



FINAL AGENDA

BOARD OF DIRECTORS MEETING AVESON CORPORATION

Zoom Virtual Meeting [Zoom Link](#)

Meeting ID: 635 876 1750

Password: aveson

August 27, 2020

5:00 P.M.

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

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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.
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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	_____	_____
Elsie Rivas Gómez	_____	_____
Javier Guzman	_____	_____
Jeiran Lashai	_____	_____
Kat Ross	_____	_____
Rob Dell Angelo	_____	_____
Trinity Jolley	_____	_____

Core Practice

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

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.

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

III. CLOSED SESSION

A. Conference with Legal Counsel - Special Education Settlement- ASL
 Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9
 Number of cases: 1

IV. PUBLIC SESSION

A. **RECONVENE TO OPEN SESSION: The meeting was reconvened to open session at ____.**

B. **REPORT OUT OF CLOSED SESSION:**

V. PUBLIC SESSION AGENDA

A. CONSENT AGENDA ITEMS

1. Approval of Board Minutes: 6/18/20, 8/6/20, 8/15/20
2. Approval of Check Register: June and July 2020
3. Approval of Credit Card Statements: Capital One & Amex paid in April and June and July 2020
4. Approval of Consolidated Applications
5. Approval of EPA Funds (Prop 30)
6. Approval of Annual Notification
7. Approval of Bell Schedules- ASL & AGLA (Revised 8/2020)
8. Approval of Student/Family Handbooks-ASL & AGLA

B. DISCUSSION ITEMS

1. Executive Directors' Reports

Topics Include:

- *Employment / Human Resources / Professional Development*
- *Curriculum & Instruction*
- *Student Achievement & Support*
- *Operations - Food Services, Facilities*
- *Events & Community*

- i. ASL
- ii. AGLA
2. Equity, Diversity, & Inclusion
 - i. Joint ACS Board and ACS School Leadership listening session on race, hosted by Dr. Boro.
 - ii. Professional Development
 - iii. Equity + Diversity Strategic Action Plan Committee
 - iv. Demographic Analysis
3. ACO Report
4. Board Member Terms of Service
 - i. Elsie Rivas Gomez-currently on 2 year term of service (Expiring June 30, 2022)
 - ii. Rob Dell Angelo-currently on 1 year term of service (Expiring June 30, 2021)
 - iii. Bridgette Brown- currently on 1 year term of service (Expiring September 24, 2020)
 - iv. Trinity Jolley- currently on 1 year term of service (Expiring September 24, 2020)
 - v. Javier Guzman
 - vi. Jeiran Lashai
 - vii. Kat Ross
5. Financial Update
 - i. FY 20/21 Forecast Update

C. ACTION ITEMS

1. Approve Vendor Contracts for FY 2020-21



- i. Fusion Media (Kelly Finley)
2. Approval of Unaudited Actuals
3. Approval of Board Appointee to Equity + Diversity Strategic Action Plan Committee: Javier Guzman
4. Approval of Resolution of the Board of Directors of Aveson to Delegate Duties Set Forth in Charter Petition

VI. ADJOURNMENT

The meeting was adjourned at _____.

MINUTES

BOARD OF DIRECTORS MEETING AVESON CORPORATION

Zoom Virtual Meeting
(Link) Meeting ID: 882 5550
7097 Password: 2SdSx7

June 18, 2020
5:00 P.M.

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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BOARD MEETING AGENDA

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I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at 5:09 pm.

B. ROLL CALL

	Present	Absent	Eric Blumberg
<u> x </u> _____	Trinity Jolley	<u> x </u> _____	Elsie Rivas Gómez
<u> x </u> _____	Rob Dell Angelo	<u> x </u> _____	Bridgette Brown
<u> x </u> _____			

COMMUNICATION

S

A. ORAL COMMUNICATIONS: **Closed Session 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.

Closed session cancelled. No oral communication requested.

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

II. CLOSED SESSION

A. Conference with Legal Counsel - Special Education Settlement- ASL

Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9 Number of cases: 1

*Closed season
cancelled.*

COMMUNICATION

S

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.

