulation to protect privacy
- Denied: no requirement for extensive manipulation
- *But sometimes it is easier to create a summary than provide voluminous records*

Did I Just Receive a PRA Request?

- Request can be made on website, e-mail, letter or orally (make sure you understand what is being requested)
- Need not state purpose for request
- Beware that a PRA request may be hidden in a document asking for something else
- *Submit request to staff right away*

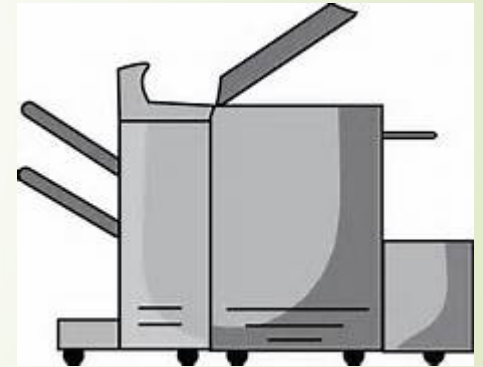
Time To Respond

- Within 10 days, respond to request and state whether records will be disclosed
- Can extend for 14 days for specific reasons
- Public can inspect records during normal business hours



Cost Recovery

- ▶ Hardcopies cost \$.15 per page
- ▶ Electronic copies – no charge
- ▶ Reprogramming of electronic files - charge
- ▶ No charge for staff time



Enforcement

- No declaratory relief action by agency
- Judge may review documents
- *Agency pays attorney's fees and costs if wrongfully withheld the records*

Resources

▶ League of California Cities publication:

- ▶ <https://www.cacities.org/Resources/Open-Government/THE-PEOPLE%E2%80%99S-BUSINESS-A-Guide-to-the-California-Pu.aspx>

▶ First Amendment Coalition:

- ▶ <https://firstamendmentcoalition.org/public-records-2/>

Questions?

**RESOLUTION OF THE
BOARD OF DIRECTORS OF AVESON
TO DELEGATE DUTIES SET FORTH IN CHARTER PETITIONS**

WHEREAS, the Charters for the Aveson School of Leaders and the Aveson Global Leadership Academy specify the Board's duties;

WHEREAS, the Charters permit the Board to delegate these duties, subject to certain exceptions for budget approval and approval of the fiscal and performance audits, while retaining ultimate responsibility for the performance of the duties so delegated; and

WHEREAS, the Board believes it to be in the best interest of ASL and AGLA for it to delegate certain duties to the Chief Executive Officer,

IT IS HEREBY RESOLVED that the Board delegates the duties to:

- Involve parents and the community in school related programs;
- Regularly measure staff performance; and
- Identify, negotiate and approve all contractual agreements below \$10,000 annually.

AYES:

NOES:

ABSENT:

ABSTENTIONS:

By: _____
Rob Dell Angelo, Secretary

Date: _____

RENEWAL CHARTER
OF THE
AVESON SCHOOL OF LEADERS

SUBMITTED OCTOBER 7, 2016
TO THE PASADENA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
351 SOUTH HUDSON AVENUE
PASADENA, CA 91109

FOR FURTHER INFORMATION, PLEASE CONTACT:
KATE BEAN
1919 E. PINECREST DRIVE
ALTADENA, CA 91001
626.797.1440

Aveson Vision Statement

We will be a global leader in providing the right instruction for every student every day through Personalized Mastery Learning. We will earn our communities' enthusiasm by boldly rejecting the status quo and by maximizing the opportunities for each student to succeed. Our students will be known globally for their commitment to make others successful.

Aveson Guiding Principles

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

There is no such thing as too much truth.

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

When identifying problems, offer strategies and solutions.

Everyone's time is valuable.

Your commitment is to make others around you successful.

Our growth together requires us to grow individually.

Integrity is everything.

TABLE OF CONTENTS

AFFIRMATIONS/ASSURANCES.....	3
INTRODUCTION/RENEWAL DATA/FOUNDING GROUP.....	5
I. EDUCATIONAL PHILOSOPHY AND PROGRAM	
A. Mission.....	13
B. Students to be Served and Need for Program	13
C. Educational Philosophy	15
D. How and Where Learning Best Occurs.....	16
E. Curriculum and Instructional Design.....	16
F. Plan for Students that are Academically Low Achieving.....	22
G. Plan for Students that are Academically High Achieving	23
H. Plan for English Learners.....	24
I. Plan for Students with Disabilities.....	27
J. WASC Accreditation	37
K. Personalized Mastery Learning (Independent Study) Option.....	37
L. Charter School Goals and Actions to Achieve the Eight State Priorities	37
II. MEASURABLE STUDENT OUCOMES,	
III. ASSESSMENT METHODS AND OTHER USES OF DATA	
A. Measurable Student Outcomes	39
B. Methods of Assessment	39
C. Use and Reporting of Data.....	40
IV. GOVERNANCE STRUCTURE	
A. Organizational Chart	42
B. Nonprofit Public Benefit Corporation	42
C. Board of Directors.....	42
D. Administration	44
E. Parent Involvement	46
V. HUMAN RESOURCES	
A. Qualifications of School Employees.....	48
B. Health and Safety	52
C. Retirement Systems	54
D. Rights of School District Employees	55
E. Dispute Resolution.....	55
VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES	
A. Student Admission Policies and Procedures.....	57
B. Racial and Ethnic Balance and Non-Discrimination	59
C. Public School Attendance Alternatives	60

D.	Suspension / Expulsion Procedures	61
VII.	FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY	
A.	Budget and Financial Plan	80
B.	Insurance	81
C.	Administrative Services	81
D.	Facilities	82
E.	Audits	83
F.	Closure Protocol.....	83
VIII.	IMPACT ON THE CHARTER AUTHORIZER.....	86
IX.	CONCLUSION	87
APPENDICES		
A.	Academic Calendar and Instructional Minutes	
B.	Articles of Incorporation, Bylaws and Conflict of Interest Policy	
C.	Uniform Complaint, Harassment Complaint, and General Complaint Policies	
D.	Budget Narrative, Projected Three Year Budget, Three Year Cash Flow Projections	

**CHARTER OF THE
AVESON SCHOOL OF LEADERS**

A CALIFORNIA PUBLIC CHARTER SCHOOL

It is the intent of the Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish the outcomes listed below. Aveson School of Leaders provides many examples of fulfilling each intent of the Charter Schools Act of 1992. Some examples are as follows:

- a) *Improve pupil learning*
Students who have attended Aveson schools three or more years averaged California Standards Tests scores in the proficient range for English Language Arts and Mathematics and have performed well on the first two administrations of the California Assessment for Student Performance and Progress. Even without an emphasis on “teaching to the test”, Aveson prepares its students for academic measures and dedicates significant time and resources to teaching students to be globally competent through 21st Century skills.
- b) *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving*
14% of the students who have attended Aveson schools three or more years are identified as students with disabilities. Through Personalized Mastery Learning plans, these students use a variety of learning methods and assessments to show mastery of learning standards.
- c) *Encourage the use of different and innovative teaching methods*
Teacher/Advisors at Aveson have autonomy to choose the right instructional materials and strategies for the students they are teaching. Advisors are held accountable for the individual success of each student not to the “fidelity of a state approved instructional program”.
- d) *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site*
Teacher/Advisors at Aveson schools work in a cooperative structure. Teachers experience Autonomy, Value, Purpose and Accountability through control of classroom budgets and daily schedules, as a few examples.
- e) *Provide parents and pupils with expanded choice in the types of educational opportunities that are available within the public system*
Families who believe Personalized Mastery Learning is the right educational experience for their child have Aveson as a possible choice.
- f) *Hold the schools established under this part accountable for meeting measurable pupils outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems*
Aveson School of Leaders’ Celebrations of Learning provide students with the opportunities to share their academic performance benchmarks in ELA and Math and also showcase their depth of learning through project presentations.

g) *Provide vigorous competition within the public school system to stimulate continual improvements in all public schools*

Since the first year of Aveson school of Leaders, there has been an average of 250 students on waiting lists to attend the school.

The Charter Schools Act (the “Act”), Education Code Section 47600, *et seq.* requires each charter school to have a charter that provides a reasonably comprehensive description of the fifteen (15) required elements of Education Code Section 47605(b)(5). The following charter meets this requirement.

AFFIRMATIONS/ASSURANCES

Aveson School of Leaders (“ASL” or the “Charter School”), operated by Aveson (“Aveson Charter Schools”), a California Nonprofit Public Benefit Corporation, will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Aveson declares that it shall be deemed the exclusive public school employer of the employees of ASL for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend ASL, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Sections 47605(d)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

INTRODUCTION/FOUNDING GROUP

“We change the world by teaching and inspiring individuals to change the world.”
Aveson Charter Schools Team

Introduction to this Petition

Aveson School of Leaders was authorized on November 14, 2006 by, and is located within the territorial jurisdiction of, the Pasadena Unified School District (“PUSD” or the “District”) with support services, if any, designated and delineated through a mutually agreed upon Memorandum of Understanding (“MOU”). The Charter School provides a voluntary public educational choice for parents with students in grades TK-5 who choose to have their children educated in an alternative learning environment.

The Charter School provides quality educational instruction and guidance, curricular support, and selected resource materials to ensure students make appropriate progress toward achievement of the ASL’s school-wide outcomes. The Charter School’s two objectives are to: (1) provide a vehicle for the delivery of a rigorous, challenging, and personalized educational experience outside of the traditional public school setting; and (2) support traditional schools in PUSD to deliver a rigorous, challenging and personalized educational experience to their students.

Introduction to Aveson School of Leaders

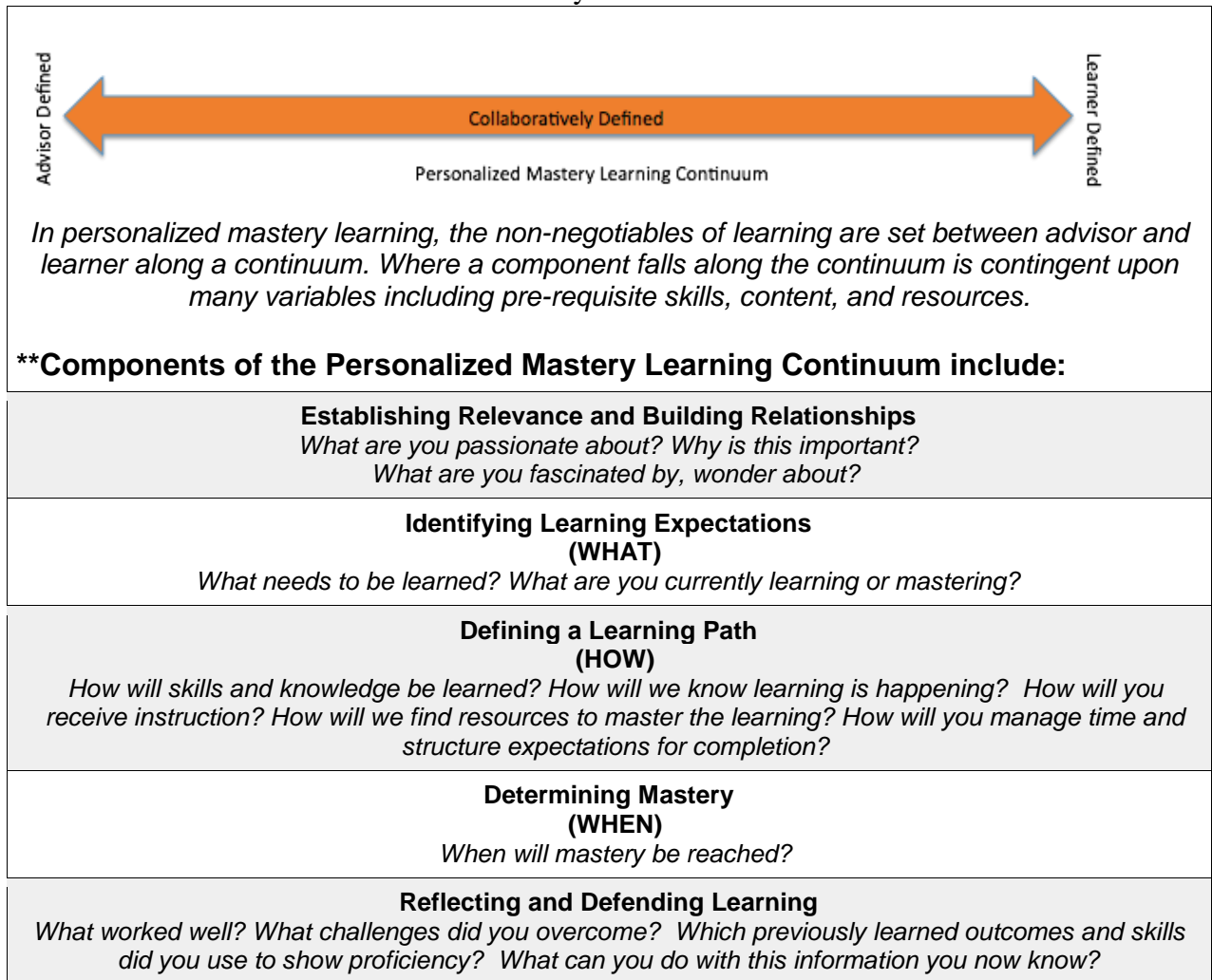
With the passage of *No Child Left Behind* came an increase in accountability for schoolwide and subgroup measures. As ASL enlists the processes and techniques for meeting the goal of truly leaving no child behind, the Charter School meets each child at his or her level, sets clear goals, provides a personalized experience, tracks growth specific to that student’s needs, and adjusts methods of instruction based on performance. ASL focuses on this level of customization, using the California state content standards and Common Core State Standards (“CCSS”) to help define content, research-based strategies to help establish process, and both standardized and authentic assessments to measure progress.

ASL implements a challenging curriculum based on the California state content standards and CCSS, and covers all core subject areas, with a special focus on mastering essential literacy and math skills. A second area of focus is in the development of social leadership skills by focusing on communication skills, self-managed projects, and cooperative learning. A third area of instruction is in healthy living practices particularly focusing on social, emotional and physical well being.

Aveson Global Leadership Academy (“AGLA”), the 6-12 grade partner charter school of ASL, helps interested students to further their studies by building an academic resume and providing hands-on experiences to students from both schools. ASL collaborates with AGLA to provide social entrepreneurial experiences through project-based learning, business practices, and on site leadership/governance roles. Personalized Mastery Learning plans include not only academic goals and customized approaches, but also includes behavior and social development goals. Through the combination of standards-based academics, individual student development, and active family involvement, ASL empowers each student to become self-motivated, competent, lifelong learners, while developing a sense of responsibility, increased self-esteem, improved relationships with family and friends, and a healthy lifestyle. The following continuum provides the framework for Personalized Master Learning.

Personalized Mastery Learning Continuum™

Together, an Advisor and a Learner decide **what** is learned, **how** learning happens, and **when** mastery is reached.



Students at Aveson School of Leaders master foundational skills in core content areas and learn how to work effectively on group and individual projects. Teachers provide systematic and explicit instruction in foundation skills balanced with hands-on thematic projects and experiences in the community, allowing students to begin exploring areas of personal interest by 5th grade. Students leave ASL having built a resume of: (1) academic success; (2) leadership experiences; and (3) healthy living practices. All this is accomplished through a Personalized Mastery Learning plan (“PMLP”) complemented by a balanced advisory, basic skills and interdisciplinary system within a democratic learning community. Every student is treated as an individual – inspiring the ASL mantra of *No Child Left Unknown*. All students at Aveson School of Leaders have teacher/advisor who is a master teacher responsible for managing the Personal Learning Plan. The teacher/advisors serve the roles of master teacher of literacy, a master teacher of mathematics, and a master teacher of interdisciplinary study.

Students rotate through a schedule that includes an advisory block, literacy block, and mathematics block. Students also are engaged in interdisciplinary project-based learning. A master teacher with expertise in the specific instructional area is responsible for each block of time. The advisory block, where students are assigned to a specific master teacher, helps students learn about responsible behavior, setting goals, and serves as a time for advisors to review individual progress. During the literacy and math blocks all students build a solid foundation in literacy and mathematics, bridging into the study of social sciences, physical education, the arts, and science through projects and hands-on experiences. As students gain confidence and maturity, they pursue projects and study topics of personal interest.

In order to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site, the Board of Directors of Aveson School of Leaders has established an environment, which guarantees educators experience autonomy, value, purpose and accountability. Aveson believes these four attributes are essential to hiring, retaining, motivating and inspiring the most qualified and talented educators available. Teachers are encouraged and expected to own their teaching practice. They control their own budgets for instructional materials and they work together as cadres (K-2 and 3-5) to create, alter and refine their daily schedules. Placing the right teachers in front of the students is the number one indicator and guarantee of student achievement. Aveson educators are simply...the best!

ASL has proved it is needed as an alternative choice for students who warrant a new approach to learning in the Pasadena and surrounding area. ASL serves students from all social and economic groups within Pasadena Unified School District and beyond; targeting youth whose educational experience to date has not resulted in the optimal academic and personal success. Each student deserves and demands a learning environment which meets their individual needs and guarantees success. Real choice for parents can only be offered when schools exist which are fundamentally different from traditional options. The primary schools in the Pasadena and surrounding areas do offer some specialized programs, yet the majority of these programs are not fundamentally different from one another and do not offer a personalized educational model. ASL attracts students, from private and public schools, interested in and requiring a Personalized Mastery Learning environment and plan. ASL coordinates with PUSD to provide an educational experience for students that delivers a personalized approach to education, offering an alternative

choice for public education to families in the community while acting as an action research lab for investigating the critical components of Personalized Mastery Learning.

This new model of primary education effectively establishes the necessary systems, structure, learning experiences, and tools to move elementary students beyond dependency in learning to become successful independent learners and global leaders. ASL utilizes the flexibility of time, space and resources to meet the learning needs of students...

...providing the right instruction for every student every day.

Aveson School of Leaders is a new model of public, K-5 education, promoting innovative teaching methods, professional opportunities for teachers, expanded choice for families, and a shift from rule-based to performance-based accountability systems.

Accomplishments of First Charter Term

- API scores above 800 each of the 6 four years
- Enrollment of students with disabilities has increased each year
- New member of the Desert Mountain Charter SELPA providing significantly improved SPED services to students with disabilities
- Average of 350 students on waitlist each year to attend Aveson School of Leaders
- Strong academic growth without traditional and inappropriate homework policies
- Celebrations of Learning including Student Led Conferences and showcase of project-based learning
- Featured in the book, *Learning Personalized: An Evolution of the Contemporary Classroom* by Allison Zmuda. Aveson is one of the top Personalized Mastery Learning schools in the nation.
- Addition of a Transitional Kindergarten program serving 26 TK students each year.
- Addition of a Aveson Center for Independent Studies serving 50 students each year.
- Green Schools Leadership Award from the California Green Schools Summit
- Fiscal solvency and 15% reserve
- Clear independent audits reports “without exceptions” every year of operation.

Aveson Leadership Team Overview

ASL’s Leadership team includes members possessing extensive experience with the target student population and proven expertise in the areas critical to the implementation of an exemplary charter school. With over 100 years of combined experience working in professional development, school reform and business the leadership team has a proven record of improving student achievement by balancing traditional and innovative approaches to meet student needs.

The leadership at Aveson School of Leaders has been consistent for the past nine years. All four lead petitioners have been leading or involved with the Charter School since the original charter was approved. The extended leadership team also includes other Board members, local community members as well as charter school experts with strengths in educational program

design, charter school finance and facilities, business management, legal issues, governance, and administration. Detailed biographical information on the petitioners is below:

Kate Bean, Executive Director, Aveson Charter Schools

Kate holds a Master of Science in Educational Administration as well as a California Administrative Credential. She has served as the Founder and Executive Director for Aveson Charter Schools for the past 5 years. Kate has also served as a school district administrator. Kate coaches elementary and secondary school administrators in the areas of leadership, management, and school accountability standards. Kate's previous work in K-12 education includes nationwide sales, consulting, and training. Kate has owned and operated Life in the Balance, a personal and business coaching enterprise. She also worked as a district manager for three years in the financial services industry. Combining her passions as an educator, entrepreneur and mother of two daughters, Kate has formulated the core idea of the Aveson model over the past nine years. Her leadership role at the Aveson is to ensure the coherent vision, realization, and quality of the Aveson model.

Dr. Sebastian Cogna, Director, Aveson School of Leaders

Sebastian holds a Doctoral Degree in Educational Leadership as well as a California Administrative Credential. Sebastian Cogna served as the Director of Curriculum, Instruction and Assessment at Aveson School of Leaders for the 2010-11 academic year. Beginning July 2011, he became the Director. He began his teaching career in Fontana, CA, teaching Algebra and Science. Sebastian has spent the past 10 years supporting schools as an educational consultant in the implementation of state-adopted instructional materials, research-based instructional strategies, and standards-based curriculum and assessment. Having worked with district and site administrators, Sebastian has expertise in analyzing student achievement data, using data to inform instruction, and aligning assessments school-wide.

Eric Blumberg, Parent and Aveson Board President

Eric holds a BFA from Art Center College of Design and a Project Management Certificate from Cal Tech. He has spent the past 15 years serving as a Project Manager specializing in managing multiple project teams, review & oversight of design intent and fabrication strategies, creating business development opportunities and cultivating a successful company culture. His expertise in visioning, problem solving and managing budgets adds invaluable skills to the Aveson Board.

Dr. Niki Elliott, Parent and Aveson Board Member

Dr. Elliott holds a Ph.D. in Educational Policy and completed her dissertation on charter schools. She also holds a M.A. from Teacher College in Curriculum and Instruction and a Bachelor's degree in African American Studies. Niki served as the original Aveson Board President. She left the board in 2009 to establish the Aveson Center for Independent Studies which is comprised of one site based classroom and a home school program. Niki has now returned as a member of the board and provides academic oversight and coaching to administrators.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b), California Code of Regulations, Title 5, Section 11966.4(a)(1), and Education Code Section 47607(a)(3)

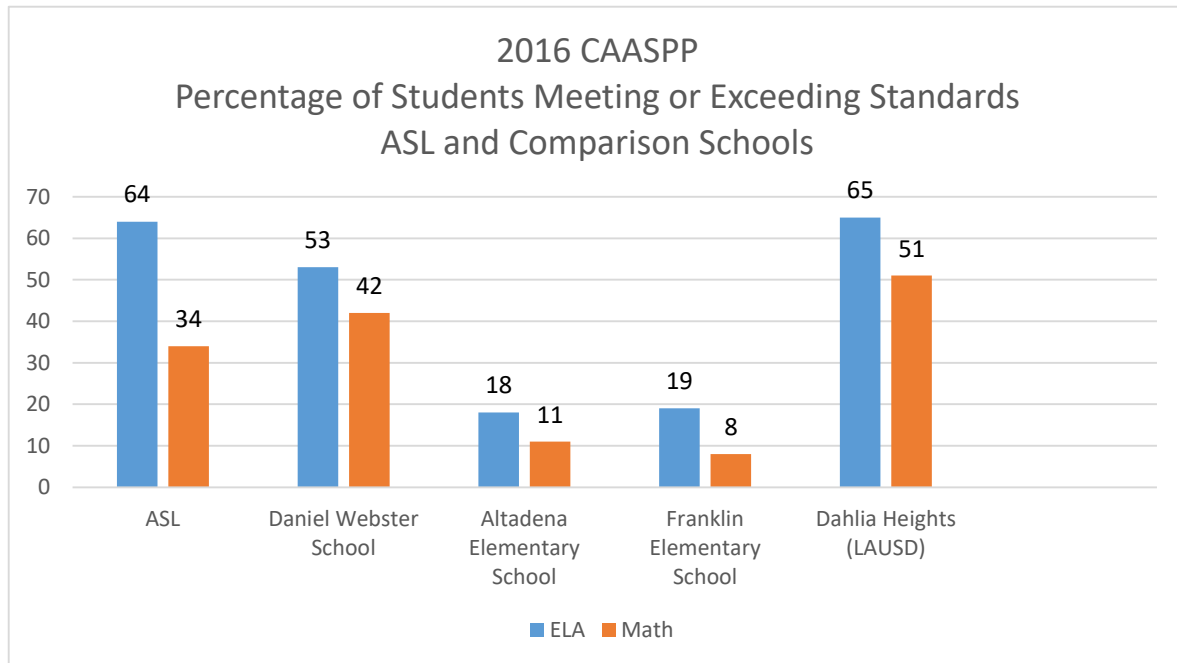
Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The Charter School meets the criteria of Section 47607(b)(1) because it met its growth target, both schoolwide and for all groups of pupils served, in 2013, the most recent year growth targets were measured.