*No oral communications
requested.*

BOARD MEETING AGENDA

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III. PUBLIC SESSION AGENDA

A. CONSENT AGENDA ITEMS

1. Approval of Board Minutes: 4/23/20, 5/13/20
2. Approval of Check Register: April and May 2020
3. Approval of Credit Card Statements: Capital One & Amex paid in April and May 2020
4. Approve changes to General Fund Checking Account, Amex Card, Capital One
 - i. Remove Kate Bean as a signer of General Fund Checking Account, Amex Card and Capital One Card effective 6/30/20
 - ii. Add Keith Simmons to General Fund Checking Account, Amex Card

and Capital One Card effective 7/1/20 iii. Add Kelly Jung to General Fund Checking Account, Amex card and Capital One card effective 7/1/20 iv. Add Eva Neuer to Capital One card effective 7/1/20

Notes: Blumberg asked about missing Amazon breakdown spreadsheet. Bean acknowledged she did not request that item from the finance department and will ensure it is present for future meetings. Rivas Gomez asked and a discussion ensued regarding the bank reconciliation and the journal entries to clean up miscoding between school on Amex charges. CharterWise representatives explained the rationale for that journal entry and also explained the new process for the board to view all reconciliation documents.

*Motion to approve all Consent Agenda items: Dell Angelo.
Second: Brown. In Favor: Blumberg, Brown, Dell Angelo, Jolley,
Rivas Gomez. Against: None. Abstain: None. Absent: None.*

B. DISCUSSION ITEMS

1. CEO's Report

Notes: Bean reports on overall status of the schools during school closure and Covid 19 pandemic personnel adjustments, current financial situation and forecast for 2020-21. Bean expressed gratitude to the staff, board, executive team, and specifically Eric Blumberg for his service to Aveson as board president.

2. Executive Directors' Reports

Topics

Include:

- *Employment / Human Resources / Professional Development*

- *Diversity, Equity, & Inclusion*
- *Curriculum & Instruction*
- *Student Achievement & Support*
- *Operations - Food Services,*

Facilities

• *Events & Community*

- i. AGLA ii. ASL Notes: Rivas Gomez asked about the morale of staff and specifically the morale of the black and staff of color and black families and families of color. The ASL and AGLA executives directors, Neuer and Simmons, reported on current morale and steps being taken to increase the diversity of the Aveson staff and families and professional development for current staff members on systemic racism. Brown asked about which positions were still needing to be filled and where those positions were being posted.
3. Programmatic Diversity Notes: Bean presented a diversity audit comparing the students and staff diversity percentages. Jolley asked about specific goals for staff diversity. Executive team reported a goal to increase number of certificated (credentialed and licensed) staff of color. Rivas Gomez commended the the audit and also suggested data be added which would compare the student demographic to the demographic of the Altadena and Pasadena and PUSD area in order to determine how representative the student body is to the surrounding area. Staff agreed to add the comparison and report at next board meeting. Brown commended staff for a completing the audit as a good start to transparency.
4. ACS-ACO Agreement Notes: Bean presented agreement to the board with questions regarding the communication and the access ACO has to the Aveson family contacts and the level of autonomy the ACO should have in regards to sending information to Aveson families. She reported on the positive working relationship with the ACO leadership and expressed the executive team preference to approve all communication from ACO to Aveson families if the Aveson contact database will be utilized in order to ensure clarity of roles and responsibilities thereby maintaining the productive relationship. Rivas Gomez asked is if there was a legal issue with sharing the Aveson database with ACO. After discussion, board directed staff to have the ACS-ACO agreement vetted through legal with specific questions regarding: 1) Guidelines for using the family contact database, 2) financial liability and separate auditing requirements, best practice for regular reporting from the ACO to the ACS board and 4) can ACS notify parents of their contacts being shared with ACO with an opt out option for families.
5. Financial Update
- i. FY 19/20 Forecast Update ii. FY20/21 Budget

Note: CharterWise present the financial update. Blumberg clarified the minimum reserve amount is 3% as per the charter language. Jolley asked about FEMA funding. Bean reported that the FEMA application is still in process and the funding was not included in the proposed budget.

C. ACTION ITEMS

1. Approve AGLA 2020/21 Budget

Motion to approve: Rivas-Gomez. Second: Brown. In Favor: Blumberg, Brown, Dell Angelo, Jolley, Rivas Gomez. Against: None. Abstain: None. Absent: None.

2. Approve ASL 2020/21 Budget

Motion to approve: Rivas-Gomez. Second: Brown. In Favor: Blumberg, Brown, Dell Angelo, Jolley, Rivas Gomez. Against: None. Abstain: None. Absent: None.