The Charter School meets the criteria of Section 47607(b)(3) because it achieved a 2013 statewide rank of 6.

The Charter School meets the criteria of Section 47607(b)(4) because the academic performance of the Charter School, as indicated by results of the 2016 California Assessment for Student Performance and Progress (“CAASPP”), is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located.



Note on Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing 2015 and 2016 CAASPP scores as “alternative measures” that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups as allowed per Education Code Section 52052(e)(4)(A).

Education Code Section 47607(a)(3)

The 2015 and 2016 CAASPP scores also satisfy Education Code Section 47607(a)(3), which requires the authorizer to consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined by Education Code Section 47607(a)(3)(b) as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052”) as the most important factor in determining whether to grant a charter renewal.

	2015 CAASPP		2016 CAASSP		Year to Year Change	
	ELA	Math	ELA	Math	ELA	Math
All students	62%	36%	64%	34%	+2%	-2%
Hispanic/Latino	50%*	23%*	55%	28%	+5%	+5%

*There were only 26 valid test scores for Hispanic or Latino students in 2015, however, we have included the data in order to show the comparison to 2016, when there were more than 30 valid test scores.

I. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

A. Mission

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

B. Students to be Served and Need for Program

Aveson School of Leaders opened its doors more than nine years ago with students in grades TK-5TTK-5. Now in year ten, Aveson School of Leaders has accomplished two of its original goals, which were to: (1) serve as a research and development lab for providing personalized public education to the students of the Pasadena area; and (2) serve students from diverse social and economic groups within Pasadena Unified School District and beyond, targeting youth whose educational experience to date has not resulted in optimal academic and personal success. ASL seeks out families who want and require a Personalized Mastery Learning approach for their children, focusing on mastery of literacy and mathematics skills and leading students to more independent global competencies and 21st Century learning skills. ASL continues to attract students, from private and public schools, interested in and needing a Personalized Mastery Learning environment. Aveson believes every student deserves and demands a learning environment which meets his or her individual needs and guarantees success.

Aveson School of Leaders is a site-based program located in the Pasadena area. ASL provides academic and behavioral support for students to become self-motivated, competent, lifelong learners, one of the objectives of the Charter School, and also helps students to develop a sense of responsibility, increased self-esteem, improved relationships with family and friends, and a healthy lifestyle.

Currently, Aveson School of Leaders has 415 classroom based students and 50 independent study students. ASL projects enrollment to average approximately 425 students per year for the next 5 years.

ASL Enrollment Projections:					
Grade	Year 11 2017-2018	Year 12 2018-2019	Year 13 2019-2020	Year 14 2020-2021	Year 15 2021-2022
TK/K	95	95	95	95	95
1	55	55	55	55	55
2	55	55	55	55	55
3	55	55	55	55	55
4	55	55	55	55	55
5	55	55	55	55	55
Independent Study	55	55	55	55	55
TOTAL	425	425	425	425	425

Breakdown of staffing plan:					
	Year 11	Year 12	Year 13	Year 14	Year 15
TK/K-2 Literacy Teachers	3.5	3.5	3.5	3.5	3.5
TK/K-2 Mathematics Teachers	3.5	3.5	3.5	3.5	3.5
3-5 Literacy Teachers	2.5	2.5	2.5	2.5	2.5
3-5 Mathematics Teachers	2.5	2.5	2.5	2.5	2.5
SPED- Inclusion Teachers	2	2	2	2	2
Literacy Interventionist	1	1	1	1	1
Math Interventionist	1	1	1	1	1
Occupational Therapist	.5	.5	.5	.5	.5
Speech and Language Therapist	.5	.5	.5	.5	.5
Independent Studies Teachers	2	2	2	2	2
Director of Independent Studies	1	1	1	1	1
Director of Special Education	1	1	1	1	1
MFT Counselor	.5	.5	.5	.5	.5
School Psychologist	1	1	1	1	1
Student Support Coordinator	1	1	1	1	1
Personalized Mastery Learning Coach	1	1	1	1	1
Site Director	1	1	1	1	1
Executive Director	.5	.5	.5	.5	.5
Total Certificated Staff	26	26	26	26	26
Instructional Assistants	16	16	16	16	16
SPED Assistants	4	4	4	4	4
Student Support Coaches	2	2	2	2	2
Administrative Assistants	2	2	2	2	2
Food Services Staff	6	6	6	6	6

Maintenance/Custodial Staff	3	3	3	3	3
Finance Manager	.5	.5	.5	.5	.5
Director of Facilities	.5	.5	.5	.5	.5
Volunteer Coordinator	.5	.5	.5	.5	.5
Fundraising Coordinator	.5	.5	.5	.5	.5
Informational Technology Coordinator	.5	.5	.5	.5	.5
Total Classified Staff	35.5	35.5	35.5	35.5	35.5
Total Staff	61.5	61.5	61.5	61.5	61.5

C. Educational Philosophy

An Educated Person in the 21st Century

The goal of Aveson School of Leaders is that every student who graduates from the Charter School possesses the knowledge, skills, and habits of mind necessary to succeed and contribute in the 21st century global environment. The following is a profile of the attributes we strive to develop in each Aveson School of Leaders graduate.

Aveson School of Leaders Graduate Profile

Aveson graduates are **Ready for Secondary School**. They:

- Have experienced a globally focused course of study requiring the demonstration of grade level reading, writing and math knowledge and skills
- Have experienced researching, understanding, and developing new knowledge about a world culture or an internationally relevant issue
- Have experienced owning their learning by identifying options, evaluating opportunities, and organizing educational experiences that will enable them to be successful in secondary school

Aveson graduates are **Globally Competent**. They:

- Investigate the World: Produce new global knowledge
- Recognize Perspectives: Apply cross-cultural understanding
- Communicate Ideas: Connect and collaborate across boundaries
- Take Action: Enact global solutions

Aveson’s educational philosophy is to provide students with Personalized Mastery Learning supported by the academic flexibility that students demand and deserve to be college ready and globally competent when they complete their secondary school experience.

D. How and Where Learning Best Occurs

Learning Best Occurs through a Personalized Environment:

A personalized environment needs a well-defined, designed, and related process to be effective. Therefore, the systemic structure of ASL promotes and sustains student relationships with adults. Every student has an adult advisor and a Personalized Mastery Learning plan. There is also an Instructional Assistant in each classroom. TK-2nd grade students move through a set of blocks: an advisory block, literacy block, and mathematics/projects block. 3rd-5th grade students move through a set of blocks: an advisory block, literacy block, mathematics block and projects block. Depending on their performance and developmental level, students are intentionally scheduled in specific blocks to meet their academic needs through small group and individualized instruction. Strategic and intensive interventions are scheduled during the school day, thereby extending the block of time if students need additional support. In this small, Personalized Mastery Learning environment, master teachers have the ability to group, regroup, and adjust to meet student needs.

Learning Best Occurs through a Performance-Based Environment:

A performance-based educational environment requires clear expectations, measurable outcomes, and realistic timelines. Master teachers use screening, progress monitoring, and summative assessments to continually promote a performance-based model. ASL students demonstrate their competencies with California state content standards, CCSS and global competencies through a variety of measures: standardized measures and authentic work like projects and performance tasks.

Learning Best Occurs through a Project-Based Environment:

Rigorous projects which require students to Read, Research, Write, Present and Defend are integral to the Aveson instructional environment. All students are actively engaged in projects which begin with relevant driving questions and end with a dissemination of learning presented to an authentic audience. Aveson students learn “by doing” and projects ensure students are applying their learning to genuine outcomes.

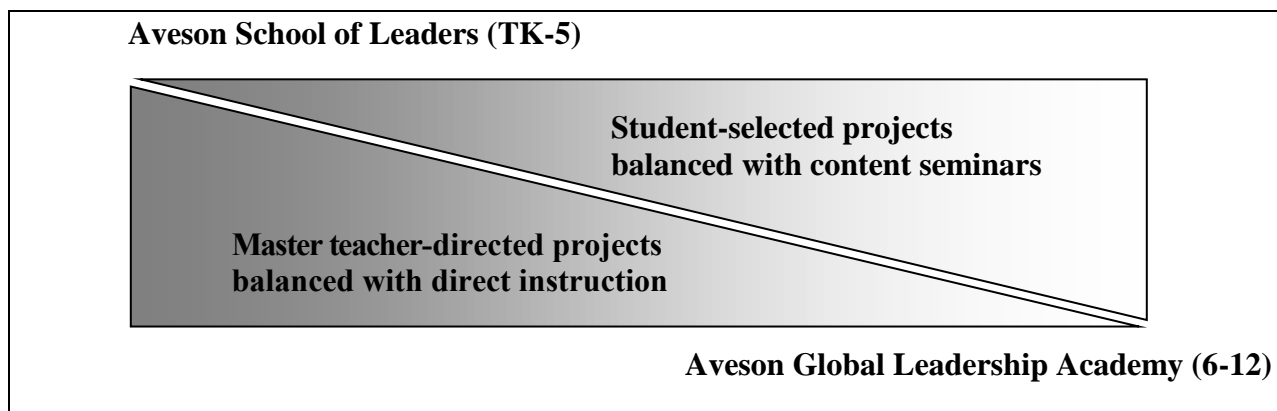
E. Curriculum and Instructional Design

Aveson Charter Schools were established to provide a TK-12 experience which guarantees students graduate from Aveson Global Leadership Academy (AGLA) college-ready and globally competent. In order for this to happen, students leave Aveson School of Leaders, the TK-5 school, with a mastery of California state content standards and CCSS focusing on essential literacy/math skills and the leadership/self efficacy skills necessary to pursue areas of interest in a secondary and post-secondary environment.

The goal of the ASL curriculum and instructional design is to equip all ASL students with the desire and ability to learn. ASL focuses on individual mastery of essential literacy and math for

every student. Additionally, the Charter School moves students through explicit models of teacher-directed projects, providing students the necessary skills to move to student-directed projects. AGLA continues the promise of a personalized, project-based environment as a 6-12 grade level option, creating an alternative in the Pasadena area for a K-12 experience that focuses on essential literacy and mathematics skills in the early years of education and then purposefully and methodically trains students in the skills necessary to develop and pursue project work that is standards-based, rigorous, and has a positive impact on the community. Through the project work, students acquire the global competencies needed to succeed in any post secondary experience.

The following chart summarizes the students' curriculum and instruction experience when viewed in conjunction with the sister school. While not all of the students may choose to attend AGLA after leaving ASL, they leave the Charter School well-prepared and ready to succeed in any environment.



Instructional Design and Teaching Methods

As already indicated, the Aveson School of Leaders' educational program effectively serves the needs of students in grades TK-5 by providing a Personalized Mastery Learning plan for every student. Each student's learning experience represents a systematic, thoughtful approach toward mastering the California state content standards and CCSS, developing leadership skills, and exploring healthy living practices.

The curriculum and instructional design for ASL are derived from the research and perspectives of several educational theorists. Fundamental to the ASL design is the need to provide the right instruction, for every student, every day. This requires an understanding of developmental timelines, the scope and sequence of desired skills, and a variety of techniques to match to various learning styles. Staff members are tasked with the on-going study of established developmental timelines and prerequisite skills (National Institute for Health and the National Research Council). Based on behaviorist theory, strategies such as direct instruction (Engelmenn & Becker) and content mastery promotes mastery of fundamental skills and practices. Constructivist approaches encourage students to work collaboratively and pursue areas of

interest. Such approaches include academic talk groups (Palinscar & Brown), the zone of proximal development (Vygotsky), and cooperative learning (Slavin).

Specific to the focus on literacy, ASL uses the Three-Tier Reading Model developed by the University of Texas to ensure all students have a solid core program, strategic interventions, and intensive interventions. Materials, strategies, and techniques align with student needs, based on the developmentally appropriate expectations such as those found in *Preventing Reading Difficulties in Young Children* (1998) and the *Report of the National Reading Panel* (2001) Special attention is paid to fluency rates, validated by the DIBELS assessment and emerging research out of the University of Oregon.

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

ASL Curriculum

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

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

Academic Success through Personalized Mastery Learning

Every student has a story that includes his or her academic history (skills and content), strengths and challenges, areas of interest, preferred modality of learning, and life/social skills. It is imperative for all schools to learn each story and identify the most beneficial method of instruction for each student.

As repeatedly noted in this petition, while the curriculum conforms to state frameworks and CCSS, students have a Personalized Mastery Learning experience. Accordingly, parents, students, and teachers work together to design a personal learning experience for each student to meet the required course work while maximizing the student's strengths and interests. In order to support a Personalized Mastery Learning model, the instructional day is divided into three blocks with embedded interventions for "strategic" and "intensive" students. The academic schedule also includes dedicated time for project-based learning. All students have personal goals for learning. These goals are developed with parent and student input at the beginning of each year during Student/Advisor/Parent Triad meetings and are updated at each Celebration of Learning at the end of each semester.

Advisory Block

To develop leadership and global competency skills, all students start and end their day in Advisory. This time is dedicated to learning about and promoting the culture and climate of the Aveson community, developing self-efficacy skills, and investigating culturally relevant themes. The Aveson Guiding Principles are the basis for Advisory conversation and activities. Students are expected to utilize the language of the Aveson Guiding Principles when participating in the Aveson environment. Advisory is the perfect time to address behavioral conflicts and challenges. The Mind Up curriculum is also incorporated into Advisory and students engage in Core Practice at the beginning of each instructional block in order to prepare their mind for learning after the transition.

Literacy Block

Master teachers structure the literacy block as described in the three-tier reading model from the University of Texas.¹ Curriculum for the Literacy Block is chosen by the teacher from scientifically researched-based programs that meet the needs of the students in their block. Words their Way for phonics, phonological awareness and vocabulary, Readers/Writers Workshop for reading comprehension and writing, ReadWell to support phonics, fluency and comprehension, Reading Mastery to support the fundamental literacy skills and Fountas and Pinnell leveled library to support meaningful independent reading are a few of the programs which are utilized. All students are provided the core reading and writing program components. Students work on writing, reading comprehension, vocabulary, fluency, phonics, and phonological awareness. During large group direct instruction, teachers focus on reading comprehension and vocabulary. During small group time, students move between groups based on the purpose of the lesson and needs as indicated by ongoing assessments. Students read engaging texts and make connections across science, social studies, and the arts.

Strategic intervention is provided for students who are performing up to 1.9 grades levels below in literacy. For students with performance gaps more than 2 grade levels below receive additional intensive intervention from a Literacy Interventionist in the Learning Center. A ratio of 26 students to 1 Advisor and another Instructional Assistant in grades TK-5 allows for this level of personalized academic instruction.

Mathematics Block

The curriculum is a balance of a) problem-solving, b) computation, c) conceptual understanding. Similar to the literacy block, the mathematics block involves large group instruction, small group instruction, and independent practice. A state-approved core programs like, Singapore math, support the California Common Core State Standards standards-based curriculum. Montessori materials are also utilized for the independent practice of conceptual applications. Students experience math that is integrated across content areas, investigative, hands-on, inclusive of peer teaching and tutoring, tiered, with problems and multiple strategies for differentiated instruction, and supported by classroom discussions.² Intervention and grouping for Tiered learning follows the model described in the literacy block above. For students with performance gaps more than 2

¹ <http://www.texasreading.org/3tier/>

² Summary of dimensions and core features of classrooms that promote understanding (Heinemann 1997, NCTM 1997).

grade levels below receive additional intensive intervention from a Math Interventionist in the Learning Center.

Project-Based Learning

ASL teachers use flexible learning schedules to provide authentic project-based learning experiences. Some teachers in the K-2 cadre allocate time two days a week for project exploration and completion while other teachers block out a week or two of the calendar to primarily focus on projects with an emphasis on mastery of science, social science, and arts standards. Students work in collaborative groups on standards-based projects. To provide students an engaging, challenging experience, students progress through thematic projects, to practice, extend, and investigate essential themes. Project-based learning involves several small learning settings, including some explicit small group instruction. After students are confident in the project skills, they work in small groups or on their own. Master teachers and volunteers ensure students are on task with support as needed. Teacher-directed projects offer the framework that meets children's needs: academic, social, physical, emotional and cultural. Teachers and students use driving and essential questions to structure the units of study. They acquire and apply interdisciplinary skills while developing a conceptual understanding.

Leadership Program

Educators at Aveson School of Leaders are continually developing advisory curriculum that provides a systematic approach to leadership skill development. Every year, as the culture and climate matures; students are ready for more sophisticated leadership lessons. Aveson students understand they must be globally competent if they are to be strong leaders now and in the future. All lessons and activities in advisory support one or all of the Aveson Global Competencies: Investigating the world, Recognizing perspectives, Communicating ideas and Taking action. Advisors utilize the Aveson Guiding Principles as the foundation for teaching the global competencies.

Healthy Living Program

For TK-5 students, "healthy living" focuses on learning about and managing emotional, mental, and physical health. These topics are interwoven into the school day through explicit units, small projects, during the advisory and interdisciplinary projects and through enrichment activities.

Physical healthy living activities often include activities like: gardening, cooking, yoga, walking the campus, and hiking in Eaton Canyon. Students continue their study of healthy living by meeting California requirements for physical education through a variety of experiences to promote a healthy lifestyle. Physical education focuses on the lifelong sustainable practices such as group games, Yoga, climbing, bike riding, jogging and walking.

Healthy living also focuses on character education. Master teacher/advisors help students learn about safe, kind, and responsible behavior, a well-accepted model for elementary schools. Staff models these practices and explicitly reinforces them in their language with students. Students are asked to consider and examine their own beliefs and behaviors given different situations. The Student Support Coordinator ("SCC") provides lessons for teacher /advisors to use during

advisory time. ASL utilizes the Response to Intervention model to identify students in the Tier 3 level. The SCC provides prevention and intervention support for our Tier 3 students.

Instructional Strategies

Students and master teachers use instructional strategies that have empirically demonstrated to increase achievement for the targeted student population. All teachers have a solid foundation in the scope and sequence of development skills in literacy³ and mathematics. As a charter school, instructional practices include nationally recognized research⁴ that indicates successful schools must have clearly defined standards-based outcomes, authentic learning experiences, use backward planning, have flexible grouping practices, meaningfully use technology, and have an aligned standards-based assessment system. Examples of researched strategies teachers use during instruction include: literacy centers, reciprocal teaching, explicit direct instruction, SDAIE strategies, process writing, manipulatives, think-pair-share, Question-Answer-Relationship, Thinking Maps, graphic organizers, interactive note taking, and all-pupil-response.

Instructional Organization of Students

The instructional organization of ASL is focused on providing a challenging student-directed, rigorous, academic, and project-based program of learning. The system of progression for students is based upon the mastery of competencies in content standards, life and communication skills. Based on the unique qualities and characteristics of each student, this process happens at different times for the students.

Advisory block starts the day, sometimes with large group lessons about life skills such as communication, healthy living and leadership. Students are organized into two different leadership cadres – groups of students developing similar life skills. Students in the in grades TK-2, meet regularly in their advisory block to learn about their community, both locally as well as globally. Students in the in grades 3-5, learn about language, symbols, technologies, and communication styles including those from other communities. These areas of study systematically develop an understanding of various approaches and techniques for interacting and responding to members of the community. In both groups, students apply their understanding through leadership roles in the Charter School.

The goal of the literacy and math blocks is to provide instruction at the Zone of Proximal Development for each student. Students are grouped in order to provide explicit small group and individualized instruction. Therefore, for the purpose of instructional organization, students are recognized and organized by their Response to Intervention (“RTI”) Tier level. Every Advisor knows the RTI level of support for each of their students in literacy and mathematics. Students with Tier I support needs are demonstrating skills on or above grade level and can access the

³ Preventing Reading Difficulties in Young Children (National Research Council,1998), Report of the National Reading Panel (National Reading Panel, 2000), NCTM Principles and Standards.

⁴ Understanding by Design (Wiggins & McTighe, 1998), Methods that Matter (Daniels & Bizar, 1998), The Teaching Gap, (Stiegler & Hiebert, 1999), How People Learn (NRC, 2000), Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001), Knowing What Students Know (NRC, 2001), and The Results Fieldbook (Schmoker, 2001).

core curriculum without challenge. Students with Tier II support needs are demonstrating skills which are up to 1.9 grade levels below their grade level. They require strategic intervention in order to meet grade level benchmarks. Students with Tier III support needs are demonstrating skills more than 2 grade levels below their grade level. Tier II and III students required additional instructional minutes daily at their Zone of Proximal Development in order to close the gap with their peers and master grade level standards. Using progress monitoring assessments, students are reshuffled into different small groups of instruction to meet their new needs. The mathematics and literacy blocks aim to develop proficiency and mastery of essential skills and state standards for each student. Master teacher/Advisors, highly trained in literacy and math use a mixture of research-based strategies for whole group, small group, and independent practice. Evidence of achievement documented in the LUMA online learning management system demonstrating California Common Core State Standards (CCSS) mastery, as well as standardized measures, help drive the work in the blocks.

Interdisciplinary projects focus on social studies and science standards through experiential, hands-on projects. The project block of time systematically and explicitly teaches students how to design, adjust, and complete high quality projects in a timely manner that supports standards mastery. Again, based on the individualized skills and focus on personal interest, students move in and out of teacher-driven and student-driven projects.

The chart below provides an overview of this kind of the organizational structure the students experience at Aveson School of Leaders. The flexibility of time, space and resources allow the teachers to determine how the allotment of each should be determined each week.

Tk-2nd Grade Cadre	3rd-5th Grade Cadre
ADVISORY: Students are together, learning about life skills: communication, healthy living practices, leadership.	ADVISORY: Students are together, learning about life skills: communication, healthy living practices, leadership.
LITERACYBLOCK	LITERACY BLOCK
MATH/PROJECT BLOCK	MATH BLOCK
	PROJECT BLOCK
ADVISORY	ADVISORY

The Charter School has minimum of 175 instructional days and includes at least the minimum number of instructional in its annual instructional calendar, as per state law. The 2016-17 Academic Calendar and Instructional Minutes Calculator attached as Appendix A. Aveson predicts the calendar and instructional minute to remain fairly close to this year for the next 5 years.