3. Board Resolution #2019-2020-001 (Amended 6/18/20)

Motion to approve: Dell Angelo. Second: Blumberg. In Favor: Blumberg, Brown, Dell Angelo, Jolley, Rivas Gomez. Against: None. Abstain: Rivas Gomez. Absent: None.

4. Approve AGLA LCAP Operations Written Report

Motion to approve: Blumberg. Second: Rivas Gomez. In Favor: Blumberg, Brown, Dell Angelo, Jolley, Rivas Gomez. Against: None. Abstain: None. Absent: None.

5. Approve ASL LCAP Operations Written Report

Motion to approve: Blumberg. Second: Rivas Gomez. In Favor: Blumberg, Brown, Dell Angelo, Jolley, Rivas Gomez. Against: None. Abstain: None. Absent: None.

6. Approve Supervision Chart, Executive Director employment agreements and

job

descriptions:

1. Kelly Jung 2. Keith Simmons 3. Eva Neuer Notes: Rivas Gomez clarified if this action item could be moved to a discussion item.

Blumberg clarified that the discussion can take place after the action item is motioned and seconded. The board discussed the line of supervision at each school and how the executive directors would be supervised by the board. Rivas Gomez expressed concern for the board's capacity to supervise 3 executive directors especially with the board membership dropping to 4 members. Blumberg asked for assurance that the Executive Director work agreement wording would be cleaned up to ensure the line of supervision is clear. The board also

discussed the need for a board retreat(closed session) to develop the

BOARD MEETING AGENDA

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evaluation process for the 3 executive directors. *Motion to approve: Blumberg. Second: Dell Angelo. In Favor: Blumberg, Brown, Dell Angelo, Jolley. Against: Rivas Gomez. Abstain: None. Absent: None.* 7. Approve Vendor Contracts for FY 2020-21

- i. Eddywhere (Amy McCammon- Strategic Compliance) *Motion to approve: Blumberg. Second: Dell Angelo. In Favor: Blumberg, Brown, Dell Angelo, Jolley, Rivas Gomez. Against: None. Abstain: None. Absent: None.* 8. Approve revised instructional calendar, bell schedule, and instructional

minutes calculation for the 2020/21 academic year

Motion to approve: Rivas-Gomez. Second: Blumberg. In Favor: Blumberg, Brown, Dell Angelo, Jolley, Rivas Gomez. Against: None. Abstain: None. Absent: None. 9. Approve 2020/21 Regular Board Meeting Calendar

Motion to approve: Rivas-Gomez. Second: Brown. In Favor: Blumberg, Brown, Dell Angelo, Jolley, Rivas Gomez. Against: None. Abstain: None. Absent: None. Notes: Bean stated there may be a need to have a special meeting in July. Rivas Gomez asked to clarify which dates were correct, the list or the highlighted calendar. Bean stated the highlighted dates were correct and she would make the change to ensure a match. 10. Accept the resignation of Eric Blumberg from the Board as of 6/30/20

Motion to approve: Rivas-Gomez. Second: Brown. In Favor: Blumberg, Brown, Dell Angelo, Jolley, Rivas Gomez. Against: None. Abstain: None. Absent: None.

IV. ADJOURNMENT

The meeting was adjourned at 8:23 pm.



AGENDA

BOARD OF DIRECTORS MEETING AVESON CORPORATION

Zoom Virtual Meeting ([Link](#))

Meeting ID: 995 6454 3710

Password: 735653

August 6, 2020

5:30 P.M

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at 5:02 pm

B. ROLL CALL

	Present	Absent
Rob Dell Angelo	<u> x </u>	<u> </u>
Bridgette Brown	<u> x </u>	<u> </u>
Elsie Rivas Gómez	<u> x </u>	<u> </u>
Trinity Jolley	<u> x </u>	<u> </u>

II. COMMUNICATIONS

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III. PUBLIC SESSION AGENDA

A. DISCUSSION ITEMS

1. Brief Fall Planning Executive Directors’ Updates
 - i. AGLA (10 min)
 - ii. ASL (10 min)

Notes: Keith Simmons, Co-Executive Director of AGLA presented. Eva Neuer, Executive Director for ASL presented. Board questions and discussions: Rivas Gómez asked if either school has figured out how much Synchronous Time will be required. Neuer reported they are very close as they are working on another draft. Simmons reported that with the bell schedule what’s an appropriate amount of expectations and that they are still trying to work out. Rivas Gómez commented that LAUSD has branded Smart Start to the school year, orientating the students and their families to the learning management system and learning materials that need to be picked up. Neuer reported that they have welcome bags and are ordering materials for TK and also ordering math and handwriting books which will be available for pick up during the first week or two. Simmons reported that their leadership team are looking at care packages. Dell Angelo asked if maybe senior students on one campus can serve as mentors to the other

campus to build a community with the faculty. Simmons reported not officially, but they are considering how to incorporate the new students into the community and there are plans for Virtual School events to replace some things in the past. Neuer commented that new students will have new family orientation where they have a chance to meet the staff in breakout rooms. Neuer and Simmons will talk about AGLA mentors for ASL students.

B. ACTION ITEMS

1. Approve Aveson Board Nominees

i. Approve Elsie Rivas Gómez for Board Presidency

Motion to approve: Dell Angelo. Second: Brown. Third: Jolley.

In Favor: Brown, Dell Angelo, Jolley.

Against: None. Abstain: None. Absent: None.

ii. Approve Javier Guzman for Board Membership

Motion to approve: Dell Angelo. Second: Rivas Gómez. Third: Brown.

Fourth: Jolley In Favor: Dell Angelo, Rivas Gómez, Brown, Jolley,

Against: None. Abstain: None. Absent: None

iii. Approve Jeiran Lashai for Board Membership

Motion to approve: Dell Angelo. Second: Rivas Gómez. Third: Brown.

Fourth: Jolley In Favor: Dell Angelo, Rivas Gómez, Brown, Jolley,

Against: None. Abstain: None. Absent: None.

iv. Approve Kat Ross for Board Membership

Motion to approve: Dell Angelo. Second: Rivas Gómez. Third: Brown.

Fourth: Jolley In Favor: Dell Angelo, Rivas Gómez, Brown, Jolley,

Against: None. Abstain: None. Absent: None.

V. ADJOURNMENT

The meeting was adjourned at 5:23 pm.

Minutes
Board of Directors Meeting
Aveson
Corporation
Via Video

I. PRELIMINARY

August 15, 2020
9:00 a.m.

A. CALL TO ORDER

Meeting was called to order by the Board Chair at 9:12 a.m.

B. ROLL CALL

	Present	Absent
Bridgette Brown	xx ¹	
Rob Dell Angelo	xx	
Javier Guzman	xx	
Trinity Jolley		xx
Jeiran Lashai	xx	
Elsie Rivas Gómez	xx	
Kat Ross	xx	

II. COMMUNICATIONS

A. ORAL COMMUNICATIONS: Public comments were offered by Glenn Mitchell, asking the board to ask how Aveson is doing meeting its commitments to Black families, and to report back on this topic.

III. PUBLIC SESSION AGENDA

A. DISCUSSION ITEMS

Brown Act Training

Theresa Fuentes reviewed with the board its obligations under the Brown Act, the requirements of the Political Reform Act of 1974, and the requirements of California Government Code Section 1090. The discussion included best practices to comply with the Brown Act, means to address conflicts of interest should any arise, the requirement for submitting Form 700s, and the appropriate role of ad hoc committees.

Review Board Duties as laid out in Charter + Memo

Public comments on this topic were offered by Glenn Mitchell who asked the board to prioritize addressing anti-Blackness when evaluating how Aveson is

¹ Joined in progress at 9:20 a.m.

meeting the needs of its community. Following those comments Elsie Rivas Gómez directed staff to continue to update and report out the school racial demographic and continue to address these matters during the ED reports. Thereafter, she reviewed with the members of the board the history of how the board determined to delegate certain duties to the Chief Executive Officer, in particular the duty to involve parents and the community in the school and to measure staff performance, and Bridgette Brown stated that the resolution adopting the delegation of these duties was to conform responsibilities to the board's actual practices. Kat Ross stated that it would be helpful to make clear the board's expectation that involvement of families and the community would include steps to increase diversity and to do so in a way that results could be measurable. Discussion also included observations about the role of the ACO, and actions that might be taken to revise the board's delegation in view of the change in the role of the CEO. Javier Guzman inquired about the means used by the Executive Directors to oversee and evaluate staff. Jeiran Lashai inquired about the structure of HR at Aveson. Eva Neuer reviewed these structures. Discussion ensued about the potential use of a consultant to provide input into the process for evaluating the Executive Directors and possible 360 reviews. Javier Guzman asked the EDs to consider how the school, staff and students are leading efforts to address the topics raised during public comment.