F. Plan for Students Who Are Academically Low Achieving

ASL takes a systematic approach to closing the achievement gap by allocating multiple resources to academically low-performing students. ASL identifies students performing below grade level through the results of the CAASPP assessment, screening tools, progress monitoring, and diagnostic assessments, as well as student work products. As a performance-based system,

Personalized Mastery Learning plans are updated as needed to address the needs of academically low-achieving students, including appropriate modifications in any of the following program components:

1. **Foundational Program:** a) all teachers instruct to the standards on a daily basis, b) all student work aligns to standards, and c) all students are able to describe what they are learning and why, reflecting on their learning. Students understand and can articulate their academic progress during student-led conferences. They monitor their own progress with very specific data regarding their grade level scores in literacy and math.
2. **Strategic Intervention:** All students (up to 1.9 grade levels below proficiency) receive strategic intervention within the instructional day. Strategic intervention allows students to practice and develop skills. Teachers provide small group instruction to these students based on very specific skills challenges. On-going benchmark and progress monitoring is used to adjust interventions. Highly flexible grouping allows teachers to reorganize students on a daily, weekly or monthly basis depending on the needs of the individual student.
3. **Intensive Intervention:** Students (2.0 grade levels or more below proficiency) and/or not making adequate progress receive intensive intervention within the instructional day. Intensive intervention allows students to receive explicit instruction and focus on only one skill until proficient and prepared to move on. Literacy and Math Intervention is provided to students in a one to one setting in the Learning Center. Our Learning Center is staffed by 1 Special Education Advisor, 1 Special Education Assistant, 1 Literacy Interventionist, and 1 Math Interventionist.

Specifically, ASL holds the following goals for “academically low achieving students”:

- Meet or exceed standards on the CAASPP in Math and ELA within four years
- Meet the goals identified in the DIBELS *Progress Monitoring* assessments (DIBELS *Progress Monitoring is specifically designed to measure progress every two to three weeks*)
- Present projects to peers and community members at *Celebration of Learning* (two times per year)
- Understand and articulate their personal learning plan indicating ‘catch up’ progress over time toward grade level mastery.

G. Plan for Students Who Are Academically High Achieving

The process for identifying students who are academically high achieving is similar to the process for identifying academically low-performing students. To challenge these students at their levels, during advisory and content blocks, high achievers develop and pursue self directed projects, make presentations, and work with older students on a variety of activities. Utilizing a small, personalized environment, teachers are able to move students in and out of groups, allowing high achievers opportunities to mentor and to be mentored by various peers of various ages.

Specifically, ASL holds the following goals for “high achieving students”:

- Meet or exceed standards on the CAASPP in Math and ELA on the 3rd-5th grade exams
- Exceed all DIBELS benchmarks (administered 3 times annually)
- Present projects to peers and community members at *Celebration of Learning* (two times per year)
- Fully develop a learning portfolio demonstrating mastery of all grade level standards as well as for areas of student interest

H. Plan for English Learners

Overview

Aveson School of Leaders meets all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. ASL implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

ASL administers the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English are CELDT tested within thirty days of initial enrollment⁵ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

ASL notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT is used to fulfill the requirements under the ESEA for annual English proficiency testing.

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

⁵ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

The English Language Development Program is a process through which the students achieve advanced fluency in all areas of language: thinking, speaking, writing, and reading. Instruction is differentiated to address specific needs. Students are actively involved in questioning, collecting data, reflecting on the information, using the information, and assessing their work. In addition, the culture and home language of our students are valued, respected, and incorporated into the learning process.

Parent Involvement and Notification

Once an English learner student is identified, a conference is scheduled with the parent to outline the instructional program, the teachers' roles in implementing the instructional program, the Charter School's role in supporting the instructional program, and the parent's role in supporting the student to succeed. The result of such meeting is incorporated into the student's PLP.

Instructional Materials

Aveson teachers are granted the autonomy to select and use research-based resources for ELD instruction. Materials are selected and utilized based on identified student needs. In the primary grades, the ELD ancillary components of core reading programs are emphasized. In 3rd through 5th grades, more intensive intervention programs are utilized to support students' ELD needs.

ELD Instruction

Aveson School of Leaders uses Specially Designed Academic Instruction in English (“SDAIE”) and English Language Development (“ELD”) strategies to provide students access to the core curriculum through a content-based and scaffolded program. In order to grant English Learners access to core content and enhance academic achievement, SDAIE:

1. activates and builds on prior knowledge
2. sets the purpose for learning
3. focuses on acquiring vocabulary in context
4. provides opportunities for direct teaching of skills and problem solving
5. provides opportunities for scaffolded language and content

Classroom teachers use graphic organizers, pre-teach and re-teach activities during small group sessions, student conference period, etc. The program is individualized for students depending on where they are in the English language continuum. Students at the lower ELD levels have more context embedded materials. As they progress in acquiring English language, the concepts become more abstract. The focus of learning moves from learning to read to reading to learn, where students process content and information.

To help ensure access of EL students to all content areas, Aveson School of Leaders provides staff development to all teachers of EL students in instructional methodologies that support the special learning needs of second language students. Additionally, any teacher who teaches English classes for EL students holds an appropriate credential or demonstrates satisfactory progress toward obtaining such credentials.

In order for students to become English proficient, students must be explicitly taught English and how it works –vocabulary, word usage, grammatical features, syntactical structures (Dutro & Moran, 2003). Achievement has been demonstrated to accelerate when students gain proficiency in English through systematic and explicit language instruction. Therefore, in addition to the use of SDAIE as a means to offer English Learners access to content, English Learners also receive explicit language instruction from Literacy teachers. The systematic and explicit language instruction emphasizes the forms and functions of Academic English.

Aveson School of Leaders makes every effort to recruit teachers who are bilingual or have state authorization to teach English learners such as BCLAD or CLAD, and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes.

Monitoring Progress

Identified EL students are monitored by teacher observations, the annual CELDT test, and their academic progress. To assist students who do not progress through the ELD Levels, teachers infuse culturally relevant pedagogy into the classrooms. Culturally relevant pedagogy validates EL students by embracing the cultures from which student come from, integrating students' culture in the learning process, and motivates students to learn by making learning relevant. In addition, projects contain differentiated lessons for ELs. Classroom instruction incorporates the use of scaffolding techniques and graphic organizers. Students struggling with English language

acquisition also have opportunities to learn in flexible small groups and one-on-one instruction with the teacher and/or Specialized Academic Instructor. ELD Portfolios are used to monitor and document language acquisition for each EL. Through the use of a comprehensive assessment plan, EL progress is monitored. Skills such as syllable segmentation fluency and word spelling fluency, two indicators of general English language development are used to monitor efficacy of English Language instruction.

Reclassification Criteria:

The goal for reclassification is for all EL students to gain fluency in English as quickly as possible in a non-threatening setting. Aveson School of Leaders uses the following criteria for reclassifying English Learners:

EL Students in grades 1 and 2:

- 1- The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- 2- The student is judged successful in the English program based on marks of 3 (proficient or at grade-level) or 4 (advanced or above grade-level) in English Language Arts on the Elementary Progress Report.
- 3- The student meets proficiency goals on DIBELS BM in two consecutive administrations.
- 4- The parent has been consulted and notified that the student is eligible for Reclassification.

EL Students in grades 3 through 5:

- 1- The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- 2- The student is judged successful in a mainstream English program based on marks of 3 or 4 in English Language Arts on the Elementary Progress Report.
- 3- The student meets or exceeds standards on the ELA section of the CAASPP.
- 4- The parent has been consulted and notified that the student is eligible for Reclassification.

I. Plan for Students with Disabilities

Special Education Program Overview

For the first four years of the charter operation, Aveson School of Leaders (ASL) was categorized as a “public school” within the Pasadena Unified School District in conformity with Education Code Section 47641(b). ASL complied with a Memorandum of Understanding (“MOU”) between the District and ASL related to the delineation of duties between the District and ASL. By June 30, 2010, Aveson School of Leaders informed the PUSD SELPA of its intent to terminate the MOU and participation in the PUSD SELPA at the end of the 2010-11 academic year.

Starting with the fifth year of operation in the 2011-12 academic year, ASL became a member of the Los Angeles County Charter SELPA (“LAC Charter SELPA”). In 2015-16, ASL became a member of the Desert Mountain Charter SELPA (“SELPA”).

As a member of the Desert Mountain Charter SELPA, Aveson School of Leaders maintains complete compliance with SELPA policies, state and federal laws, and without a single formal complaint. The SELPA’s Program Specialist is available for consultation and advising of the general and special education staff. The Executive Director will be responsible for overseeing the identification, assessment, monitoring, and servicing of Special Education students, with the assistance of the Director of Special Education at ASL.

Aveson School of Leaders projects approximately 10-12% of its student population will be special education students.

Identification and Referral:

Following the Charter School’s comprehensive identification and referral process, ASL will take the following steps for students who are referred for Special Education Assessment by the SST or other means:

Referral for Assessment

At ASL the referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and who show potential signs of needing special education and related services. Parents may refer their child for assessment for special education services. Teachers, other school personnel, and community members may also refer a child for an assessment. Within fifteen days (not counting school vacations greater than five days) of the receipt of a request for assessment, the parent will receive a written response from the Charter School.

The parent must consent to the assessment by signing the Assessment Plan (AP) before the assessment can take place. ASL has 60 days (not counting school vacations greater than five days) from the receipt of the parent’s signed AP to complete the assessment and hold an IEP meeting to discuss the results.

If the parent does not consent to the PTA, ASL may take steps to protect the student if it is believed that the student is being denied necessary services. The Charter School may request that the parent meet to resolve this difference of opinion, or failing that, initiate a due process hearing to override the parent’s refusal to consent.

Assessment

The assessment will gather information about the student to determine whether the student has a disability, and if eligible, the nature and extent of special education services that the student may need. Assessments may include individual testing, observations of the students at school, interviews with the student and school personnel who work with the student, and a review of school records, reports and work samples.

Aveson School of Leaders guidelines for assessment:

- Student will be assessed only after parent consents to the Assessment Plan.
- Student will be assessed in all areas related to his or her suspected disability.
- Assessment will be administered in the student's primary language or a qualified interpreter will be provided.
- Assessment will include a variety of appropriate tests to measure a student's strengths and areas of concern. The person administering the tests will be qualified to do so.
- Assessment will be adapted for students with impaired sensory, physical, or speaking skills.
- A multidisciplinary team, including at least one teacher or other specialists with knowledge of the student's suspected disability, will assess the student.
- Testing and assessment materials and procedures must not be racially, culturally, or sexually discriminatory.
- Aveson School of Leaders shall conduct assessment and standardized testing of students with disabilities using state and SELPA guidelines for modifications and adaptations.

If the parent disagrees with ASL's assessment of their child, the parent may ask to obtain an independent educational assessment and has the right to obtain the independent educational assessment at public expense. If the Charter School believes its evaluation was valid and appropriate, the Charter School will file for due process to defend its assessments. ASL will provide information about how to obtain this independent assessment by a qualified examiner.

Development and Implementation of an Individualized Education Program (IEP)

After a student has been assessed for initial identification for special education, an IEP meeting will be held. The IEP meeting will be held at a time and place convenient for the parent, the Charter School, and any invited school district representative. At the IEP meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services, based upon state and federal criteria. If the student is eligible, then an IEP will be developed at the meeting. The IEP team will include:

- Local Education Agency (LEA) Representative
- General Education Teacher
- Special Education Teacher
- Parent
- Evaluators or Service Providers

The team must consider the least restrictive setting. Mainstreaming to regular education will be considered to the extent possible. The written IEP will be implemented by ASL after it has been signed for consent by the parent. The parent can review and request revisions of the plan. The IEP will contain:

- The services that student will receive.
- How these services will be delivered.
- The instructional location where these services will be delivered.
- The rationale for placement decisions.
- Annual goals and present levels of performance based on the student's current level of performance.

- How the student's progress will be measured.
- Transition goals for work-related skills, if applicable.
- ELL goals as necessary.
- Areas of educational need.

Timelines for IEP meetings:

- Once a year, the IEP team will meet to review and determine the student's progress and placement to make any needed changes to the IEP.
- Every three years, the IEP team will meet to review the results of a mandatory comprehensive reevaluation of the student's progress.
- After a student has received a formal assessment or reassessment.
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress.
- When a parent or teacher requests a meeting to develop, review, or revise an IEP.
- When a student is approaching a transitional age such as childhood into adolescence or adolescence into adulthood.

Student Discipline:

- When a student with an IEP is faced with a suspension for more than ten days or an expulsion, a Manifestation Determination meeting will be held to determine whether the student's misconduct was a manifestation of his or her disability.
- Student discipline and procedures for suspension and expulsion shall comply with federal and state laws and regulations, and shall include positive behavioral interventions.

IEP Review

If a student is receiving special education services, the IEP will be reviewed in an IEP meeting at least once a year to determine student progress towards goals. In addition, every three years, the student progress will be reassessed and their IEP reviewed in accordance with the 2004 IDEA regulations.

If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year. The parent or teacher may request a reassessment by sending a written request to the Charter School or completing a Request for Special Education Assessment that can be obtained at the charter school. ASL will have written permission from the parent before it reassesses the student. ASL will convene an IEP meeting within 30 days in response to a parent's written request to convene an IEP meeting.

ASL will make available to all parents and teachers, SELPA, state, and federal literature regarding special education programs, regulations, and laws.

The retention of special education students is an IEP team decision.

The Aveson School of Leaders IEP team shall develop ITPs (Individual Transition Plans) for transition services that help students with disabilities, ages 16 and older, meet goals for a successful transition to adult living. The transition plan will be a component of the IEP.

Description of Due Process and Procedural Safeguards

The SELPA may invoke dispute resolution provisions set out in a charter, initiate due process hearings, and/or utilize other procedures applicable to ASL if the SELPA determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending ASL initiates due process proceedings, both ASL and the SELPA will be named as respondents. Whenever possible, the SELPA and ASL shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

During due process proceedings and any other legal proceedings or actions involving special education, ASL will work with the SELPA for legal representation and will be responsible for the cost of such representation.

Because ASL will manage, and is fiscally responsible for, its students' special education instruction and services, ASL will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that ASL failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs).

If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on ASL's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, ASL will be responsible for payment of those attorneys' fees and costs.

Charter School Special Education Responsibilities

Aveson School of Leaders will adhere to the provisions of the Individuals with Disabilities Education Act ("IDEA") and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education ("FAPE"). ASL will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment.

ASL will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the Charter School. (See 504 Plan below)

Aveson School of Leaders must enter into an MOU with a SELPA that will delineate special education funding and responsibilities in detail.

ASL develops, maintains, and reviews assessments and IEPs in the format required by the SELPA and will enter accurate assessment and IEP data into the SELPA's approved data system in accordance with SELPA policies and procedures. The Charter School will maintain copies of assessments and IEP materials for District review. ASL will submit to SELPA all required reports, including but not limited to CASEMIS and IEPs, in a timely manner as necessary to comply with state and federal requirements.

ASL is responsible for the management of its special education budgets, personnel, programs and services. ASL will ensure that its special education personnel or contracted personnel is appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

ASL will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School. ASL may request related services (e.g., Psychological assessments, Counseling, Occupational Therapy, Adapted P.E., Nursing, etc.) from non-public agency contractor certified by the California Department of Education. Aveson School of Leaders may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

For students transferring to Aveson School of Leaders from other school districts, ASL shall provide related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. ASL will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program. See the section above on the identification process.

Upon parents request for assessment, ASL will be responsible for the development of assessment plans for students with suspected disabilities. The assessment plan will describe the areas of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. ASL shall conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. ASL will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and SELPA timelines.

In the event that ASL is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the SELPA to discuss placement and service alternatives.

ASL will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. ASL general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

Aveson School of Leaders shall provide planned staff development activities and participate in available appropriate SELPA trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

Aveson School of Leaders will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP. ASL will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. ASL will assess and develop Individual Transition Plans to help students with disabilities transition to adult living in accordance with SELPA policies and procedures.

ASL will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. ASL will collect data pertaining to the number of special education students suspended or expelled.

Funding for Special Education

Aveson School of Leaders shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model determined by agreement between ASL and the SELPA. In addition to AB602 funding, the Charter School will receive IDEA Local Assistance funding based on the number of special education students ASL serves. The Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

Supplemental Instructional Materials

Specialized, adapted and modified instructional materials will be provided for students as determined by their individual IEP requirements to allow access to general education curriculum and the California State Content Standards. Social skills, and transitional skills will be addressed using appropriate materials. Adaptive technologies that will be implemented for students who require them will include laptop computers, audio-books, manipulatives for math, audio amplification devices, text-to-speech and speech-to-text programs, and occupational therapy materials.

Section 504

Aveson School of Leaders will be solely responsible for its compliance with Section 504 and the ADA. Facilities of ASL will be accessible for students with disabilities in accordance with the ADA.

Further, prior to operation, ASL will adopt a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan.

Aveson School of Leaders recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under core instructional activities of the Charter School.

A 504 Team will be assembled by the site administrator and shall include the parent or guardian, the teacher, and any other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements for least restrictive environment. The 504 Team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. The Director will be responsible for overseeing the identification, assessment, monitoring, and servicing of students with 504 Plans.

If the student has already been evaluated under the IDEIA (and found to be ineligible) those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 Team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 Team will consider all applicable student information in its evaluation including but not limited to the following information:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient
- Tests selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 Team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 Team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment may be made by the 504 Team.

If the student is found by the 504 Team to have a disability under Section 504, the 504 Team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 Team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by professional staff at Aveson School of Leaders. The parent or guardian shall be invited to participate in 504 Team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in regular instruction at Aveson School of Leaders along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 Team participants, parents, and guardians, teachers must have a copy of each student’s 504 Plan. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility, or a discontinuation of the 504 Plan. Attached as Appendix B, please find the Section 504 Board Policy, Administrative Regulations, and Parent-Student Rights Form.

Student Success Team

The Charter School also implements a “student success team” (SST) model to the maximum extent feasible under the law and policy to attempt to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. Such teams typically consists of the student’s teacher(s), a school administrator, the student’s parent/guardian, and others. The team oversees development of plans to meet students’ needs, if possible, without referral to assessment for special education needs. The team monitors students’ progress.

A SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. A SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement.

The ASL SST meeting steps includes:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

Staffing

All special education services at Aveson School of Leaders is delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff participates in all mandatory SELPA in-service training relating to special education.

Aveson School of Leaders is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Aveson School of Leaders ensures that all special education staff hired by the Charter School is qualified pursuant to SEPLA policies, as well as meet all legal requirements.

SELPA Representation

Aveson School of Leaders represents itself at all SELPA meetings, including but not limited to Council and Steering Committee. Aveson will also have representative for the Community Advisory Council.

J. WASC Accreditation

ASL completed the "Initial Visit" from the WASC Accreditation team in 2008. ASL earned a three-year accreditation. Even though it is not required, ASL may participate in a WASC full self-study process in the future.

K. Personalized Mastery Learning (Independent Study) Option

The Charter School offers its full educational program through the use of a non-classroom based model for no more than 20% of its total ADA. Currently, 45-50 students are enrolled in the Aveson Center for Independent Studies (ACIS) program and ASL anticipates this number may increase over the next charter term due to the interest of families to have a more flexible and personalized school experience. ACIS is a hybrid independent study program. The enrolled students spend one to two days a week at the Charter School site participating in advisory and specialty workshops. The other days per week are spent off site completing curriculum approved by the ACIS teacher/advisor. In offering a non-classroom based model, each student is assigned a teacher/advisor as a supervising teacher, and the Charter School complies with all provisions of Education Code Section 51745, *et seq.* and the implementing regulations adopted thereunder. Independent Study students are expected to maintain regular communication with their supervising teachers through email and phone as well as meet in person at least once a month (in accordance with Board Policy and Master Agreement provisions. Independent Study students have access to the on-site curriculum and instruction; including instructional materials, projects plans, academic software and distant learning programs, and workshops. Any ACIS student with Special Needs receive all Specialized Academic support and related services specified on their Individual Education Plan. The ACIS student and family meets with the ACIS teacher/advisor once a month to assess the student, co-create curriculum plans and check on progress. ACIS students join classroom-based students for field trips and other enrichment activities. ACIS students also participate in Celebration of Learning twice a year.

L. Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the Charter School's annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, can be found in the Charter School's Local Control Accountability Plan ("LCAP"). The current LCAP is on file with the District and is also available on our website at <http://www.aveson.org/asl/local-control-and-accountability-plan>

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

II. MEASURABLE STUDENT OUTCOMES AND
III. ASSESSMENT METHODS
AND OTHER USES OF DATA

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

A. Measurable Student Outcomes

Pursuant to Education Code Section 47605(b)(5)(B)-(C), the Charter School's school-wide and pupil outcome goals and performance targets aligned to the Eight State Priorities that apply for the grade levels served, or the nature of the program operated by the Charter School, and methods for measuring progress, can be found in the Charter School's LCAP. The current LCAP is on file with the District and is also available on our website at <http://www.aveson.org/asl/local-control-and-accountability-plan>

B. Methods of Assessment

State-Mandated Tests

ASL is committed to participating in the state of California's standardized testing program as one of multiple assessment methods to closely chart and document student performance and assessment.

Detailed and Comprehensive Assessment for Continuous Improvement

Students document their learning using a variety of methods. The comprehensive assessment program supplements the state assessment and consists of rubrics to evaluate student-generated products, intervention-specific assessments aligned with the core program, and teacher-generated assessments. Students present their work within the Charter School and for the community, developing presentation skills and providing an opportunity for performance-based assessment using teacher-developed rubrics. The comprehensive assessment program includes personal learning plans with literacy, and math assessments for ALL students.

School-Developed Assessments

In order to measure student progress in achieving the learning objectives on their PLPs, ASL teachers develop and utilize such school-designed assessments such as portfolios and teacher-developed evaluations, including quizzes and tests and master teacher narrative reports. Master teachers utilize formal and informal assessment measures. Formal assessments include standardized measures such as the DIBELS, Fountas and Pinell, etc. These examinations comprise pre and post-test information on student achievement in discrete subject areas. All assessments, both formative and summative are shared with families at a Celebration of Learning (“COL”). The Celebration of Learning is held twice per year and provides the opportunity for students showcase their academic and non-academic progress. The COL is a two-hour block of time in which the students conduct a Student-Led Conference (“SLC”) with their family and showcases their project work. During the SLC, the student utilizes their personal learning plan to share literacy and math benchmark data of current levels and goals for academic progress by the next SLC. The student also demonstrates current levels by demonstrating their skills. During the second hour of COL, students showcase their project work. They present their projects and defend their knowledge by answering questions from an authentic audience.

C. Use and Reporting of Data

ASL reports formative student achievement data from sources in addition to CAASPP results to staff, parents/guardians, and the Board of Directors, multiple sources used to continuously monitor and improve the Charter School’s educational program.

ASL ensures a measuring and reporting system that considers the diverse characteristics of the students and recognizes their unique abilities; a structure of mutual respect and responsibility; learning experiences that provide opportunities for students, master teachers, and parents, to reflect and identify how to improve instruction and student learning; and tools that provide a consistent process to individualize learning for each student.

In order for this customized approach of learning to be successful, students, parents and master teachers must gather and monitor the data and history of the student. This work is accomplished through combination of formal systems, such as the DIBELS data system; curriculum based assessments; and teacher-generated assessments.

The staff is trained on how to interpret standardized test data and is engaged in critical analysis of the data in order to determine how the Charter School can address any performance deficiencies or negative data trends. The data analysis is tied to professional development so master teachers can enhance their understanding of student performance in light of multiple assessment data and modify their instruction accordingly as appropriate. Specifically, ASL staff analyzes trends, significant changes, and anomalies to track individual student growth over time, evaluate specific, aggregated and disaggregated groups of students, measure performance on the state tests, API, and school-based growth data and authentic assessments to assess academic performance from year to year.

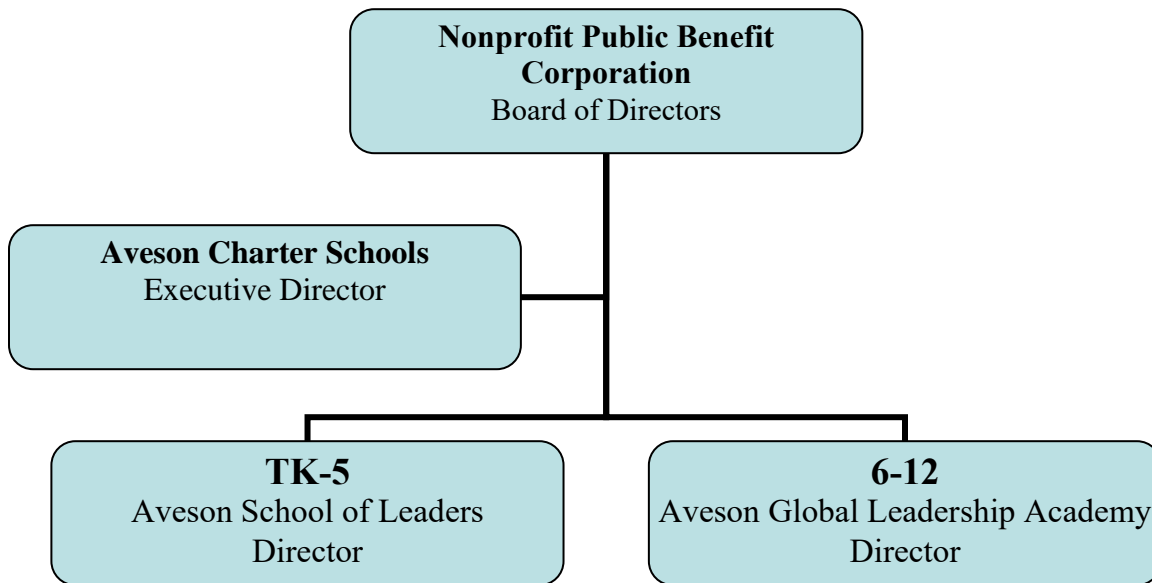
Data is reported both in absolute scores and year-to-year gains and losses. ASL student performance data is reported to school staff, parents and guardians. Master teachers and students cooperatively record ongoing student performance assessments that track student progress toward achieving their identified learning objectives. The master teacher/advisor meets with individual student advisees on a weekly basis to discuss ongoing performance and to identify changes needed in attitudes, effort, and focus on task.

In sum, ASL analyzes student performance data, ensures that all staff, board members, and parents are kept abreast of how ASL students are performing, and makes appropriate changes to the instruction to ensure continuous improvement of the students' progress.

IV. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D)

A. Organizational Chart



B. Nonprofit Public Benefit Corporation

ASL is a directly funded independent charter school and is operated by Aveson, a California nonprofit public benefit corporation, pursuant to California law. Attached, as Appendix B, please find the Articles of Incorporation and Corporate Bylaws for Aveson.

ASL operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), Pasadena Unified School District is not liable for the debts and obligations of ASL, operated by Aveson, a California nonprofit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law.

C. Board of Directors

ASL is governed by the Aveson corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which is consistent with the terms of this charter.

The Board consists of at least three voting members, including: two community members, and a minimum of one parent. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation may appoint a single representative to sit on the Board of Directors of the nonprofit public benefit corporation. If the District chooses to do so, the Charter School may appoint an additional representative to ensure that the Board is maintained with an odd number of directors.

Election of Board Members

With the exception of the District representative, directors are elected by the majority vote of the Board of Directors based upon the presence of a quorum. The Charter School seeks community members with expertise in areas critical to school success including but not limited to education, school finance, fundraising, facilities, government, business, and legal.

Board Member Terms & Elections

Board elections are held at the end of each board member's term. Special elections are called whenever necessary to fill an unexpected vacant board seat. Each member holds office for a term of one (1), two (2), or three (3) years, to be determined by Board resolution at the time of election to the board member.

Board Duties

The Board of Directors of Aveson meets regularly, at least once a month and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Identify, negotiate and approve all contractual agreements.
- Approve and monitor ASL's annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of ASL in accordance with charter school laws and the receipt of grants and donations consistent with the mission of ASL.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Approve the school calendar and schedule of Board meetings.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit material revisions as necessary for Granting Agency consideration.
- Approve annual fiscal audit and annual performance report(s).
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions as needed.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

The Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act and Corporations Code conflicts of interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations. The Conflict of Interest Code is attached within Appendix B. As required, the Conflict of Interest Code was submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and discharge any duty imposed by law upon it and may delegate to an employee of ASL or third party (e.g. person, management company or committee, however composed) any of those duties with the exception of budget approval, and approval of the fiscal and performance audits. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Contract Services

Contracted services are chosen, negotiated, monitored, audited and evaluated by the Aveson Board of Directors, to ensure the following:

1. the reasonableness of the terms of the contract with costs reflecting a fair market value of services provided;
2. the maintenance of the fidelity of the charter;
3. the academic success as measured by federal and state performance standards and the methods of measurement described herein; and
4. the fiscally sound condition of the charter.

Board Training

The Aveson Board of Directors receives training on their responsibilities with topics to include at minimum conflicts of interest, and the Brown Act.

D. The Administration

This governance structure, which acknowledges the professional status and capabilities of

teachers, creates incentives for program accountability and excellence in teaching not found in the traditional administration/teacher model. ASL envisions teachers to be key stakeholders in this venture, with responsibility for student achievement and a personal stake in the Charter School's success. Teachers at Aveson School of Leaders have autonomy to make decisions in the following areas: curriculum maps, instructional materials budget, daily schedules, field trips, climate and culture, advisory curriculum, dates for Celebrations of Learning and many other daily decisions.

An Executive Director is the leader of the Charter School. The Executive Director ensures that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director reports directly to the Aveson Board of Directors, oversees any contract service providers, and s/he is responsible for the orderly, daily operation of the Charter School and the supervision of the Director, teachers and staff at ASL.

The Executive Director is required to undertake some or delegate all of the tasks detailed below. The Executive Director is responsible for all tasks even if delegated. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the Aveson Board of Directors and any contract service providers
- Oversee Charter School finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the Charter School.
- Interview and determine employee hiring, promotion, discipline, and/or dismissal with approval of the board
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at Charter School
- Complete and submit required documents as requested or required by the charter and/or Aveson Board of Directors and/or the District
- Identify the staffing needs of the Charter School and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote the ASL charter program in the community and promote positive public relations and interact effectively with media
- Encourage and support teachers with on-going professional development

- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District as requested by the District
- Provide all necessary financial reports as required for proper ADA reporting
- Confirming the completion of the Charter School annual performance report
- Present fiscal audit to the Aveson Board of Directors and after review by the Board of Directors present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, as necessary participate in the suspension and expulsion process
- Participate in special education meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to an administrator of the Charter School or other employee, or to a contract service provider.

E. Parent Involvement

Open Door Policy

All parents at Aveson School of Leaders understand they are welcome in their student's classroom any time. There is no need to pre-arrange volunteer or observation time. Teachers and staff are excited to have family members drop in to support personalized student learning. All persons need only sign in at the front office and then report to the classroom or school activity.

Action Teams

Aveson School of Leaders believes families are best engaged at their student's school when they can offer time and expertise in an area they are passionate about supporting. Traditional parent teacher association ("PTA") meetings do not engage enough families in real, actionable outcomes for the Charter School. At Aveson School of Leaders, parents/families are encouraged to join Action Teams ("AT") for involvement in Charter School activities and operations. The following list of Action Teams are currently engaging more than one third of student families in the operation of the Charter School.

- Fundraising Action Team
- Events Action Team
- Maintenance Action Team
- Communication & Community (Culture & Climate)
- Technology Action Team
- Learning Differences Action Team
- Visual Art & Media Action Team
- Music Action Team

- Performance Action Team
- Outdoor Education Action Team
- Playground Action Team
- Culinary Arts Action Team
- Gardening Action Team
- Green Environment Action Team
- Student Travel Action Team
- World Language Action Team

Each Action Team is lead by an AT Facilitator. All AT Facilitators meet once a month with the Executive Director to discuss progress of AT initiatives and how to leverage resources for all teams. The Executive Director is also responsible for ensuring all AT initiatives are compliant with Education Code and are in line with the vision of the charter. The AT Facilitators are supported by AT Coordinators.

Parent Liaisons

Each Advisory class has two Parent Liaisons (“PL”). The PLs assist the teacher in getting families involved with directly supporting the classroom outcomes. They organize volunteers to serve students during academic time, gather necessary resources for learning activities not covered in the classroom budget, and ensure all families have access to the latest communication from the Charter School and/or teacher. Each grade level cadre has a Parent Liaison Coordinator who oversees all the PLs in their cadre.

The Executive Director and Director meet with all Parent Liaison and Action Team Coordinators once a month. This meeting ensures coordination of calendar, vision and all resources. This group also advises the Aveson Board on any and all matters related to the strengthening of the ASL community.

V. HUMAN RESOURCES

A. Qualifications of School Employees

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

All Employees

The Charter School ensures that all legal qualification requirements are met for teachers, staff, paraprofessionals and other administrative employees of the Charter School. Each certificated employee at the Charter School meets the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the Board of Directors and/or the Executive Director. The projections of the number, type, mix and projected salary levels of each employee are outlined in detail in the financial plan, attached.

Executive Director

An Executive Director is the leader of the Charter School. The Executive Director ensures that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director reports directly to the Aveson Board of Directors, oversees any contract service providers, and s/he is responsible for the orderly, daily operation of the Charter School and the supervision of the Director, teachers and staff at ASL.

The Executive Director is required to undertake or delegate all of the tasks required to ensure the success of the Charter School. The Executive Director is responsible for all tasks even if delegated.

Leadership Competence

- The ability to articulate and support the philosophy and direction of the ASL academic program;
- The ability to lead effectively within a team environment;
- The ability to be the main liaison to and communicate effectively with PUSD, Directors, support staff, parents and Board to better meet the needs of the students in the Charter School;
- The ability to use appropriate communication tools, especially current technologies;
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation;

- The ability to implement a shared decision making process agreed upon by all stakeholders;
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the Charter School;
- The ability to make informed, objective judgments;
- The ability to work with Directors to create an effective Personal Professional Development plan for each of them;
- The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- The ability to create and maintain a safe, orderly, positive and effective learning environment;
- The ability to annually evaluate the performance of the Directors;
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- The ability to work well with the Directors, Staff and the Aveson Board;
- The ability to create and maintain a climate of respect and fairness for all staff and students.

Overall Qualifications (Desired/Preferred but not required)

- School management and administration experience;
- At least 10 years of experience in the education field;
- Curriculum implementation expertise;
- Experience with school budgets;
- California Administrative Credential preferred.

Director

The Director is the primary administrator of the Charter School's educational program. In this role, the Director must possess both the leadership skills and academic competencies to effectively operate a high quality educational program. The current Director and any future Directors will exhibit the following qualifications:

Leadership Competence

- The ability to articulate and support the philosophy and direction of the ASL academic program;
- The ability to implement program initiatives through appropriate professional development for staff;
- The ability to lead effectively within a team environment;

- The ability to be the main liaison to and communicate effectively with staff, students, parents, community, Executive Director, private partners and outside agencies (including PUSD) to better meet the needs of the students in the Charter School;
- The ability to use appropriate communication tools, especially current technologies;
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation;
- The ability to implement a shared decision making process agreed upon by all stakeholders;
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the Charter School;
- The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan for all staff;
- The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- The ability to create and maintain a safe, orderly, positive and effective learning environment;
- The ability to annually evaluate the performance of all staff;
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- The ability to work well with the Executive Director and the Aveson Board;
- The ability to create and maintain a climate of respect and fairness for all staff and students.

Overall Qualifications (Desired/Preferred but not required)

- School management and administration experience;
- At least 5 years of experience in the education field;
- Curriculum implementation expertise;
- Experience with school budgets;
- Willingness to learn about charter school leadership.

Teachers/ Advisors

Teachers of core, college preparatory subjects (English language arts, math, science, and history/social science) hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. As specified in Education Code Section 47605(I), the Charter School has flexibility regarding the qualifications needed for teachers in noncore, noncollege prep subject areas. In order to ensure implementation of the Charter School's mission and educational philosophy, preference in hiring is given to teachers who have experience designing and implementing a curriculum aligned to state standards.

Applicants to teach in our program are evaluated based on the following desired qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of a Cross-cultural, Language, and Academic Development (“CLAD”) credential.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing appropriate curriculum, challenging goals and effective feedback, differentiated instruction, and backwards mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Experience working with diverse youth.
- Willingness to work as a vital part of the Charter School team to ensure continuous improvement for students, staff and the Charter School community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.

Paraprofessionals

The Charter School employs non-certificated instructional support staff, and the qualifications for such positions include: an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff does not assign grades or approve student work assignments without the approval of a certificated teacher unless they are instructing noncore or noncollege preparatory courses and activities and meet the requirements for teaching at the Charter School as listed above.

Support Staff

The Charter School employs administrative and operational staff that has demonstrated experience or expertise in the issues and work tasks required of them and are provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements.

Recruitment

The Charter School aims to hire and retain a diverse faculty composed of fully credentialed teachers in core subject areas. The administrative staff has extensive experience working with the educational community in the Pasadena area, including educators who we believe would be a good match for our program. In addition to attracting talented personnel in the immediate Los Angeles area, the administrators contact regional and national graduate schools of education to publicize ASL for experienced educators. Staff is also recruited through teacher recruitment fairs, professional publications, newspapers, EDJOIN and through the Aveson.org website.

B. Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety policies and procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School are required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1, and the Charter School will comply with Education Code Section 44830.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School monitors compliance with this policy and reports to the Charter School Board of Directors on a regular basis. The Board President monitors the fingerprinting and background clearance of the Executive Director. Volunteers who volunteer outside of the direct supervision of a credentialed employee are fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually.

Tuberculosis Risk Assessment and Examination

Employees and volunteers are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, or initiating a volunteer assignment, as required by Education Code Section 49406.

Immunizations

All students enrolled and staff members are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing/Scoliosis

Students are screened for vision, hearing and scoliosis. The Charter School adheres to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School.

Emergency Preparedness

The Charter School adheres to an emergency plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshall. This plan includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the plan for the Charter School.

Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Blood borne Pathogens

The Charter School meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School functions as a drug, alcohol and smoke free workplace.

Facility Safety

The Charter School complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School conducts fire drills as required under Education Code Section 32001.

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, disability, pregnancy, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and is addressed in accordance with the Charter School's anti-discrimination and harassment policies, attached as Appendix C.

C. Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security. Education Code Section 47605(b)(5)(K).

ASL retains the option for the Aveson Board of Directors to choose for the Charter School to participate in the State Teachers' Retirement System ("STRS") or the Public Employees' Retirement System ("PERS"), depending upon employee eligibility and what the Board determines is in the best interest of the staff and the Charter School as a whole. ASL, at a minimum, participates in Social Security as required by law. If the Board chooses to participate in STRS or PERS in accordance with Education Code Section 47611.3, it shall ask the District or the County to create any reports required by STRS in exchange for the actual costs of providing such service. The Executive Director is responsible for ensuring that appropriate arrangements for coverage have been made.

D. Rights of School District Employees

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the school that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

E. Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

The Charter School and the District are encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of Aveson and the District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve

the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

A. Student Admission Policies and Procedures

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Students and parents who understand and value the Charter School's mission and are committed to the Charter School's instructional and educational philosophy are encouraged to apply.

The Charter School shall admit all pupils who wish to attend the Charter School. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3.

Family School Agreement & Orientation Meeting

Upon enrollment, all parents will be asked to sign a family-school agreement and attend an orientation meeting. A family will not be turned away for being unable to or refusing to sign the agreement or for being unable to or refusing to attend an orientation. In no instance will a student be denied admission or subjected to any form of discipline for failure of a parent to sign or comply with the family school agreement.

The family-school agreement is an agreement to abide by the academic and behavioral rules of the Charter School. By signing the agreement, parents assert that they understand the academic and behavior policies of Aveson School of Leaders and will support those policies and will work to ensure that their children abide by the rules of the Charter School.

No Admission Test

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. After enrollment, Aveson School of Leaders may hold a grade-level knowledge-based examination, which allows the Director or testing coordinator to assess students' readiness for the grade of entrance; however, such assessments are not used as a means to prohibit or discourage any student from attending. Post matriculation, various other assessments may be administered to further determine readiness or maintenance of the intended grade. These instruments aid in the development of Personalized Mastery Learning plans for children.

Application and Enrollment Process

The Charter School has established an annual recruiting and admissions cycle, which includes reasonable time for all of the following: (1) outreach and marketing, (2) information sessions for students and parents, (3) an open admissions application period, (4) an admissions public random drawing, if necessary, and (5) enrollment. The Charter School may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

Aveson School of Leaders utilizes a standard application form that gathers basic contact information about the applicant. Parents/legal guardians fill out the form and attached a utility bill to verify home address.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Timeline for the open application period

The open enrollment period is held beginning in November with applications to be collected for at least a four-month period. The Charter School holds at least three parent information meetings during the open enrollment period so parents can learn more about the Charter School before they apply.

The Lottery and Priority Admissions

After the close of the open enrollment period, ASL enrolls all students who applied during the open application period subject to capacity. If the number of applications for admission to a grade exceeds the number of available slots in that grade, enrollment, except for existing students of the Charter School, who are exempt from any public random drawing, are determined by public random drawing. This public random drawing is publicized and held in a public setting. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of existing students
2. Children of employees of Aveson
3. Children who are eligible to receive free or reduced price meals
4. All other District residents
5. All other applicants

All applications collected during the open enrollment period are drawn. Once capacity is reached, the remaining applications are drawn and placed on a wait-list in the random order in which they are drawn. The wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Students admitted from the waitlist will be notified in the order in which they are listed should openings occur. After the public random drawing, those students who are drawn for enrollment receive their official enrollment/registration forms and are informed of the enrollment process. If the number of applications does not exceed the number of spaces available in each grade in the Charter School, there is no public random drawing and all students who submitted complete enrollment/registration information are enrolled.

B. Racial and Ethnic Balance and Non-Discrimination

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

Aveson School of Leaders is proud of our efforts to attract diverse families from within the territorial jurisdiction of the school district. ASL's enrollment exhibits representation from the following types of families:

- Socioeconomically Disadvantaged
- African American
- Hispanic or Latino
- Caucasian
- Asian
- Same gender parents
- Single parent families
- Dual parent families
- Foster parent families
- Primary languages other than English

It continues to be the intent of Aveson School of Leaders for its enrollment to reflect the racial and ethnic balance of the cities of Pasadena and Altadena.

City of Altadena, Pasadena Unified School District, and ASL Demographics

	CAUCASIAN	AFRICAN AMERICAN	HISPANIC	ASIAN	OTHER/ Non Report
Pasadena	39%	14%	33%	10%	2%
City of Altadena	40%	31%	20%	4%	4%
Aveson School of	45%	15%	17%	4%	24%

Leaders					
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Enrollment and Recruitment Strategy

ASL will distribute promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups of the local community. Because we seek a target student population whose families may not be reachable by traditional means, ASL also utilizes direct outreach strategies such as direct mailing and community and home meetings targeted in specific communities in the Pasadena area. ASL also uses church and community group bulletin boards in an effort to tailor outreach efforts to a diversity of students/families.

Strategies for Increasing English Learner Enrollment

While Aveson School of Leaders student population has aligned fairly closely with the racial and ethnic balance of the population of our surrounding community, it is our constant goal to match other subgroup data of community. Currently, 2.7% of ASL students are designated as English Learners. As a school that is located in the northwest corner of Altadena, it will take a more concerted effort to recruit EL students to our school.

Moving forward, to ensure that EL student school enrollment increases to reflect the Pasadena/Altadena populations, ASL will implement the following recruitment strategies and new targeted outreach efforts:

ASL will institute the following recruitment and outreach efforts:

- Spanish language information packets will include a general information page, registration form and newly translated Frequently Asked Questions.
- Maintain an English and Spanish website pages for admission
- Continue to conduct school tours in English and Spanish.
- Increase our mailings of postcards with upcoming tour dates to Latino families in the community.
- ASL will establish relationships with businesses in our community to place flyers and posters in their establishments (libraries, churches coffee shops, ethnic markets, taquerias, recreation centers, doctor/dentist offices, pet stores, etc.).
- ASL will increase its efforts to conduct presentations to community based Latino organizations.
- ASL will hold Spanish speaking councils for parents to discuss community issues and parenting and to create an opportunity for community building
- Select personnel fluent in Spanish where applicable. ASL will review and report on the effectiveness of the above strategies and revise as needed on a yearly basis.

C. Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student is required to attend the Aveson School of Leaders. Students residing in the District who do not attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra/inter-district transfer policies.

Parents or guardians of each student enrolled in the Charter School are informed (on enrollment forms) that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in ASL, except to the extent that such a right is extended by the local education agency.

D. Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Grades 4-5 only)
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out,

which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 1) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.

- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person

threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be

subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned

by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a

copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous

examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive

Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

A multi-year financial plan for the Charter School is attached. This plan is based on the best data available to ASL at the time the plan was assembled. Attached as Appendix D, please find the following documents:

1. Budget Narrative
2. A projected three-year budget
3. Three-year cash flow projections

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1st, a preliminary budget for the current fiscal year.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- By December 15th, an interim financial report for the current fiscal year reflecting changes through October 31st. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year is delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15th, a second interim financial report which reflects changes to the final budget through January 31st.
- By September 15th, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

ASL provides reporting to the District as required by law and as requested by the District, including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Section 47604.33 and 47605(m) (as stated above) and the School Accountability Report Card, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance

Pasadena Unified School District is not required to provide coverage to ASL under any of the district's self-insured programs or commercial insurance policies. The Charter School secures and maintains, as a minimum, insurance as set forth below to protect ASL from claims which may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect ASL from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$1,000,000 for each occurrence based upon the recommendation of the insurance provider for schools of similar size, location, and type of program. The policy is endorsed to name the Pasadena Unified School District and the Board of Education of PUSD as additional insureds.
3. Fidelity Bond coverage is maintained by Aveson to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage is \$50,000 per occurrence, with no self-insured retention.
4. Directors and Officers Coverage is maintained by Aveson to cover its Board of Directors.

Insurance Certificates

Aveson keeps on file certificates signed by an authorized representative of the insurance carrier. Certificates are endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District. Facsimile or reproduced signatures are not acceptable. The District reserves the right to require complete certified copies of the required insurance policies.

Optional Insurance

Should Aveson deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

C. Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

The Executive Director assumes the lead responsibility for administering the Charter School under the policies adopted by the Aveson Board of Directors. Most of the administrative services, including but not limited to financial management, human resources, payroll, and attendance accounting are managed by the Executive Director, Business Manager and Financial Manager.

Should the District be interested in offering certain services to the Charter School for a fee, the Charter School shall consider the possibility of purchasing some of these or other services from the District. The specific terms and cost for these services will be the subject of an annual memorandum of understanding (“MOU”) between the Charter School and the District and subject to District availability.

D. Facilities

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605(g)).

School Location

Aveson School of Leaders currently leases the Noyes Elementary School site from the District in accordance with Proposition 39. ASL has maintained and utilized the campus in a positive manner for the students and the community over the past 9 years. A Proposition 39 request to remain at this location will be submitted for the 2017-2018 school year. It is the intent of ASL to continue the lease agreement with the District through the duration of this charter term.