Develop Board Recruitment Strategy

Elsie Rivas Gómez reviewed the recent history of board membership, and members discussed potential qualifications for new directors, including individuals with experience in finance, legal, and philanthropy. Discussion also included practices at other schools, and the possibility of recruiting an individual with expertise in special education.

B. ACTION ITEMS

None

Open session concluded at 11:21

IV. CLOSED SESSION

The board entered close session at 11:25 a.m. to discuss performance evaluations

Pursuant to paragraphs (1-4) of subdivision (b) of Section 54957.

The closed session ended at 12:21

V. PUBLIC SESSION

A. **RECONVENE TO OPEN SESSION:** The meeting was reconvened to open session at 12:21.

B. REPORT OUT OF CLOSED SESSION:

It was reported that the board formed an ad hoc committee to make recommendations on performance evaluations. The members of the ad committee are Kat Ross, Bridgette Brown, and Jeiran Lashai. Kate Bean will advise and assist this ad hoc committee.

VI. ADJOURNMENT

The meeting was adjourned at 12:25.

2019-20 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2020

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
 Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

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

Professional Development Expenditures

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

Recruitment, Training, and Retention Expenditures

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

Miscellaneous Expenditures

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

*****Warning*****

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

2019-20 Title IV, Part A LEA Use of Funds Report

A use of funds report of year-to-date expenditures by activity.

CDE Program Contact:

Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

2019-20 Title IV, Part A LEA allocation	\$10,000
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$10,000
Total LEA Reservations	\$0
2019-20 Title IV, Part A LEA adjusted allocation	\$0
Well-Rounded	0
Safe and Healthy Students	0
Effective Use of Technology	0
Carryover as of September 30, 2020	\$0

*****Warning*****

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2019-20 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

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

Homeless Education Certification

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

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

Homeless Liaison Contact Information

Homeless liaison first name	Kelly
Homeless liaison last name	Jung
Homeless liaison title	Co Executive Director
Homeless liaison email address (Format: abc@xyz.zyx)	kellyjung@aveson.org
Homeless liaison telephone number (Format: 999-999-9999)	626-797-1438
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1

Homeless Liaison Training Information

*****Warning*****

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

2019-20 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

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

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	
Attendance officers and registrars	
Teachers and instructional assistants	
School counselors	

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	12/31/2017
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2019-20 Title I, Part A LEA allocation	\$47,638
2019-20 Title I, Part A direct or indirect services to homeless children reservation	\$1,500
Amount of 2019-20 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$1,500
Homeless services provided (Maximum 500 characters)	AGLA provided services to its homeless students such as counseling and academic support.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

Warning

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2019-20 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2020

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
 Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

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

Professional Development Expenditures

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

Recruitment, Training, and Retention Expenditures

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

Miscellaneous Expenditures

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

*****Warning*****

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2019-20 Title IV, Part A LEA Use of Funds Report

A use of funds report of year-to-date expenditures by activity.

CDE Program Contact:

Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

2019-20 Title IV, Part A LEA allocation	\$10,000
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$10,000
Total LEA Reservations	\$0
2019-20 Title IV, Part A LEA adjusted allocation	\$0
Well-Rounded	0
Safe and Healthy Students	0
Effective Use of Technology	0
Carryover as of September 30, 2020	\$0

*****Warning*****

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2019-20 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

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

Homeless Education Certification

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

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

Homeless Liaison Contact Information

Homeless liaison first name	Eva
Homeless liaison last name	Neuer
Homeless liaison title	Executive Director
Homeless liaison email address (Format: abc@xyz.zyx)	evaneuer@aveson.org
Homeless liaison telephone number (Format: 999-999-9999)	626-797-1440
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1

Homeless Liaison Training Information

*****Warning*****

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2019-20 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

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

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	
Attendance officers and registrars	
Teachers and instructional assistants	
School counselors	

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	12/31/2017
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2019-20 Title I, Part A LEA allocation	\$22,482
2019-20 Title I, Part A direct or indirect services to homeless children reservation	\$500
Amount of 2019-20 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$150
Homeless services provided (Maximum 500 characters)	ASL provided services to its homeless student such as counseling and academic support.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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2020-21 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca20assurancetoc.asp>.