Aveson School of Leaders Space Needs

- 16 Classrooms
- 2 Special Education Rooms
- 1 Student Support Connections Room
- Administrative Offices
- Kitchen
- Cafeteria
- Playground Space

It is the policy of Aveson to provide for safe and accessible buildings to support the educational programs of Aveson. All facilities meet, at a minimum, California Building Standards Code requirements as enforced by the local enforcement agency. For facility-related financial projections, please see the attached detailed financial plan for ASL.

Depending on the percentage of socio-economically disadvantaged students, ASL may apply and qualify for facilities financing assistance under the state’s Charter School Facilities Grant Program, and/or the state-administered Charter School Facilities Incentive Grants. These programs are designed to provide facilities assistance to charter schools serving high percentages of free and reduced-priced lunch students by paying a portion of a Charter School’s monthly

facilities costs. If eligible, ASL could have up to seventy-five percent of its on-going facilities lease costs covered by these programs.

E. Audits

Governing Law: The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent fiscal audit of the books and records of the Charter School is conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School are kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

An audit committee selects an independent auditor through a request for proposal format. The auditor has, at a minimum, a CPA and educational institution audit experience and is approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, reviews any audit exceptions or deficiencies and reports to the Charter School Board of Directors with recommendations on how to resolve them. To date, there have been no exceptions or deficiencies on any Aveson audit. If there are any exceptions or deficiencies in the future, the Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent audits of the Charter School are public record to be provided to the public upon request. The complete Independent Audit reports have been provided to the authorizer over the past 9 years. The Charter School will continue to provide the District with its financial audit annually. The Charter School will provide additional copies of financial audit if necessary.

F. Closure Protocol

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Education Code Section 47605(b)(5)(O).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Los Angeles County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff

compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix D, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

VIII. IMPACT ON THE CHARTER AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

ASL is operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The District shall be named an additional insured on the general liability insurance of the Charter School.

The corporate bylaws of Aveson shall provide for indemnification of the Charter School's Board of Directors, officers, agents, and employees, and ASL will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

The Board will institute appropriate risk management practices as discussed herein, including screening employees, establishing codes of conduct for students, and dispute resolution.

IX. CONCLUSION

The community of Pasadena and the surrounding area has exhibited strong support for Aveson School of Leaders. Aveson School of Leaders has increased enrollment each year to accommodate the growing numbers of families who desire a Personalized Mastery Learning environment for their child. ASL has met every intent of the Legislature, in enacting the Charter Schools Act of 1992.

By approving this charter renewal, the Pasadena Unified School District is fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Charter School operators are eager to continue working independently, yet cooperatively with the District to raise the bar for what a charter school can and should be. To this end, the Charter School team pledges to work cooperatively with the District to answer any concerns over this document, to negotiate a mutually agreeable memorandum of understanding, and to present the District with the strongest possible proposal requesting a five-year renewal term to from July 1, 2017 to June 30, 2022.

RENEWAL CHARTER
OF THE
AVESON GLOBAL LEADERSHIP ACADEMY

SUBMITTED NOVEMBER 29, 2016
TO THE PASADENA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
351 SOUTH HUDSON AVENUE
PASADENA, CA 91109

FOR FURTHER INFORMATION, PLEASE CONTACT:
KATE BEAN
1919 E. PINECREST DRIVE
ALTADENA, CA 91001
626.797.1440

Aveson Vision Statement

We will be a global leader in providing the right instruction for every student every day through Personalized Mastery Learning. We will earn our communities' enthusiasm by boldly rejecting the status quo and by maximizing the opportunities for each student to succeed. Our students will be known globally for their commitment to make others successful.

Aveson Guiding Principles

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

There is no such thing as too much truth.

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

When identifying problems, offer strategies and solutions.

Everyone's time is valuable.

Your commitment is to make others around you successful.

Our growth together requires us to grow individually.

Integrity is everything.

TABLE OF CONTENTS

AFFIRMATIONS/ASSURANCES.....	3
INTRODUCTION/RENEWAL DATA/FOUNDING GROUP.....	5
I. EDUCATIONAL PHILOSOPHY AND PROGRAM	
A. Mission.....	13
B. Students to be Served and Need for Program	13
C. Educational Philosophy	15
D. How and Where Learning Best Occurs.....	16
E. Curriculum and Instructional Design.....	17
F. Plan for Students that are Academically Low Achieving.....	22
G. Plan for Students that are Academically High Achieving	23
H. Plan for English Language Learners.....	24
I. Plan for Students with Disabilities.....	27
J. WASC Accreditation	36
K. Personalized Mastery Learning (Independent Study) Option.....	36
L. Charter School Goals and Actions to Achieve the Eight State Priorities	37
II. MEASURABLE STUDENT OUTCOMES,	
III. ASSESSMENT METHODS AND OTHER USES OF DATA	
A. Measurable Student Outcomes	38
B. Methods of Assessment	38
C. Use and Reporting of Data.....	39
IV. GOVERNANCE STRUCTURE	
A. Organizational Chart	41
B. Nonprofit Public Benefit Corporation	41
C. Board of Directors.....	42
D. Administration	44
E. Parent Involvement.....	45
V. HUMAN RESOURCES	
A. Qualifications of School Employees.....	47
B. Health and Safety	51
C. Retirement Systems	53
D. Rights of School District Employees	54
E. Dispute Resolution.....	54
VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES	
A. Student Admission Policies and Procedures.....	56
B. Racial and Ethnic Balance and Non-Discrimination	58
C. Public School Attendance Alternatives	60
D. Suspension / Expulsion Procedures	60

VII.	FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY	
A.	Budget and Financial Plan	79
B.	Insurance	80
C.	Administrative Services	80
D.	Facilities	81
E.	Audits	82
F.	Closure Protocol.....	82
VIII.	IMPACT ON THE CHARTER AUTHORIZER.....	85
IX.	CONCLUSION	86

APPENDICES

- A. Academic Calendar and Instructional Minutes
- B. Articles of Incorporation, Bylaws and Conflict of Interest Policy
- C. Uniform Complaint, Harassment Complaint, and General Complaint Policies
- D. Budget Narrative, Projected Three Year Budget, Three Year Cash Flow Projections

**CHARTER OF THE
AVESON GLOBAL LEADERSHIP ACADEMY
A CALIFORNIA PUBLIC CHARTER SCHOOL**

It is the intent of the Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish the outcomes listed below. Aveson Global Leadership Academy provides many examples of fulfilling each intent of the Charter Schools Act of 1992. Some examples are as follows:

- a) *Improve pupil learning*
Students who have attended Aveson schools three or more years have average California Standards Tests scores in the proficient range for English Language Arts and Mathematics and have performed well on the first two administrations of the California Assessment for Student Performance and Progress. Even without an emphasis on “teaching to the test”, Aveson prepares students for academic measures and also dedicates significant time and resources to teaching students to be globally competent through 21st Century skills.
- b) *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving*
14% of the students who have attended Aveson schools three or more years are identified as students with disabilities. Through Personalized Mastery Learning plans, these students use a variety of learning methods and assessments to show mastery of learning standards.
- c) *Encourage the use of different and innovative teaching methods*
Teacher/Advisors at Aveson have autonomy to choose the right instructional materials and strategies for the students they are teaching. Advisors are held accountable for the individual success of each student not to the “fidelity of a state approved instructional program”.
- d) *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site*
Teacher/Advisors at Aveson schools work in a cooperative structure. Teachers experience Autonomy, Value, Purpose and Accountability through control of classroom budgets and daily schedules, as a few examples.
- e) *Provide parents and pupils with expanded choice in the types of educational opportunities that are available within the public system*
Families who believe Personalized Mastery Learning is the right educational experience for their child have Aveson as a possible choice.
- f) *Hold the schools established under this part accountable for meeting measurable pupils outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems*

Aveson Global Leadership Academy's Celebrations of Learning provide students with the opportunities to share their academic performance benchmarks in ELA and Math and also showcase their depth of learning through project presentations.

- g) *Provide vigorous competition within the public school system to stimulate continual improvements in all public schools*

Aveson Global Leadership Academy is the only small, site based, public secondary school in the Pasadena area. Large public secondary schools are beginning to provide schools within the schools in order to match the personalized experience students receive at small schools like AGLA.

The Charter Schools Act (the "Act"), Education Code Section 47600, *et seq.* requires each charter school to have a charter that provides a reasonably comprehensive description of the fifteen (15) required elements of Education Code Section 47605(b)(5). The following charter meets this requirement.

AFFIRMATIONS/ASSURANCES

Aveson Global Leadership Academy (“AGLA” or the “Charter School”), operated by Aveson (“Aveson Charter Schools”), a California Nonprofit Public Benefit Corporation, will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Aveson declares that it shall be deemed the exclusive public school employer of the employees of AGLA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend AGLA, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Sections 47605(d)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

INTRODUCTION/FOUNDING GROUP

“We change the world by teaching and inspiring individuals to change the world.”
Aveson Charter Schools Team

Introduction to this Petition

Aveson Global Leadership Academy was authorized on November 14, 2006 by, and is located within the territorial jurisdiction of, the Pasadena Unified School District (“PUSD” or the “District”) with support services, if any, designated and delineated through a mutually agreed upon Memorandum of Understanding (“MOU”). The Charter School provides a voluntary public educational choice for parents with students in grades 6-12 who choose to have their children educated in an alternative learning environment.

The Charter School provides quality educational instruction and guidance, curricular support, and selected resource materials to ensure students make appropriate progress toward achievement of the AGLA’s school-wide outcomes. The Charter School’s two objectives are to: (1) provide a vehicle for the delivery of a rigorous, challenging, and personalized educational experience outside of the traditional public school setting; and (2) challenge and support traditional schools in PUSD to deliver a rigorous and personalized educational experience to their students.

Introduction to Aveson Global Leadership Academy

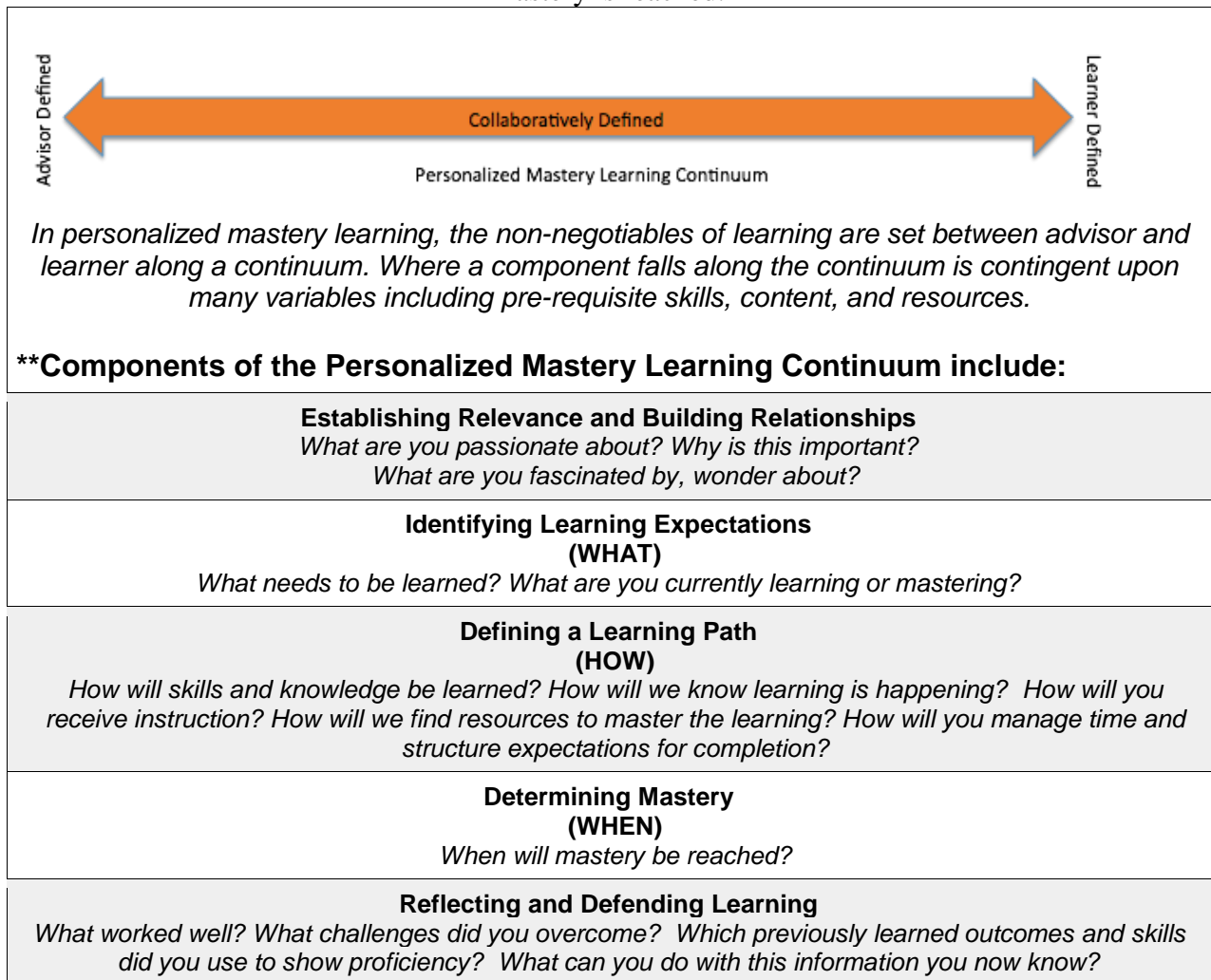
With the passage of *No Child Left Behind* came an increase in accountability for schoolwide and subgroup measures. As AGLA enlists the processes and techniques for meeting the goal of truly leaving no child behind, the Charter School meets each child at his or her level, sets clear goals, provides a personalized experience, tracks growth specific to that student’s needs, and adjusts methods of instruction based on performance. AGLA focuses on this level of customization, using the California state content standards and Common Core State Standards to help define content, research-based strategies to help establish process, and both standardized and authentic assessments to measure progress.

AGLA implements a challenging curriculum based on the California state content standards and CCSS, and covers all core subject areas, with a special focus on mastering essential literacy and math skills. A second area of focus is in the development of social leadership skills by focusing on communication skills, self-managed projects, and cooperative learning. A third area of instruction is in healthy living practices particularly focusing on social, emotional and physical well being.

Aveson School of Leaders (ASL), the TK-5th grade partner school of AGLA, prepares students for the very personalized Mastery Learning model. AGLA collaborates with ASL to provide social entrepreneurial experiences through project-based learning, business practices, and on site leadership/governance roles. Personalized Mastery Learning plans include not only academic goals and customized approaches, but also include behavior and social development goals. Through the combination of standards-based academics, individual student development, and active family involvement, AGLA empowers each student to become self-motivated, competent, lifelong learners, while developing a sense of responsibility, increased self-esteem, improved relationships with family and friends, and a healthy lifestyle. The following continuum provides the framework for Personalized Master Learning.

Personalized Mastery Learning Continuum™

Together, an Advisor and a Learner decide **what** is learned, **how** learning happens, and **when** mastery is reached.



Students at Aveson Global Leadership Academy (AGLA) master 21st Century skills in core content areas and learn how to work effectively on group and individual projects. Teacher/Advisors provide small group and individualized instruction to students with specific learning goals at the student's level of mastery. Students leave AGLA having built a resume of 1) academic success, 2) leadership experiences and 3) healthy living practices. All this is accomplished through a Personalized Mastery Learning Plan (PMLP) complemented by a balanced advisory, basic core content and interdisciplinary system within a democratic learning community. Every student is treated as an individual – inspiring the AGLA mantra of *No Child Left Unknown*. All students at Aveson Global Leadership Academy have a teacher/Advisor who is a master teacher responsible for managing the Personalized Mastery Learning Plan. The following chart is a visual representation of the Personalized Mastery Learning continuum of instruction.

Students at AGLA rotate through a block schedule that includes Personalized Mastery Learning instruction in, English language arts, science, social science, math, foreign language and physical education. All instructional blocks have no more than 28 students and provide targeted and personalized instruction. Each block is taught by a credentialed Advisor and an Instructional Assistant. Physical Education and Science are taught through direct instruction, project-based learning and hands-on experiences. As students exhibit confidence and maturity, they pursue projects and study topics of personal interest. Students also participate in Advisory on a daily basis. Advisory has 15-20 students and serves as a home base for students all school year. Students use the Aveson Guiding Principles and Mind Up curriculum to develop social emotional learning skills and strengths.

In order to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site, the Board of Directors of Aveson Global Leadership Academy has established an environment, which guarantees educators experience autonomy, value, purpose and accountability. Aveson believes these four attributes are essential to hiring, retaining, motivating and inspiring the most qualified and talented educators available. Teachers are encouraged and expected to own their teaching practice. They control their own budgets for instructional materials and they work together as cadres (6-8 and 9-12) to create, alter and refine their daily/weekly schedules. Placing the right teachers in front of the students is the number one indicator and guarantee of student achievement. Aveson educators are simply...the best!

AGLA has proved it is needed as an alternative choice for students who warrant a new approach to learning in the Pasadena and surrounding area. AGLA serves students from all social and economic groups within Pasadena Unified School District and beyond; targeting youth whose educational experience to date has not resulted in the optimal academic and personal success. Each student deserves and demands a learning environment which meets their individual needs and guarantees success. Real choice for parents can only be offered when schools exist which are fundamentally different from traditional options. The public secondary schools in the Pasadena and surrounding areas do offer some specialized programs, yet the majority of these programs are not fundamentally different from one another and do not offer a personalized educational model. AGLA attracts students, from private and public schools, interested in and requiring a Personalized Mastery Learning environment and plan. AGLA delivers a personalized approach

to education, offering an alternative choice for public education to families in the community while acting as an action research lab for investigating the critical components of mastery learning. Aveson's model is especially successful for students with special needs. 20% of students at AGLA have special needs and educated with the highest level of personalization and support. All student at Aveson experience a safety, accepting and academically rigorous environment.

This new model of secondary education effectively establishes the necessary systems, structure, learning experiences, and tools to move elementary students beyond dependency in learning to become successful independent learners and global leaders. AGLA utilizes the flexibility of time, space and resources to meet the learning needs of students...

...providing the right instruction for every student every day.

Aveson Global Leadership Academy has proven a new model of public, 6-12 education, promoting innovative teaching methods, professional opportunities for teachers, expanded choice for families, and a shift from a subjective to a mastery learning based accountability system.

Accomplishments of Second Charter Term

- Enrollment of students with disabilities has increased each year
- New member of the Desert Mountain Charter SELPA providing significantly improved SPED services to students with disabilities
- Average of 100 students on waitlist each year to attend Aveson Global Leadership Academy
- Strong academic growth without traditional and inappropriate homework policies
- Celebrations of Learning and Student Led Conferences allow students to showcase their learning
- Featured in the book, *Learning Personalized: An Evolution of the Contemporary Classroom* by Allison Zmuda. Aveson is one of the top Personalized Mastery Learning schools in the nation.
- Addition of a Aveson Center for Independent Studies serving 50 students each year.
- Fiscal solvency and 15% reserve
- Clear independent audits reports “without exceptions” every year of operation.

Aveson Leadership Team Overview

AGLA's Leadership team includes members possessing extensive experience with the target student population and proven expertise in the areas critical to the implementation of an exemplary charter school. With over 100 years of combined experience working in professional development, school reform and business the leadership team has a proven record of improving student achievement by balancing traditional and innovative approaches to meet student needs.

The leadership at Aveson Global Leadership Academy has been consistent for the past nine years. All four lead petitioners have been leading or involved with the Charter School since the original charter was approved. The extended leadership team also includes other Board members,

local community members as well as charter school experts with strengths in educational program design, charter school finance and facilities, business management, legal issues, governance, and administration. Detailed biographical information on the petitioners is below:

Kate Bean, Executive Director, Aveson Charter Schools

Kate holds a Master of Science in Educational Administration as well as a California Administrative Credential. She has served as the Founder and Executive Director for Aveson Charter Schools for the past 9 years. Kate has also served as a school district administrator. Kate coaches elementary and secondary school administrators in the areas of leadership, management, and school accountability standards. Kate's previous work in K-12 education includes nationwide sales, consulting, and training. Kate has owned and operated Life in the Balance, a personal and business coaching enterprise. She also worked as a district manager for three years in the financial services industry. Combining her passions as an educator, entrepreneur and mother of two daughters, Kate has formulated the core idea of the Aveson model over the past nine years. Her leadership role at the Aveson is to ensure the coherent vision, realization, and quality of the Aveson model.

Dr. Sebastian Cогnetta, Director, Aveson School of Leaders

Sebastian holds a Doctoral Degree in Educational Leadership as well as a California Administrative Credential. Sebastian Cогnetta served as the Director of Curriculum, Instruction and Assessment at Aveson School of Leaders for the 2010-11 academic year. Beginning July 2011, he became the Director. He began his teaching career in Fontana, CA, teaching Algebra and Science. Sebastian has spent the past 10 years supporting schools as an educational consultant in the implementation of state-adopted instructional materials, research-based instructional strategies, and standards-based curriculum and assessment. Having worked with district and site administrators, Sebastian has expertise in analyzing student achievement data, using data to inform instruction, and aligning assessments school-wide.

Eric Blumberg, Parent and Aveson Board President

Eric holds a BFA from Art Center College of Design and a Project Management Certificate from Cal Tech. He has spent the past 15 years serving as a Project Manager specializing in managing multiple project teams, review & oversight of design intent and fabrication strategies, creating business development opportunities and cultivating a successful company culture. His expertise in visioning, problem solving and managing budgets adds invaluable skills to the Aveson Board.

Dr. Niki Elliott, Parent and Aveson Board Member

Dr. Elliott holds a Ph.D. in Educational Policy and completed her dissertation on charter schools. She also holds a M.A. from Teacher College in Curriculum and Instruction and a Bachelor's degree in African American Studies. Niki served as the original Aveson Board President. She left the board in 2009 to establish the Aveson Center for Independent Studies which is comprised of one site based classroom and a home school program. Niki has now returned as a member of the board and provides academic oversight and coaching to administrators.

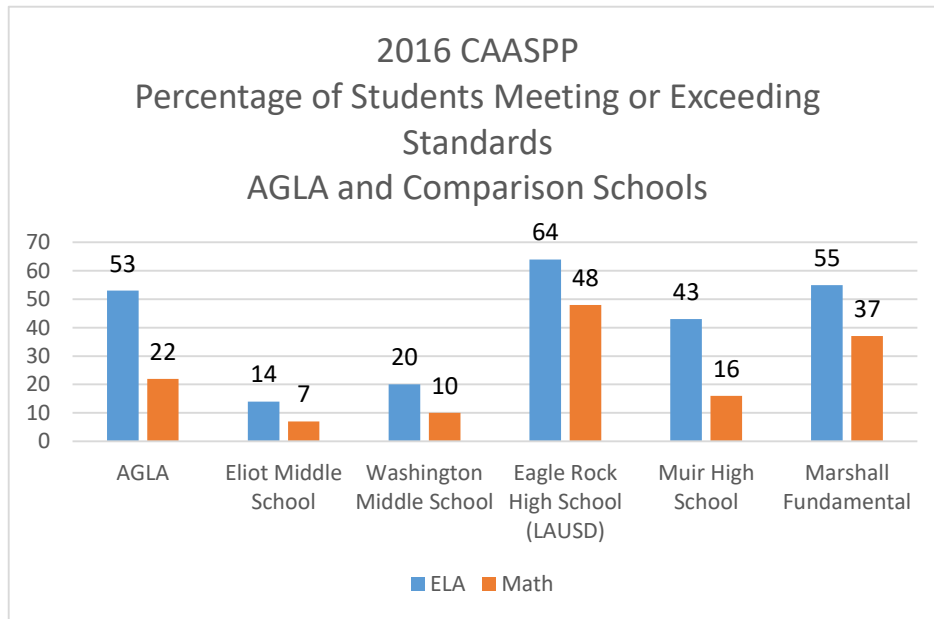
CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b), California Code of Regulations, Title 5, Section 11966.4(a)(1), and Education Code Section 47607(a)(3)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The Charter School meets the criteria of Section 47607(b)(4) because the academic performance of the Charter School, as indicated by results of the 2016 California Assessment for Student Performance and Progress (“CAASPP”) is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located.



Note on Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing 2015 and 2016 CAASPP scores as “alternative measures” that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups as allowed per Education Code Section 52052(e)(4)(A).

Education Code Section 47607(a)(3)

The 2015 and 2016 CAASPP scores also satisfy Education Code Section 47607(a)(3), which requires the authorizer to consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined by Education Code Section 47607(a)(3)(b) as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052”) as the most important factor in determining whether to grant a charter renewal.

	2015 CAASPP		2016 CAASSP		Year to Year Change	
	ELA	Math	ELA	Math	ELA	Math
All students	47%	19%	53%	22%	+6%	+3%
Students with Disability	24%	10%	30%	12%	+6%	+2%
Economically disadvantaged	34%	10%	35%	11%	+1%	+1%
Black or African American	25%	6%	25%*	7%*	+0%	+1%
Hispanic/Latino	40%	14%	50%	17%	+10%	+3%

*There were only 28 valid tests for Black or African American students in 2016, however, we have included the data in order to show the comparison to 2015, when there were more than 30 valid test scores.

I. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: The educational program of the charter school designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

A. Mission

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

B. Students to be Served and Need for Program

Aveson Global Leadership Academy opened its doors more than nine years ago with approximately 120 students in grades 6-9. Now in year ten, Aveson Global Leadership Academy has accomplished two of its original goals. 1) Serve as a research and development lab for providing personalized public education to the students of the Pasadena area and 2) serve students from diverse social and economic groups within Pasadena Unified School District and beyond, targeting youth whose educational experience to date has not resulted in optimal academic and personal success. AGLA seeks out families who want and require a personalized approach for their children, focusing on mastery of core content and leading students to more independent global competencies and 21st Century learning skills. AGLA continues to attract students, from private and public schools, interested in and needing a Personalized Mastery

Learning environment. Aveson believes every student deserves and demands a learning environment which meets their individual needs and guarantees success.

Aveson Global Leadership Academy is a site-based program located in the Pasadena area. AGLA provides academic and behavioral support for students to become self-motivated, competent, lifelong learners and also helps students to develop a sense of responsibility, increased self-esteem, improved relationships with family and friends, and a healthy lifestyle.

Currently, Aveson Global Leadership Academy has 410 classroom based students and 55 Independent Studies students. AGLA projects enrollment to average approximately 475 total students per year for the next 5 years.

AGLA Enrollment Projections:					
	Year 11	Year 12	Year 13	Year 14	Year 15
Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
6	75	75	75	75	75
7	75	75	75	75	75
8	75	75	75	75	75
9	70	70	70	70	70
10	60	60	60	60	60
11	60	60	60	60	60
12	60	60	60	60	60
TOTAL	475	475	475	475	475

Breakdown of staffing plan:					
	Year 11	Year 12	Year 13	Year 14	Year 15
ELA Teachers	4	4	4	4	4
Math Teachers	4	4	4	4	4
Science Teachers	1	1	1	1	1
Projects Teachers	2	2	2	2	2
Social Science Teachers	1.5	1.5	1.5	1.5	1.5
Foreign Language Teachers	1	1	1	1	1
PE Teachers	2	2	2	2	2
SPED- Inclusion Teachers	5	5	5	5	5
Literacy Interventionist	.5	.5	.5	.5	.5
School Counselor	1	1	1	1	1
Occupational Therapist	.5	.5	.5	.5	.5
Speech and Language Therapist	.5	.5	.5	.5	.5
Independent Studies Teachers	2	2	2	2	2
Director of Special Education	1	1	1	1	1
MFT Counselor	.5	.5	.5	.5	.5
School Psychologist	1	1	1	1	1
Student Support Coordinator	1	1	1	1	1
Personalized Mastery Learning Coach	1	1	1	1	1

Site Director	1	1	1	1	1
Executive Director	.5	.5	.5	.5	.5
Total Certificated Staff	31	31	31	31	31
Instructional Assistants	19	19	19	19	19
SPED Assistants	4	4	4	4	4
Student Support Coaches	2	2	2	2	2
Administrative Assistants	2	2	2	2	2
Food Services Staff	6	6	6	6	6
Maintenance/Custodial/Bus Staff	3	3	3	3	3
Finance Manager	.5	.5	.5	.5	.5
Director of Facilities	.5	.5	.5	.5	.5
Volunteer Coordinator	.5	.5	.5	.5	.5
Fundraising Coordinator	.5	.5	.5	.5	.5
Informational Technology Coordinator	.5	.5	.5	.5	.5
Total Classified Staff	38.5	38.5	38.5	38.5	38.5
Total Staff	69.5	69.5	69.5	69.5	69.5

C. Educational Philosophy

An Educated Person in the 21st Century

The goal of Aveson Charter Schools is that every student who graduates from our secondary school possesses the knowledge, skills, and habits of mind necessary to succeed and contribute in the 21st century global environment. The following is a profile of the attributes we strive to develop in each Aveson high school graduate.

Aveson High School Graduate Profile

Aveson graduates are **Ready for College**. They:

- Earn a high school diploma by completing a globally focused A-G course of study requiring the demonstration of entry-level college work across the curriculum
- Achieve expertise by researching, understanding, and developing new knowledge about a world culture or an internationally relevant issue
- Manage their own learning by identifying options, evaluating opportunities, and organizing educational experiences that will enable them work and live in a global society
- Graduate with all options open for post-secondary education, work and service

Aveson graduates are **Globally Competent**. They:

- Investigate the World: Produce new global knowledge
- Recognize Perspectives: Apply cross-cultural understanding
- Communicate Ideas: Connect and collaborate cross boundaries
- Take Action: Enact global solutions

Aveson’s educational philosophy is to provide students with Personalized Mastery Learning supported by the academic flexibility that students demand and deserve to be college ready and globally competent when they complete their secondary school experience. The philosophy of the Charter School promotes mastery over workload and timelines. It is not when and how a student completes assignments that matters but rather the fact that they mastered the skill and knowledge.

D. How and Where Learning Best Occurs

Learning Best Occurs through a Personalized Environment:

A personalized environment needs a well-defined, designed, and related process to be effective. Therefore, the systemic structure of AGLA promotes and sustains student relationships with adults. Every student has an adult advisor and a Personalized Mastery Learning Plan. Students have multiple opportunities to show mastery of learning. There is also an Instructional Assistant in each classroom including Physical Education. Instead of all students learning the same thing at the same time, students in a mastery learning program show evidence of mastery on the skills and content they need to learn. Depending on their performance and developmental level, students are intentionally scheduled in specific blocks to meet their academic needs. Strategic and intensive interventions are scheduled during the school day, thereby extending the block of time if students need additional support. In this small, Personalized Mastery Learning environment, master teachers have the ability to group, regroup, and adjust to meet student needs.

Learning Best Occurs through a Performance-Based Environment:

A performance-based educational environment requires clear expectations, measurable outcomes, and realistic timelines. Master Advisors use screening, progress monitoring, and summative assessments to continually promote a performance-based model. AGLA students demonstrate their mastery of California state content standards, CCSS, Next Generation Science Standards and global competencies through a variety of measures: standardized measures and authentic work like projects and performance tasks.

Learning Best Occurs through a Project-Based Environment:

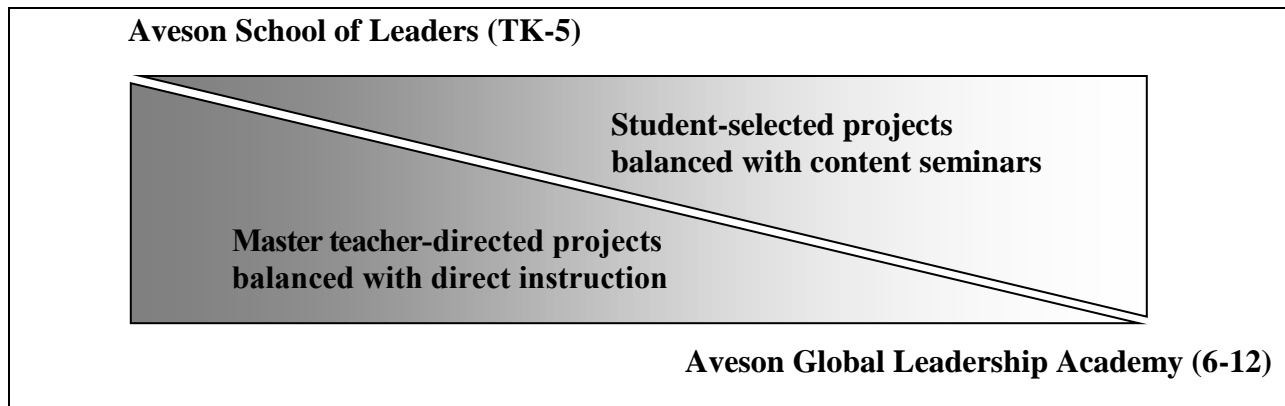
Rigorous projects which require students to Read, Research, Write, Present and Defend are integral to the Aveson instructional environment. All students are actively engaged in projects which begin with relevant driving questions and end with a dissemination of learning presented to an authentic audience. Aveson students learn “by doing” and projects ensure students are applying their learning to genuine outcomes.

E. Curriculum and Instructional Design

Aveson Charter Schools were established to provide a TK-12 experience which guarantees students graduate from Aveson college ready and globally competent. In order for this to happen, students leave Aveson School of Leaders, the TK-5 school, with a mastery of California state content, CCSS and Next Generation Science Standards focusing on essential literacy/math skills and the leadership/self-efficacy skills necessary to pursue areas of interest in a secondary and post-secondary environment.

The goal of the Aveson curriculum and instructional design is to equip all AGLA students with the desire and ability to learn. AGLA focuses on individual mastery of core skills and content for every student. Additionally, the Charter School requires the students to develop student-directed projects which exhibit the Global Competencies. The partner school, Aveson School of Leaders (ASL) prepares students to reach this promise of a personalized, project-based environment as a 6-12 grade level option, creating an alternative in the Pasadena area for a TK-12 experience that focuses on essential literacy and mathematics skills in the early years of education and then purposefully and methodically trains students in the skills necessary to develop and pursue project work that is standards-based, rigorous, and has a positive impact on the community. Through the project work, students acquire the global competencies needed to succeed in any post-secondary experience.

The following chart summarizes the students’ curriculum and instruction experience when viewed in conjunction with the sister school. While not all of the students may choose to attend AGLA after leaving ASL, they leave the Charter School well-prepared and ready to succeed in any environment.



Instructional Design and Teaching Methods

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

The curriculum and instructional design for AGLA are derived from the research and perspectives of several educational theorists. Fundamental to the AGLA design is the need to provide the right instruction, for every student, every day. This requires an understanding of developmental timelines, the scope and sequence of desired skills, and a variety of techniques to match to various learning styles. Based on behaviorist theory, strategies such as direct instruction and content mastery promotes mastery of fundamental skills and practices. Constructivist approaches encourage students to work collaboratively and pursue areas of interest. Such approaches include academic talk groups the zone of proximal development, and cooperative learning.

Specific to a focus on literacy, AGLA uses the Three-Tier Reading Model to ensure all students have a solid core program, strategic interventions, and intensive interventions. Materials, strategies, and techniques align with student needs, based on the developmentally appropriate expectations. Every student at AGLA is assessed at the beginning of each school year to determine their reading, writing and math level. Then the Mastery Learning Portfolio and daily schedules are created to provide targeted learning.

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

AGLA Curriculum

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

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

Academic Success through Personalized Mastery Learning

Every student has a story which includes their academic history (skills and content), strengths and challenges, areas of interest, preferred modality of learning, and life/social skills. It is imperative for all schools to learn each story and identify the most beneficial method of instruction for each student.

As repeatedly noted in this petition, while the curriculum conforms to state frameworks and CCSS, students have a Personalized Mastery Learning experience. Accordingly, parents, students, and teachers

work together to design a personal learning experience for each student to meet the required course work while maximizing the student's strengths and interests. In order to support a Personalized Mastery Learning model, the instructional day is divided into blocks of instructional time with embedded interventions for "strategic" and "intensive" students. All students have personal goals for learning. These goals are developed with parent and student input at the beginning of each year and are updated at each Celebration of Learning at the end of each semester. The goals are indicated in the Personalized Mastery Learning Plan (PMLP). The PMLP is organized by Learning Outcomes(LO). Foundational Learning Outcomes are derived from the CCSS and other state instructional frameworks. All students must exhibit mastery of Foundation Learning Outcomes in order to pass a course. Students are also encouraged to show mastery on Extension Learning Outcomes based on their passion and or interest area. All students move through their day or week; they are working towards mastery in the following core curriculum areas:

Advisory

To develop leadership and global competency skills, all students start and end their day in Advisory. This period is dedicated to learning about and promoting the culture and climate of the Aveson community, developing self-efficacy skills, and investigating culturally relevant themes. The Aveson Guiding Principles are the basis for Advisory conversation and activities. Students are expected to utilize the language of the Aveson Guiding Principles when participating in the Aveson environment. Advisory is the perfect time to address behavioral conflicts and challenges. The Mind Up curriculum is also incorporated into Advisory and students engage in Core Practice at the beginning of each instructional block in order to prepare their mind for learning after the transition.

All middle school advisory curriculum focuses on students knowing themselves as learners and having a voice in their learning. I high school advisory a Pathways curriculum is scaffolded each year to prepare students for post-secondary choices and education.

English Language Arts

English credentialed Advisors have collaborated to create a Personalized Mastery Learning Plan which has converted California state content standards and CCSS into Learning Outcomes. Advisors provide or students choose assessments which will show evidence of mastery of one or multiple Learning Outcomes statements. Advisors and Instructional Assistants provide small group instruction to students working on similar learning goals. Advisors and Instructional Assistants also conference with students individually as needed to check on learning progress and provide feedback.

Advisors provide strategic intervention for students who are performing up to 1.9 grades levels below in literacy. For students with performance gaps more than 2 grade levels below, Specialized Academic Instructors provide additional intensive intervention. A student/teacher ratio of 20:1 in grades 6-12 and a Specialized Academic Instructor assigned to each team of teachers allows for the appropriate level of personalized academic instruction.

Mathematics

The curriculum is a balance of a) problem-solving, b) computation, c) conceptual understanding. Similar to the English block, Math credentialed Advisors have collaborated to create a

Personalized Mastery Learning Plan which has converted California state content standards and CCSS to Learning Outcomes. The mathematics block involves large group instruction, small group instruction, and independent practice. Students experience math integrated across content areas, investigative, hands-on, inclusive of peer teaching and tutoring, tiered, with problems and multiple strategies for differentiated instruction, and supported by classroom discussions. Students use a variety of assessments and multiple opportunities to show mastery of math standards. Intervention and grouping for Tiered learning follows the model described in the Humanities block above.

Science

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

History/Social Science

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

Physical Education

Students learn how to work as a team and individually while developing their physical skills. The emphasis is on physical activities students can do any time without expensive equipment or special access. The activities include: walking, running, hiking, aerobic exercise, and anaerobic exercise. Each student has a Personal Fitness Plan (PFP). Body composition and physical strength is assessed and then students set goals based on the data. The PFP goals are worked on in and outside of the school day. All 7th and 9th grades students participate in state Physical Education testing.

Foreign Language

Spanish is and will be the primary foreign language taught at Aveson. Students are able to study other languages through distance learning programs, self-paced programs like Rosetta Stone, or by attending courses at a community college. Given the focus on Personalized Mastery Learning plans, students will have the flexibility of time and resources to create a schedule that meets their needs.

Leadership

Educators at Aveson Global Leadership Academy are continually developing advisory curriculum which provides a systematic approach to leadership skill development. Every year, as the culture and climate matures; students are ready for more sophisticated leadership lessons.

Aveson students understand they must be globally competent if they are to be strong leaders now and in the future. All lessons and activities in advisory support one or all of the Aveson global competencies: Investigating the world, Recognizing perspectives, Communicating ideas and Taking action. Advisors utilize the Aveson Guiding Principles as the foundation for teaching the global competencies.

Up to three times per year, the AGLA students plan and implement a Community Day. Community Day is when both Aveson schools join together for a day of global and service learning. The students are organized into villages with each village comprised of students from grades TK-12. The 6-12 grades students are the leaders of the village and they run the entire day's lessons and activities, organized around the four global competencies. Community Day is the ultimate performance task to determine the AGLA student's mastery of the global competencies and leadership skills. The day ends with students taking action to make a difference in their world.

Healthy Living Program

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

Healthy living also focuses on character education. Advisors help students learn about safe, kind, and responsible behavior, a well-accepted model for secondary schools. Staff models these practices and explicitly reinforces them in their language with students. Students are asked to consider and examine their own beliefs and behaviors given different situations. The Student Support Coach ("SCC") provides ideas for advisors to use during advisory time. AGLA utilizes the Response to Intervention model to identify students in the Tier 3 level. The SCC provides prevention and intervention support for our Tier 3 students. A Positive Behavior Intervention and Support (PBIS) team provides lessons and professional development for staff on strategies for each level of student support needs. The schoolwide PBIS program is built on the following focus areas: R.I.S.E (Responsibility, Integrity, Safety and Equity)

Instructional Strategies

Students and advisors use instructional strategies that have been empirically proven to increase achievement for the targeted student population. All teachers have a solid foundation in the scope and sequence of development skills in literacy and mathematics. School instructional practices include nationally recognized research that indicates successful schools must have clearly defined standards-based outcomes, authentic learning experiences, use backward planning, have flexible grouping practices, meaningfully use technology, and have an aligned standards-based assessment system. Examples of researched strategies teachers use during instruction include: Readers/Writers Workshop, literacy centers, reciprocal teaching, explicit direct instruction, SDAIE strategies, process writing, manipulatives, think-pair-share, Question-Answer-Relationship, Think Maps, graphic organizers, interactive note taking, and all-pupil-response.

Instructional Organization of Students

The instructional organization of AGLA is focused on providing a challenging Personalized Mastery Learning, student-directed, rigorous academic and project-based program of learning that moves students beyond dependency in learning to become successful independent learners. The system of progression for students will be based upon their self-efficacy level.

By implementing a system of “restricted choice”, Advisors will provide the opportunities and the modeling needed to develop self-efficacy for all students. Advisors will refer to the student’s independent learning level to adjust each mastery learning plan. Progress from one level to the next will be based on a student’s ability to master specific level benchmarks.

AGLA considers the entire population of students as a community of learners - not distinct groups of students at each grade level (grades 6-12). In an educational environment where the students are empowered to take personal responsibility for their learning, progress with academic, social/emotional, and life skills goals is unique to the individual. Students at AGLA will progress through the restricted choice system at a rate that is appropriate to their self-efficacy level.

Schedules

The Charter School has minimum of 175 instructional days and includes at least the minimum number of instructional in its annual instructional calendar, as per state law. The 2016-17 Academic Calendar and Instructional Minutes Calculator attached as Appendix A. Aveson predicts the calendar and instructional minute to remain fairly close to this year for the next 5 years.

The student’s weekly instructional program is driven by their Personalized Mastery Learning Plan which is co-developed by the student, parent, and Advisor. With the flexibility of time, space and resources the instructional program is tailored to meet the academic needs of each student.

To implement this model of Personalized Mastery Learning and restricted choice effectively, the Personalized Mastery Learning Plan is used to capture Learning Outcomes for each student. AGLA Advisors and students utilize Google Drive to capture all mastery of Learning Outcomes in real time. Parents can logon to Google Drive to track student mastery as well. While the “traditional” secondary model places students in classrooms and a teacher directs what happens in that room, the AGLA model places students in a variety of settings: classrooms (during seminars), independent work areas, group work areas, and in online learning environments. Advisors and students work together to set up daily activities to include Advisor-directed time as well as student-directed time.

F. Plan for Students that are Academically Low Achieving

AGLA takes a systematic approach towards closing the achievement gap by allocating multiple resources and interventions towards academically low-performing students. The Charter School

identifies students who are performing below grade level through the results of the CAASPP as well as from diagnostic, benchmark assessments and student work products. At the beginning of each year, students participate in multiple screenings for reading, writing and math. The San Diego Quick assessment is administered to determine grade level vocabulary and reading stage. The students also write to a prompt to determine grade level writing competency. Also, students are administered the NWEA Measure of Academic Progress (MAP) 3 times a year to determine overall performance in reading, language usage and math.

From the aforementioned assessment scores, students are identified as having Tier I, II or III support needs on the Response to Intervention pyramid. Students identified as needing Tier III intervention in Reading are administered diagnostic assessments like the Spelling Inventory.

Depending on identified needs, students will receive one or more of the following interventions:

- 1) Pull out support from a Specialized Academic Instructor in reading
- 2) Additional minutes of daily reading instruction from a Literacy Interventionist
- 3) A Student Success Team meeting will be conducted with a student's parent/guardian and school personnel if a student is still not achieving at grade-level standards after the above two strategies have been attempted. More information about the Student Success Team can be found in the following section on Special Education Students.

G. Plan for Students Who Are Academically High Achieving

AGLA's individualized curriculum also makes it easy to ensure that high-achieving students are engaged and challenged. The process for identifying students who are academically high achieving is similar to the process for identifying academically low-performing students. The student engages in classes and projects which are more challenging with accelerated levels of content and skills.

Due to the Personalized Mastery Learning approach to learning at AGLA, high achieving students have multiple opportunities to do more advanced work and to excel at their individual rates. For example, a student at an advanced level is assigned to a higher level math class no matter what their age. Alternatively, a high achieving student may choose to actually take the college course at the local community college or through distance learning. The nature and details of the increased academic challenge are determined by the parent, the student, and Advisor.

The Mastery Learning Portfolio allows for advanced students to achieve high levels of rigor and learning. More challenging activities enable high performing students to find intellectual satisfaction and growth at Aveson Global Leadership Academy. High performing students also have more opportunity to do extra projects, form interest study groups, teach elective classes and take online courses and serve in internships.

H. Plan for English Learners

Overview

Aveson Global Leadership Academy meets all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. AGLA implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

AGLA administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English are CELDT tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

AGLA notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT is used to fulfill the requirements under the ESEA for annual English proficiency testing.

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent’s opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Aveson’s English Language Development Portfolios are used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

The English Language Development Program is a process through which the students achieve advanced fluency in all areas of language: thinking, speaking, writing, and reading. Instruction is differentiated to address specific needs. Students are actively involved in questioning, collecting data, reflecting on the information, using the information, and assessing their work. In addition, the culture and home language of our students are valued, respected, and incorporated into the learning process.

Parent Involvement and Notification

Once an English learner student is identified, a conference is scheduled with the parent to outline the instructional program, the teachers’ roles in implementing the instructional program, the Charter School’s role in supporting the instructional program, and the parent’s role in supporting the student to succeed. The result of such meeting is incorporated into the student’s MLP.

Instructional Materials

Aveson Global Leadership Academy uses the following instructional materials and instructional resources to support ELD & EL students: classroom instruction is aligned to ELD instructional framework and standards, students are taught how to use the dictionary and thesauruses. Each humanities classroom contains a culturally relevant classroom library, classroom instruction incorporates the use of hands-on activities using objects and artifacts related to real life, and manipulatives, and technology is used as a tool for language acquisition.

ELD Instruction

Aveson Global Leadership Academy uses Specially Designed Academic Instruction in English (“SDAIE”) and English Language Development (“ELD”) strategies to provide students access to the core curriculum through a content-based and scaffolded program. In order to enhance academic achievement, the program:

1. activates and builds on prior knowledge

2. sets the purpose for learning
3. focuses on acquiring vocabulary in context
4. provides opportunities for direct teaching of skills and problem solving
5. provides opportunities for scaffolded language and content

Classroom teachers use graphic organizers, pre-teach and re-teach activities during small group sessions, student conference period, etc. The program is individualized for students depending on where they are in the English language continuum. Teachers differentiate instruction for EL students daily during ELD block where non-EL students work independently or centers while the teacher meets with the EL students. Students at the lower ELD levels have more context embedded materials. As they progress in acquiring English language, the concepts become more abstract. The focus of learning moves from learning to read to reading to learn, where students process content and information.

To help ensure access of EL students to all content areas, Aveson Global Leadership Academy provides staff development to all teachers of EL students in instructional methodologies that support the special learning needs of second language students. Additionally, any teacher who teaches English classes for EL students holds an appropriate credential or demonstrates satisfactory progress toward obtaining such credentials.

Aveson Global Leadership Academy makes every effort to recruit teachers who are bilingual or have state authorization to teach English learners such as BCLAD or CLAD, and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes.

Monitoring Progress

Identified EL students are monitored by teacher observations, the annual CELDT test, and their academic progress. To assist students who do not progress through the ELD Levels, teachers infuse culturally relevant pedagogy into the classrooms. Culturally relevant pedagogy validates EL students by embracing the cultures from which student come from, integrating students' culture in the learning process, and motivates students to learn by making learning relevant. In addition, projects contain differentiated lessons for ELs. Classroom instruction incorporates the use of scaffolding techniques and graphic organizers. Students struggling with English language acquisition also have opportunities to learn in flexible small groups and one-on-one instruction with the Advisor and Instructional Assistant. ELD Portfolios are used to monitor and document language acquisition for each EL. EL student progress toward the ELD standards is examined 3 times a year through ELA assessments (such as the San Diego Quick, writing prompts and classroom based assessments), MLPs, and ELD Portfolios. ELs also have opportunities to receive additional instructional support during Aveson Global Leadership Academy's Encore program which provides advisor support after school.

Reclassification Criteria:

The goal for reclassification is for all EL students to gain fluency in English as quickly as possible in a non-threatening setting. Aveson Global Leadership Academy uses the following criteria for reclassifying English Learners:

EL Students in grades 6 through 12:

- 1- The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- 2- The student is judged successful in a mainstream English program based on marks of 3 or 4 in English Language Arts on the Mastery Learning Rubrics.
- 3- The student meets or exceeds standards on the ELA section of the CAASPP.
- 4- The parent has been consulted and notified that the student is eligible for Reclassification.

I. Plan for Students with Disabilities

Special Education Program Overview

For the first four years of the charter operation, Aveson Global Leadership Academy (AGLA) was categorized as a “public school” within the Pasadena Unified School District in conformity with Education Code Section 47641(b). AGLA complied with a Memorandum of Understanding (“MOU”) between the District and AGLA related to the delineation of duties between the District and AGLA. By June 30, 2010, Aveson Global Leadership Academy informed the PUSD SELPA of its intent to terminate the MOU and participation in the PUSD SELPA at the end of the 2010-11 academic year.

Starting with the fifth year of operation in the 2011-12 academic year, AGLA became a member of the Los Angeles County Charter SELPA (“LAC Charter SELPA”). In 2015-16, AGLA became a member of the Desert Mountain Charter SELPA (“SELPA”).

As a member of the Desert Mountain Charter SELPA, Aveson Global Leadership Academy maintains complete compliance with SELPA policies, state and federal laws, and without a single formal complaint. The SELPA’s Program Specialist is available for consultation and advising of the general and special education staff. The Executive Director will be responsible for overseeing the identification, assessment, monitoring, and servicing of Special Education students, with the assistance of the Director of Special Education at AGLA.

Due to our current enrollment data, Aveson Global Leadership Academy projects approximately 20-25% of its student population will be students with disabilities.

Identification and Referral:

Following the Charter School’s comprehensive identification and referral process, AGLA will take the following steps for students who are referred for Special Education Assessment by the SST or other means:

Referral for Assessment

At AGLA the referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and who show potential signs of needing special education and related services. Parents may refer their child for assessment for special education services. Teachers, other school personnel, and community members may also refer a child for an

assessment. Within fifteen days (not counting school vacations greater than five days) of the receipt of a request for assessment, the parent will receive a written response from the Charter School.

The parent must consent to the assessment by signing the Assessment Plan (AP) before the assessment can take place. AGLA has 60 days (not counting school vacations greater than five days) from the receipt of the parent's signed AP to complete the assessment and hold an IEP meeting to discuss the results.

If the parent does not consent to the PTA, AGLA may take steps to protect the student if it is believed that the student is being denied necessary services. The Charter School may request that the parent meet to resolve this difference of opinion, or failing that, initiate a due process hearing to override the parent's refusal to consent.

Assessment

The assessment will gather information about the student to determine whether the student has a disability, and if eligible, the nature and extent of special education services that the student may need. Assessments may include individual testing, observations of the students at school, interviews with the student and school personnel who work with the student, and a review of school records, reports and work samples.

Aveson Global Leadership Academy guidelines for assessment:

- Student will be assessed only after parent consents to the Assessment Plan.
- Student will be assessed in all areas related to his or her suspected disability.
- Assessment will be administered in the student's primary language or a qualified interpreter will be provided.
- Assessment will include a variety of appropriate tests to measure a student's strengths and areas of concern. The person administering the tests will be qualified to do so.
- Assessment will be adapted for students with impaired sensory, physical, or speaking skills.
- A multidisciplinary team, including at least one teacher or other specialists with knowledge of the student's suspected disability, will assess the student.
- Testing and assessment materials and procedures must not be racially, culturally, or sexually discriminatory.
- Aveson Global Leadership Academy shall conduct assessment and standardized testing of students with disabilities using state and SELPA guidelines for modifications and adaptations.

If the parent disagrees with AGLA's assessment of their child, the parent may ask to obtain an independent educational assessment and has the right to obtain the independent educational assessment at public expense. If the Charter School believes its evaluation was valid and appropriate, the Charter School will file for due process to defend its assessments. AGLA will provide information about how to obtain this independent assessment by a qualified examiner.

Development and Implementation of an Individualized Education Program (IEP)

After a student has been assessed for initial identification for special education, an IEP meeting will be held. The IEP meeting will be held at a time and place convenient for the parent, the Charter School, and any invited school district representative. At the IEP meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services, based upon state and federal criteria. If the student is eligible, then an IEP will be developed at the meeting. The IEP team will include:

- Local Education Agency (LEA) Representative
- General Education Teacher
- Special Education Teacher
- Parent
- Evaluators or Service Providers

The team must consider the least restrictive setting. Mainstreaming to regular education will be considered to the extent possible. The written IEP will be implemented by AGLA after it has been signed for consent by the parent. The parent can review and request revisions of the plan. The IEP will contain:

- The services that student will receive.
- How these services will be delivered.
- The instructional location where these services will be delivered.
- The rationale for placement decisions.
- Annual goals and present levels of performance based on the student's current level of performance.
- How the student's progress will be measured.
- Transition goals for work-related skills, if applicable.
- ELL goals as necessary.
- Areas of educational need.

Timelines for IEP meetings:

- Once a year, the IEP team will meet to review and determine the student's progress and placement to make any needed changes to the IEP.
- Every three years, the IEP team will meet to review the results of a mandatory comprehensive reevaluation of the student's progress.
- After a student has received a formal assessment or reassessment.
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress.
- When a parent or teacher requests a meeting to develop, review, or revise an IEP.
- When a student is approaching a transitional age such as childhood into adolescence or adolescence into adulthood.

Student Discipline:

- When a student with an IEP is faced with a suspension for more than ten days or an expulsion, a Manifestation Determination meeting will be held to determine whether the student's misconduct was a manifestation of his or her disability.

- Student discipline and procedures for suspension and expulsion shall comply with federal and state laws and regulations, and shall include positive behavioral interventions.

IEP Review

If a student is receiving special education services, the IEP will be reviewed in an IEP meeting at least once a year to determine student progress towards goals. In addition, every three years, the student progress will be reassessed and their IEP reviewed in accordance with the 2004 IDEA regulations.

If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year. The parent or teacher may request a reassessment by sending a written request to the Charter School or completing a Request for Special Education Assessment that can be obtained at the charter school. AGLA will have written permission from the parent before it reassesses the student. AGLA will convene an IEP meeting within 30 days in response to a parent's written request to convene an IEP meeting.

AGLA will make available to all parents and teachers, SELPA, state, and federal literature regarding special education programs, regulations, and laws.

The retention of special education students is an IEP team decision.

The Aveson Global Leadership Academy IEP team shall develop ITPs (Individual Transition Plans) for transition services that help students with disabilities, ages 16 and older, meet goals for a successful transition to adult living. The transition plan will be a component of the IEP.

Description of Due Process and Procedural Safeguards

The SELPA may invoke dispute resolution provisions set out in a charter, initiate due process hearings, and/or utilize other procedures applicable to AGLA if the SELPA determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending AGLA initiates due process proceedings, both AGLA and the SELPA will be named as respondents. Whenever possible, the SELPA and AGLA shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

During due process proceedings and any other legal proceedings or actions involving special education, AGLA will work with the SELPA for legal representation and will be responsible for the cost of such representation.

Because AGLA will manage, and is fiscally responsible for, its students' special education instruction and services, AGLA will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process

hearing officer, court or settlement based on an allegation or allegations that AGLA failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs).

If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on AGLA's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, AGLA will be responsible for payment of those attorneys' fees and costs.

Charter School Special Education Responsibilities

Aveson Global Leadership Academy will adhere to the provisions of the Individuals with Disabilities Education Act ("IDEA") and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education ("FAPE"). AGLA will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment.

AGLA will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the Charter School. (See 504 Plan below)

Aveson Global Leadership Academy must enter into an MOU with a SELPA that will delineate special education funding and responsibilities in detail.

AGLA develops, maintains, and reviews assessments and IEPs in the format required by the SELPA and will enter accurate assessment and IEP data into the SELPA's approved data system in accordance with SELPA policies and procedures. The Charter School will maintain copies of assessments and IEP materials for District review. AGLA will submit to SELPA all required reports, including but not limited to CASEMIS and IEPs, in a timely manner as necessary to comply with state and federal requirements.

AGLA is responsible for the management of its special education budgets, personnel, programs and services. AGLA will ensure that its special education personnel or contracted personnel is appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

AGLA will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School. AGLA may request related services (e.g., Psychological assessments, Counseling, Occupational Therapy, Adapted P.E., Nursing, etc.) from non-public agency contractor certified by the California Department of Education. Aveson Global Leadership Academy may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

For students transferring to Aveson Global Leadership Academy from other school districts, AGLA shall provide related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP team

meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. AGLA will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program. See the section above on the identification process.

Upon parents request for assessment, AGLA will be responsible for the development of assessment plans for students with suspected disabilities. The assessment plan will describe the areas of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. AGLA shall conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. AGLA will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and SELPA timelines.

In the event that AGLA is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the SELPA to discuss placement and service alternatives.

AGLA will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. AGLA general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

Aveson Global Leadership Academy shall provide planned staff development activities and participate in available appropriate SELPA trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

Aveson Global Leadership Academy will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP. AGLA will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. AGLA will assess and develop Individual Transition Plans to help students with disabilities transition to adult living in accordance with SELPA policies and procedures.

AGLA will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding discipline of students with disabilities. Discipline procedures will include positive

behavioral interventions. AGLA will collect data pertaining to the number of special education students suspended or expelled.

Funding for Special Education

Aveson Global Leadership Academy shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model determined by agreement between AGLA and the SELPA. In addition to AB602 funding, the Charter School will receive IDEA Local Assistance funding based on the number of special education students AGLA serves. The Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

Supplemental Instructional Materials

Specialized, adapted and modified instructional materials will be provided for students as determined by their individual IEP requirements to allow access to general education curriculum and the California State Content Standards. Social skills, and transitional skills will be addressed using appropriate materials. Adaptive technologies that will be implemented for students who require them will include laptop computers, audio-books, manipulatives for math, audio amplification devices, text-to-speech and speech-to-text programs, and occupational therapy materials.

Section 504

Aveson Global Leadership Academy will be solely responsible for its compliance with Section 504 and the ADA. Facilities of AGLA will be accessible for students with disabilities in accordance with the ADA.

Further, prior to operation, AGLA will adopt a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan.

Aveson Global Leadership Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under core instructional activities of the Charter School.

A 504 Team will be assembled by the site administrator and shall include the parent or guardian, the teacher, and any other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements for least restrictive environment. The 504 Team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. The Director will be responsible for overseeing the identification, assessment, monitoring, and servicing of students with 504 Plans.

If the student has already been evaluated under the IDEIA (and found to be ineligible) those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 Team who will evaluate the nature of the student's disability and

the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 Team will consider all applicable student information in its evaluation including but not limited to the following information:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient
- Tests selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 Team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 Team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment may be made by the 504 Team.

If the student is found by the 504 Team to have a disability under Section 504, the 504 Team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 Team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by professional staff at Aveson Global Leadership Academy. The parent or guardian shall be invited to participate in 504 Team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in regular instruction at Aveson Global Leadership Academy along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 Team participants, parents, and guardians, teachers must have a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility, or a discontinuation of the 504 Plan. Attached as Appendix B, please find the Section 504 Board Policy, Administrative Regulations, and Parent-Student Rights Form.

Student Success Team

The Charter School also implements a “student success team” (SST) model to the maximum extent feasible under the law and policy to attempt to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. Such teams typically consists of the student’s teacher(s), a school administrator, the student’s parent/guardian, and others. The team oversees development of plans to meet students’ needs, if possible, without referral to assessment for special education needs. The team monitors students’ progress.

A SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. A SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement.

The AGLA SST meeting steps includes:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

Staffing

All special education services at Aveson Global Leadership Academy is delivered by individuals or agencies qualified to provide special education services as required by California’s Education

Code and the IDEIA. Charter School staff participates in all mandatory SELPA in-service training relating to special education.

Aveson Global Leadership Academy is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Aveson Global Leadership Academy ensures that all special education staff hired by the Charter School is qualified pursuant to SEPLA policies, as well as meet all legal requirements.

SELPA Representation

Aveson Global Leadership Academy represents itself at all SELPA meetings, including but not limited to Council and Steering Committee. Aveson will also have representative for the Community Advisory Council.

J. WASC Accreditation

AGLA completed the Full Self Study visit from the WASC Accreditation team in 2012. AGLA earned a six-year accreditation. AGLA will participate in a WASC full self-study again in 2018.

K. Personalized Mastery Learning (Independent Study) Option

The Charter School offers its full educational program through the use of a non-classroom based model for no more than 20% of its total ADA. Currently, 45-50 students take advantage of this alternative instructional program each year. In the Flexible Studies program, each student is provided an Advisor as a supervising teacher and an Instructional Assistant. The Charter School complies with all provisions of Education Code Section 51745, *et seq.* and the implementing regulations adopted there under. Independent Study students are expected to maintain regular communication with their supervising teachers through email and phone as well as meet in person at least once a month (in accordance with Board Policy and Master Agreement provisions). Independent Study students have access to the on-site curriculum and instruction; including instructional materials, projects plans, academic software and distant learning programs, and workshops. The independent study student can work on campus during the week to receive direct instruction from the Advisor. The independent study student and family meet with the advisor once a month to assess the student, co-create curriculum plans and check on progress. Independent study students join classroom-based students for field trips and other enrichment activities. Independent study students also participate in Student Led Conferences and Celebrations of Learning twice a year.

L. Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the Charter School's annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, can be found in the Charter School's Local Control Accountability Plan ("LCAP").

The current LCAP is on file with the District and is also available on our website at <http://www.aveson.org/agla/local-control-and-accountability-plan>

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

II. MEASURABLE STUDENT OUTCOMES, AND
III. ASSESSMENT METHODS
AND OTHER USES OF DATA

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

A. Measurable Student Outcomes

Pursuant to Education Code Section 47605(b)(5)(B)-(C), the Charter School's school-wide and pupil outcome goals and performance targets aligned to the Eight State Priorities that apply for the grade levels served, or the nature of the program operated by the Charter School, and methods for measuring progress, can be found in the Charter School's LCAP.

The current LCAP is on file with the District and is also available on our website at <http://www.aveson.org/agla/local-control-and-accountability-plan>

B. Methods of Assessment

State-Mandated Tests

AGLA is committed to participating in the state of California's standardized testing program as one of multiple assessment methods to closely chart and document student performance and assessment.

Detailed and Comprehensive Assessment for Continuous Improvement

Students document their learning using a variety of methods. The comprehensive assessment program supplements the state assessment and consists of rubrics to evaluate student-generated products, intervention-specific assessments aligned with the core program, and teacher-generated assessments. Students present their work within the school and for the community, developing presentation skills and providing an opportunity for performance-based assessment using teacher-developed rubrics. The comprehensive assessment program includes mastery learning plans for literacy, and math assessments for ALL students.

Formative Assessments

In order to measure student progress in achieving the learning objectives in their MLPs, AGLA teachers develop and utilize such assessments such as portfolios and teacher-developed evaluations, including quizzes and tests and teacher narrative reports. Teachers utilize formal and informal assessment measures. Formal assessments include standardized measures such as the San Diego Quick Assessment and the NWEA Measure of Academic Progress. These examinations comprise pre- and post-test information on student achievement in discrete subject areas. All assessments, both formative and summative are shared with families at Student Led Conferences and Celebrations of Learning (“COL”). The Celebration of Learning is held twice per year and provides the opportunity for students to showcase their academic and non-academic progress. They present their projects and defend their presentations by answering questions from those in attendance. Student-Led Conference (“SLC”) with their family and showcases the student’s academic progress in content classes. During the SLC, the student utilizes their Outcome Tracker to share literacy and math benchmark data of current levels and goals for academic progress by the next SLC. The student also demonstrates current levels of performance by demonstrating their skills.

C. Use and Reporting of Data

AGLA reports formative student achievement data from sources in addition to CAASPP results to staff, parents/guardians, and the Board of Directors, with multiple sources used to continuously monitor and improve the Charter School’s educational program.

AGLA ensures a measuring and reporting system that considers the diverse characteristics of the students and recognizes their unique abilities; a structure of mutual respect and responsibility; learning experiences that provide opportunities for students, master teachers, and parents, to reflect and identify how to improve instruction and student learning; and tools that provide a consistent process to individualize learning for each student.

In order for this customized approach of learning to be successful, students, parents and master teachers must gather and monitor the data and history of the student. This work is accomplished through combination of formal systems, such as the DIBELS data system; curriculum based assessments; and teacher-generated assessments.

The staff is trained on how to interpret standardized test data and is engaged in critical analysis of the data to determine how the Charter School can address any performance deficiencies or negative data trends. The data analysis is tied to professional development so master teachers can enhance their understanding of student performance considering multiple assessment data and modify their instruction accordingly as appropriate. Specifically, AGLA staff analyzes trends, significant changes, and anomalies to track individual student growth over time, evaluate specific, aggregated and disaggregated groups of students, measure performance on the state tests, API, and school-based growth data and authentic assessments to assess academic performance from year to year.

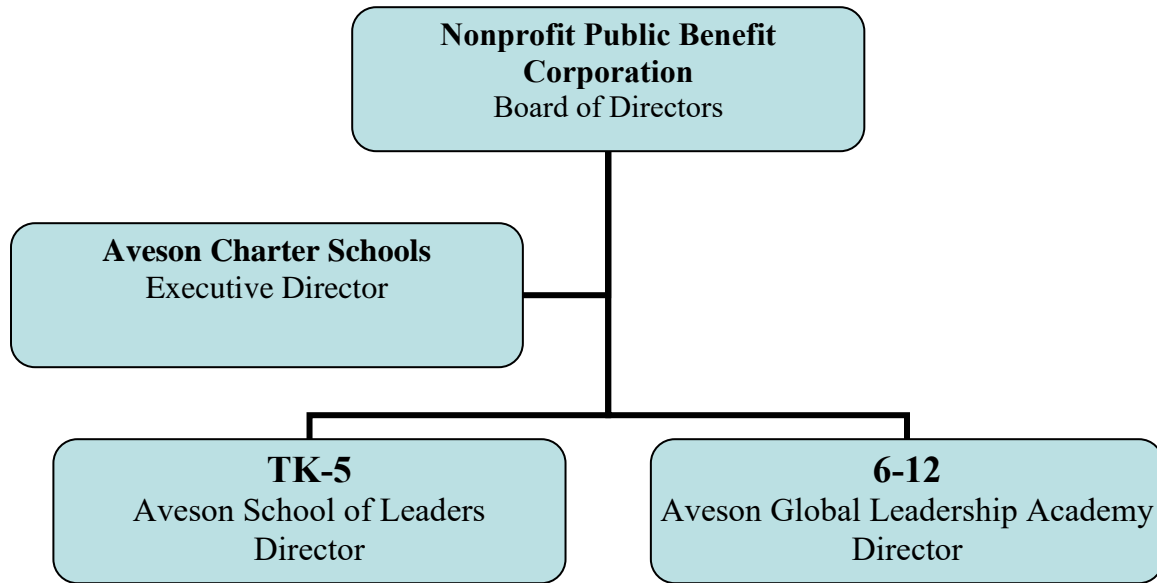
Data is reported both in absolute scores and year-to-year gains and losses. AGLA student performance data is reported to school staff, parents and guardians. Master teachers and students cooperatively record ongoing student performance assessments that track student progress toward achieving their identified learning objectives. The master teacher/advisor meets with individual student advisees on a weekly basis to discuss ongoing performance and to identify changes needed in attitudes, effort, and focus on task.

In sum, AGLA analyzes student performance data, ensures that all staff, board members, and parents are kept abreast of how AGLA students are performing, and makes appropriate changes to the instruction to ensure continuous improvement of the students' progress.

IV. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

A. Organizational Chart



B. Nonprofit Public Benefit Corporation

AGLA is a directly funded independent charter school and is operated by Aveson, a California nonprofit public benefit corporation, pursuant to California law. Attached, as Appendix B, find the Articles of Incorporation and Corporate Bylaws for Aveson.

AGLA operates autonomously from the District, except for the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), Pasadena Unified School District is not liable for the debts and obligations of AGLA, operated by Aveson, a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law.

C. Board of Directors

AGLA is governed by the Aveson corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which is consistent with the terms of this charter.

The Board consists of at least three voting members, including: two community members, and a minimum of one parent. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation may appoint a single representative to sit on the Board of Directors of the nonprofit public benefit corporation. If the District chooses to do so, the Charter School may appoint an additional representative to ensure that the Board is maintained with an odd number of directors.

Election of Board Members

Directors are elected by the majority vote of the Board of Directors based upon the presence of a quorum. The Charter School seeks community members with expertise in areas critical to school success including but not limited to education, school finance, fundraising, facilities, government, business, and legal.

Board Member Terms & Elections

Board elections are held at the end of each board member’s term. Special elections are called whenever necessary to fill an unexpected vacant board seat. Each member holds office for a term of one (1), two (2), or three (3) years, to be determined by Board resolution at the time of election to the board member.

Board Duties

The Board of Directors of Aveson meets regularly, at least once a month and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Identify, negotiate and approve all contractual agreements.
- Approve and monitor AGLA’s annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of AGLA in accordance with charter school laws and the receipt of grants and donations consistent with the mission of AGLA.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Approve the school calendar and schedule of Board meetings.
- Participate in the dispute resolution procedure and complaint procedures when necessary.

- Approve charter amendments as necessary and submit material revisions as necessary for Granting Agency consideration.
- Approve annual fiscal audit and annual performance report(s).
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions as needed.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

The Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act and Corporations Code conflicts of interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix B as required, the Conflict of Interest Code was submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and discharge any duty imposed by law upon it and may delegate to an employee of AGLA or third party (e.g. person, management company or committee, however composed) any of those duties with the exception of budget approval, and approval of the fiscal and performance audits. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Contract Services

Contracted services are chosen, negotiated, monitored, audited and evaluated by the Aveson Board of Directors, to ensure the following:

1. the reasonableness of the terms of the contract with costs reflecting a fair market value of services provided;
2. the maintenance of the fidelity of the charter;
3. the academic success as measured by federal and state performance standards and the methods of measurement described herein; and
4. the fiscally sound condition of the charter.

Board Training

The Aveson Board of Directors receives training on their responsibilities with topics to include at minimum conflicts of interest, and the Brown Act.

D. Administration

This governance structure, which acknowledges the professional status and capabilities of teachers, creates incentives for program accountability and excellence in teaching not found in the traditional administration/teacher model. AGLA envisions teachers to be key stakeholders in this venture, with responsibility for student achievement and a personal stake in the Charter School's success. Teachers at Aveson Global Leadership Academy have autonomy to make decisions in the following areas: curriculum maps, instructional materials budget, daily schedules, field trips, climate and culture, advisory curriculum, dates for Celebrations of Learning and many other daily decisions.

An Executive Director is the leader of the Charter School. The Executive Director ensures that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director reports directly to the Aveson Board of Directors, oversees any contract service providers, and s/he is responsible for the orderly, daily operation of the Charter School and the supervision of the Director, teachers and staff at AGLA.

The Executive Director is required to undertake some or delegate all of the tasks detailed below. The Executive Director is responsible for all tasks even if delegated. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the Aveson Board of Directors and any contract service providers
- Oversee Charter School finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the Charter School.
- Interview and determine employee hiring, promotion, discipline, and/or dismissal with approval of the board
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at Charter School
- Complete and submit required documents as requested or required by the charter and/or Aveson Board of Directors and/or the District
- Identify the staffing needs of the Charter School and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff

- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote the AGLA charter program in the community and promote positive public relations and interact effectively with media
- Encourage and support teachers with on-going professional development
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District as requested by the District
- Provide all necessary financial reports as required for proper ADA reporting
- Confirming the completion of the Charter School annual performance report
- Present fiscal audit to the Aveson Board of Directors and after review by the Board of Directors present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, as necessary participate in the suspension and expulsion process
- Participate in special education meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to an administrator of the Charter School or other employee, or to a contract service provider.

E. Parent Involvement

Open Door Policy

All parents at Aveson Global Leadership Academy understand they are welcome in their student's classroom any time. There is no need to pre-arrange volunteer or observation time. Teachers and staff are excited to have family members drop in to support personalized student learning. All persons need only sign in at the front office and then report to the classroom or school activity.

Action Teams

Aveson Global Leadership Academy believes families are best engaged at their student's school when they can offer time and expertise in an area they are passionate about supporting. Traditional parent teacher association ("PTA") meetings do not engage enough families in real, actionable outcomes for the Charter School. At Aveson Global Leadership Academy, parents/families are encouraged to join Action Teams ("AT") for involvement in Charter School activities and operations. The following list of Action Teams are currently engaging more than one third of student families in the operation of the Charter School.

- Fundraising Action Team

- Events Action Team
- Maintenance Action Team
- Communication & Community (& Culture & Climate)
- Technology Action Team
- Learning Differences Action Team
- Visual Art & Media Action Team
- Music Action Team
- Performance Action Team
- Outdoor Education Action Team
- Playground Action Team
- Culinary Arts Action Team
- Gardening Action Team
- Green Environment Action Team
- Library Action Team
- Student Travel Action Team
- World Language Action Team

An AT Facilitator leads each Action Team. All AT Facilitators meet once a month with the Executive Director to discuss progress of AT initiatives and how to leverage resources for all teams. The Executive Director is also responsible for ensuring all AT initiatives are compliant with Education Code and are in line with the vision of the charter. AT Coordinators support the AT Facilitators.

Parent Liaisons

Each Advisory class has two Parent Liaisons (“PL”). The PLs assist the teacher in getting families involved with directly supporting the classroom outcomes. They organize volunteers to serve students during academic time, gather necessary resources for learning activities not covered in the classroom budget, and ensure all families have access to the latest communication from the Charter School and/or teacher. Each grade level cadre has a Parent Liaison Coordinator who oversees all the PLs in their cadre.

The Executive Director and Director meet with all Parent Liaison and Action Team Coordinators once a month. This meeting ensures coordination of calendar, vision, and all resources. This group also advises the Aveson Board on all matters related to the strengthening of the AGLA community.

V. HUMAN RESOURCES

A. Qualifications of School Employees

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

All Employees

The Charter School ensures that all legal qualification requirements are met for teachers, staff, paraprofessionals and other administrative employees of the Charter School. Each certificated employee at the Charter School meets the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the Board of Directors and/or the Executive Director. The projections of the number, type, mix and projected salary levels of each employee are outlined in detail in the financial plan, attached.

Executive Director

An Executive Director is the leader of the Charter School. The Executive Director ensures that the curriculum is implemented to maximize student-learning experiences. The Executive Director reports directly to the Aveson Board of Directors, oversees any contract service providers, and s/he is responsible for the orderly, daily operation of the Charter School and the supervision of the Director, teachers and staff at AGLA.

The Executive Director is required to undertake or delegate all of the tasks required to ensure the success of the Charter School. The Executive Director is responsible for all tasks even if delegated.

Leadership Competence

- The ability to articulate and support the philosophy and direction of the AGLA academic program;
- The ability to lead effectively within a team environment;
- The ability to be the main liaison to and communicate effectively with PUSD, Directors, support staff, parents and Board to better meet the needs of the students in the Charter School;
- The ability to use appropriate communication tools, especially current technologies;
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation;
- The ability to implement a shared decision making process agreed upon by all stakeholders;

- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the Charter School;
- The ability to make informed, objective judgments;
- The ability to work with Directors to create an effective Personal Professional Development plan for each of them;
- The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- The ability to create and maintain a safe, orderly, positive and effective learning environment;
- The ability to annually evaluate the performance of the Directors;
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- The ability to work well with the Directors, Staff and the Aveson Board;
- The ability to create and maintain a climate of respect and fairness for all staff and students.

Overall Qualifications (Desired/Preferred but not required)

- School management and administration experience;
- At least 10 years of experience in the education field;
- Curriculum implementation expertise;
- Experience with school budgets;
- California Administrative Credential preferred.

Director

The Director is the primary administrator of the Charter School's educational program. In this role, the Director must possess both the leadership skills and academic competencies to effectively operate a high quality educational program. The current Director and any future Directors will exhibit the following qualifications:

Leadership Competence

- The ability to articulate and support the philosophy and direction of the AGLA academic program;
- The ability to implement program initiatives through appropriate professional development for staff;
- The ability to lead effectively within a team environment;
- The ability to be the main liaison to and communicate effectively with staff, students, parents, community, Executive Director, private partners and outside agencies (including PUSD) to better meet the needs of the students in the Charter School;
- The ability to use appropriate communication tools, especially current technologies;

- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation;
- The ability to implement a shared decision making process agreed upon by all stakeholders;
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the Charter School;
- The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan for all staff;
- The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- The ability to create and maintain a safe, orderly, positive and effective learning environment;
- The ability to annually evaluate the performance of all staff;
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- The ability to work well with the Executive Director and the Aveson Board;
- The ability to create and maintain a climate of respect and fairness for all staff and students.

Overall Qualifications (Desired/Preferred but not required)

- School management and administration experience;
- At least 5 years of experience in the education field;
- Curriculum implementation expertise;
- Experience with school budgets;
- Willingness to learn about charter school leadership.

Teachers/ Advisors

Teachers of core, college preparatory subjects (English language arts, math, science, and history/social science) hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. As specified in Education Code Section 47605(l), the Charter School has flexibility regarding the qualifications needed for teachers in noncore, noncollege prep subject areas. In order to ensure implementation of the Charter School's mission and educational philosophy, preference in hiring is given to teachers who have experience designing and implementing a curriculum aligned to state standards.

Applicants to teach in our program are evaluated based on the following desired qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.

- Possession of a Cross-cultural, Language, and Academic Development (“CLAD”) credential.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing appropriate curriculum, challenging goals and effective feedback, differentiated instruction, and backwards mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Experience working with diverse youth.
- Willingness to work as a vital part of the Charter School team to ensure continuous improvement for students, staff and the Charter School community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.

Paraprofessionals

The Charter School employs non-certificated instructional support staff, and the qualifications for such positions include: an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff does not assign grades or approve student work assignments without the approval of a certificated teacher unless they are instructing noncore or noncollege preparatory courses and activities and meet the requirements for teaching at the Charter School as listed above.

Support Staff

The Charter School employs administrative and operational staff that has demonstrated experience or expertise in the issues and work tasks required of them and are provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements.

Recruitment

The Charter School aims to hire and retain a diverse faculty composed of fully credentialed teachers in core subject areas. The administrative staff has extensive experience working with the

educational community in the Pasadena area, including educators who we believe would be a good match for our program. In addition to attracting talented personnel in the immediate Los Angeles area, the administrators contact regional and national graduate schools of education to publicize AGLA for experienced educators. Staff is also recruited through teacher recruitment fairs, professional publications, newspapers, EDJOIN and through the Aveson.org website.

B. Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety policies and procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School are required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1, and the Charter School will comply with Education Code Section 44830.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School monitors compliance with this policy and reports to the Charter School Board of Directors on a regular basis. The Board President monitors the fingerprinting and background clearance of the Executive Director. Volunteers who volunteer outside of the direct supervision of a credentialed employee are fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually.

Tuberculosis Risk Assessment and Examination

Employees and volunteers are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, or initiating a volunteer assignment, as required by Education Code Section 49406.

Immunizations

All enrolled students and staff members are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing/Scoliosis

Students are screened for vision, hearing and scoliosis. The Charter School adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

The Charter School adheres to an emergency plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshall. This plan includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the plan for the Charter School.

Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Blood borne Pathogens

The Charter School meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School functions as a drug, alcohol and smoke free workplace.

Facility Safety

The Charter School complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or compliant with the State Building Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School conducts fire drills as required under Education Code Section 32001.

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual discrimination and sexual harassment, as well as any harassment based upon as the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, or disability, pregnancy, childbirth or related medical conditions, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and is addressed in accordance with the Charter School’s anti-discrimination and harassment policies, attached as Appendix C

C. Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security. Education Code Section 47605(b)(5)(K).

AGLA retains the option for the Aveson Board of Directors to choose for the Charter School to participate in the State Teachers’ Retirement System (“STRS”) or the Public Employees’

Retirement System (“PERS”), depending upon employee eligibility and what the Board determines is in the best interest of the staff and the Charter School as a whole. AGLA, at a minimum, participates in Social Security as required by law. If the Board chooses to participate in STRS or PERS in accordance with Education Code Section 47611.3, it shall ask the District or the County to create any reports required by STRS in exchange for the actual costs of providing such service. The Executive Director is responsible for ensuring that appropriate arrangements for coverage have been made.

D. Rights of School District Employees

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

E. Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

The Charter School and the District are encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of Aveson and the District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School

requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. Parents, students, Board members, volunteers, and staff at the Charter School will be provided with a copy of the Charter School's policies and internal dispute resolution process. The District will refer all disputes not related to a possible violation of the charter or law to the Charter School.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

A. Student Admission Policies and Procedures

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Students and parents who understand and value the Charter School's mission and are committed to the Charter School's instructional and educational philosophy are encouraged to apply.

The Charter School shall admit all pupils who wish to attend the Charter School. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3.

Family School Agreement & Orientation Meeting

Upon enrollment, all parents will be asked to sign a family-school agreement and attend an orientation meeting. A family will not be turned away for being unable to or refusing to sign the agreement or for being unable to or refusing to attend an orientation. In no instance will a student be denied admission or subjected to any form of discipline for failure of a parent to sign or comply with the family school agreement.

The family-school agreement is an agreement to abide by the academic and behavioral rules of the Charter School. By signing the agreement, parents assert that they understand the academic and behavior policies of Aveson Global Leadership Academy and will support those policies and will work to ensure that their children abide by the rules of the Charter School.

No Admission Test

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. After enrollment, Aveson Global Leadership Academy may hold a grade-level knowledge-based examination, which allows the Director or testing coordinator to assess students' readiness for the grade of entrance; however, such assessments are not used as a means to prohibit or discourage any student from attending. Post matriculation, various other assessments may be administered to further determine readiness or maintenance of the intended grade. These instruments aid in the development of Personalized Mastery Learning plans for children.

Application and Enrollment Process

The Charter School has established an annual recruiting and admissions cycle, which includes reasonable time for all of the following: (1) outreach and marketing, (2) information sessions for students and parents, (3) an open admissions application period, (4) an admissions public random drawing, if necessary, and (5) enrollment. The Charter School may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

Aveson Global Leadership Academy utilizes a standard application form that gathers basic contact information about the applicant. Parents/legal guardians fill out the form and attached a utility bill to verify home address.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Timeline for the open application period

The open enrollment period is held beginning in November with applications to be collected for at least a four-month period. The Charter School holds at least three parent information meetings during the open enrollment period so parents can learn more about the Charter School before they apply.

The Lottery and Priority Admissions

After the close of the open enrollment period, AGLA enrolls all students who applied during the open application period subject to capacity. If the number of applications for admission to a grade exceeds the number of available slots in that grade, enrollment, except for existing students of the Charter School, who are exempt from any public random drawing, are determined by public random drawing. This public random drawing is publicized and held in a public setting. Admissions preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of existing students
2. Children of employees of Aveson
3. Children who completed 5th grade at Aveson Global Leadership Academy
4. Children who are eligible to receive free or reduced price meals
5. All other District residents
6. All other applicants

All applications collected during the open enrollment period are drawn. Once capacity is reached, the remaining applications are drawn and placed on a wait-list in the random order in which they are drawn. The wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Students admitted from the waitlist will be notified in the order in which they are listed should openings occur. After the public random drawing, those students who are drawn for enrollment receive their official enrollment/registration forms and are informed of the enrollment process. If the number of applications does not exceed the number of spaces available in each grade in the Charter School, there is no public random drawing and all students who submitted complete enrollment/registration information are enrolled.

B. Racial and Ethnic Balance and Non-Discrimination

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

Aveson Global Leadership Academy is proud of our efforts to attract diverse families from within the territorial jurisdiction of the school district. AGLA's enrollment exhibits representation from the following types of families:

- Socioeconomically Disadvantaged
- African American
- Hispanic or Latino
- Caucasian
- Asian
- Same gender parents
- Single parent families
- Dual parent families
- Foster parent families
- Primary languages other than English

It continues to be the intent of Aveson Global Leadership Academy for its enrollment to reflect the racial and ethnic balance of the Cities of Pasadena and Altadena.

Cities of Altadena, Pasadena and AGLA Demographics

	CAUCASIAN	AFRICAN AMERICAN	HISPANIC	ASIAN	OTHER/ Non Report
Pasadena	39%	14%	33%	10%	2%
Altadena	40%	31%	20%	4%	4%

Aveson Global Leadership Academy	44%	14%	36%	5%	1%
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Enrollment and Recruitment Strategy

AGLA will distribute promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups of the local community. Because we seek a target student population whose families may not be reachable by traditional means, AGLA also utilizes direct outreach strategies such as direct mailing and community and home meetings targeted in specific communities in the Pasadena area. AGLA also uses church and community group bulletin boards in an effort to tailor outreach efforts to a diversity of students/families.

Strategies for Increasing English Learner Enrollment

While Aveson Global Leadership Academy student population has aligned fairly closely with the racial and ethnic balance of the population of our surrounding community, it is our constant goal to match other subgroup data of community. Currently, less than 2.9% of AGLA students are designated as English Learners. As a school that is located in the northwest corner of Altadena, it will take a more concerted effort to recruit EL students to our school.

Moving forward, to ensure that EL student school enrollment increases to reflect the Pasadena/Altadena populations, AGLA will implement the following recruitment strategies and new targeted outreach efforts:

AGLA will institute the following recruitment and outreach efforts:

- Spanish language information packets will include a general information page, registration form and newly translated Frequently Asked Questions.
- Maintain Spanish translatable website pages for Admission
- Continue to conduct school tours in English and Spanish.
- Increase our mailings of postcards with upcoming tour dates to Latino families in the community.
- Continue to establish relationships with businesses' in our community to place flyers and posters in their establishments (libraries, churches coffee shops, ethnic markets, taquerias, recreation centers, doctor/dentist offices, pet stores, etc.).
- AGLA will increase its efforts to conduct presentations to community based Latino organizations.
- AGLA will hold Spanish speaking councils for parents to discuss community issues and parenting, and to create an opportunity for community building
- Select personnel fluent in Spanish where applicable. AGLA will review and report on the effectiveness of the above strategies and revise as needed on a yearly basis.

C. Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student is required to attend the Aveson Global Leadership Academy. Students residing in the District who do not attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra/inter-district transfer policies.

Parents or guardians of each student enrolled in the Charter School are informed (on enrollment forms) that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in AGLA, except to the extent that such a right is extended by the local education agency.

D. Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.

- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will

result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious

literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement

is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and,

whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

D. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

E. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations

that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be

conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

F. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

G. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

H. Written Notice to Expel

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

I. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

J. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

K. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

L. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

M. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the

Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

N. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

A multi-year financial plan for the Charter School is attached. This plan is based on the best data available to AGLA at the time the plan was assembled. Attached as Appendix D, please find the following documents:

1. Budget Narrative
2. A projected three-year budget
3. Three-year cash flow projections

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1st, a preliminary budget for the current fiscal year.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- By December 15th, an interim financial report for the current year reflecting changes through October 31st. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year is delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15th, a second interim financial report which reflects changes to the final budget through January 31st.
- By September 15th, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

AGLA provides reporting to the District as required by law and as requested by the District, including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Section 47604.33 and 47605(m) (as stated above) and the School Accountability Report Card, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance

Pasadena Unified School District is not required to provide coverage to AGLA under any of the district's self-insured programs or commercial insurance policies. The Charter School secures and maintains, as a minimum, insurance as set forth below to protect AGLA from claims which may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect AGLA from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$1,000,000 for each occurrence based upon the recommendation of the insurance provider for schools of similar size, location, and type of program. The policy is endorsed to name the Pasadena Unified School District and the Board of Education of PUSD as additional insureds.
3. Fidelity Bond coverage is maintained by Aveson to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage is \$50,000 per occurrence, with no self-insured retention.
4. Directors and Officers Coverage is maintained by Aveson to cover its Board of Directors.

Insurance Certificates

Aveson keeps on file certificates signed by an authorized representative of the insurance carrier. Certificates are endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District. Facsimile or reproduced signatures are not acceptable. The District reserves the right to require complete certified copies of the required insurance policies.

Optional Insurance

Should Aveson deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

C. Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

The Executive Director assumes the lead responsibility for administering the Charter School under the policies adopted by the Aveson Board of Directors. Most of the administrative services, including but not limited to financial management, human resources, payroll, and attendance accounting are managed by the Executive Director, Business Manager and Financial Manager.

Should the District be interested in offering certain services to the Charter School for a fee, the Charter School shall consider the possibility of purchasing some of these or other services from the District. The specific terms and cost for these services will be the subject of an annual memorandum of understanding (“MOU”) between the Charter School and the District and subject to District availability.

D. Facilities

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605(g)).

School Location

Aveson Global Leadership Academy currently leases property at 575 W. Altadena Drive, Altadena, CA 91001 as the main campus. Satellite classrooms are located across the street at 3049 and 3052 Lincoln Ave. AGLA maintains and utilized the campus in a positive manner for the students and the community. It is the intent of AGLA to continue the current lease agreements with the landlords through the duration of this charter term.

Aveson Global Leadership Academy Space Needs

- 16 Classrooms
- 1 Special Education Room
- 1 Physical Education Room
- Multipurpose/dining space
- Administrative Offices

It is the policy of Aveson to provide for safe and accessible buildings to support the educational programs of Aveson. All facilities meet, at a minimum, California Building Standards Code requirements as enforced by the local enforcement agency. For facility-related financial projections, please see the attached detailed financial plan for AGLA.

Depending on the percentage of socio-economically disadvantaged students, AGLA may apply and qualify for facilities financing assistance under the state’s Charter School Facilities Grant Program, and/or the state-administered Charter School Facilities Incentive Grants. These programs are designed to provide facilities assistance to charter schools serving high percentages of free and reduced-priced lunch students by paying a portion of a Charter School’s monthly facilities costs. If eligible, AGLA could have up to seventy-five percent of its on-going facilities lease costs covered by these programs.

E. Audits

Governing Law: The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent fiscal audit of the books and records of the Charter School is conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School are kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

An audit committee selects an independent auditor through a request for proposal format. The auditor has, at a minimum, a CPA and educational institution audit experience and is approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, reviews any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. To date, there have been no exceptions or deficiencies on any Aveson audit. If there are any exceptions or deficiencies in the future, the Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent audits of the Charter School are public record to be provided to the public upon request. The complete Independent Audit reports have been provided to the authorizer over the past 9 years. The Charter School will continue to provide the District with its financial audit annually. The Charter School will provide additional copies of financial audit if necessary.

F. Closure Protocol

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Education Code Section 47605(b)(5)(O).

Official action of the Board of Directors will document closure of the Charter School. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Los Angeles County Office of Education, the School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the way parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix D, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

VIII. IMPACT ON THE CHARTER AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g)).

AGLA is operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter a memorandum of understanding wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The District shall be named an additional insured on the general liability insurance of the Charter School.

The corporate bylaws of Aveson shall provide for indemnification of the Charter School's Board of Directors, officers, agents, and employees, and AGLA will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

The Board will institute appropriate risk management practices as discussed herein, including screening employees, establishing codes of conduct for students, and dispute resolution.

VIII. CONCLUSION

The community of Pasadena and the surrounding area has exhibited strong support for Aveson Global Leadership Academy. Aveson Global Leadership Academy has increased enrollment each year to accommodate the growing numbers of families who desire a Personalized Mastery Learning environment for their child. AGLA has met every intent of the Legislature, in enacting the Charter Schools Act of 1992.

By approving this charter renewal, the Pasadena Unified School District is fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Charter School operators are eager to continue working independently, yet cooperatively with the District to raise the bar for what a charter school can and should be. To this end, the Charter School team pledges to work cooperatively with the District to answer any concerns over this document, to negotiate a mutually agreeable memorandum of understanding, and to present the District with the strongest possible proposal requesting a five-year renewal term to from July 1, 2017 to June 30, 2022.

Aveson Board of Directors Recruitment Process

REV 09/24/19

The Aveson Board of Directors member recruitment process is as follows:

1. Board member nominates a potential member
2. A second Board member approves the nomination
3. The potential member's nomination is agendized as a discussion item at a regular meeting
4. The potential member's nomination is agendized as an action item at the following regular meeting