CDE Program Contact:

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

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Stephanie Whitehouse
Authorized Representative's Signature	
Authorized Representative's Title	Director
Authorized Representative's Signature Date	08/13/2020

*****Warning*****

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2020-21 Protected Prayer Certification

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

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Kelly Jung
Authorized Representative's Title	Co Executive Director
Authorized Representative's Signature Date	08/27/2020
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2020-21 LCAP Federal Addendum Certification

CDE Program Contact:

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

Initial Application

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

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

Returning Application

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

County Office of Education (COE) / District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/25/2019
Authorized Representative's Full Name	Kate Bean
Authorized Representative's Title	CEO

*****Warning*****

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2020-21 Application for Funding

CDE Program Contact:

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

Local Governing Board Approval

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

Date of approval by local governing board	08/27/2020
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District English Learner Advisory Committee Review

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

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC review is not applicable as AGLA has fewer than 50 English Learners.

Application for Categorical Programs

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

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

*****Warning*****

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2020-21 Application for Funding

CDE Program Contact:

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

ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

*****Warning*****

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2020-21 Substitute System for Time Accounting

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

CDE Program Contact:

Arturo Ambriz, Fiscal Oversight and Support Office, AAmbriz@cde.ca.gov, 916-323-0765

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

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

2020-21 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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2020-21 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca20assurancetoc.asp>.

CDE Program Contact:

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

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Stephanie Whitehouse
Authorized Representative's Signature	
Authorized Representative's Title	Director
Authorized Representative's Signature Date	08/13/2020

*****Warning*****

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2020-21 Protected Prayer Certification

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

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Eva Neuer
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	08/27/2020
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2020-21 LCAP Federal Addendum Certification

CDE Program Contact:

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

Initial Application

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

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

Returning Application

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

County Office of Education (COE) / District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/28/2019
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Kate Bean
Authorized Representative's Title	Executive Director

*****Warning*****

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2020-21 Application for Funding

CDE Program Contact:

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

Local Governing Board Approval

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

Date of approval by local governing board	08/27/2020
---	------------

District English Learner Advisory Committee Review

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

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC review is not applicable as ASL has fewer than 50 English Learners.

Application for Categorical Programs

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

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

*****Warning*****

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2020-21 Application for Funding

CDE Program Contact:

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

ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

*****Warning*****

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2020-21 Substitute System for Time Accounting

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

CDE Program Contact:

Arturo Ambriz, Fiscal Oversight and Support Office, AAmbriz@cde.ca.gov, 916-323-0765

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

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

2020-21 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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2020-21 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Aveson Global Leadership Academy
Expenditures for Fiscal Year Ending June 30, 2021-Budgeted
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	137,959.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		137,959.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	137,959.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		137,959.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

2019-20 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Aveson Global Leadership Academy
Expenditures for Fiscal Year Ending June 30, 2019-Final
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	137,959.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		137,959.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	137,959.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		137,959.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

AVESON GLOBAL LEADERSHIP ACADEMY

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Aveson Global Leadership Academy;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Aveson Global Leadership Academy has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 2020

Board Member

Board Member

Board Member

Board Member

Board Member

2020-21 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Aveson School of Leaders
Expenditures for Fiscal Year Ending June 30, 2021-Budgeted
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	82,526.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		82,526.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	82,526.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		82,526.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

2019-20 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Aveson School of Leaders
Expenditures for Fiscal Year Ending June 30, 2019-Final
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	82,526.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		82,526.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	82,526.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
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School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		82,526.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

AVESON SCHOOL OF LEADERS

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

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WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Aveson School of Leaders;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Aveson School of Leaders has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 2020

Board Member

Board Member

Board Member

Board Member

Board Member



ANNUAL NOTIFICATION

2020 - 2021

Under the direction of:

Eva Neuer - Executive Director - Aveson School of Leaders

Kelly Jung and Keith Simmons - Executive Directors - Aveson Global Leadership Academy

Aveson Charter Schools 2007-2020

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

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RIGHTS OF PARENTS AND GUARDIANS TO INFORMATION

California Education Code 51101 (in part)

The parents and guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as follows:

- Within a reasonable period of time after making the request, to observe their child’s classroom(s).
- Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
- To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision of the teacher.
- To be notified on a timely basis if their child is absent from school without permission.
- To receive the results of their child’s performance on standardized tests and statewide tests and information on the performance of their child’s school on standardized statewide tests.
- To request a particular school for their child, and to receive a response from the school district.
- To have a school environment for their child that is safe and supportive of learning.
- To examine the curriculum materials of their child’s class(es).
- To be informed of their child’s progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
- To have access to the school records of their child.
- To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
- To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
- To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
- To participate as a member of a parent advisory committee, schoolsite council, or site-based management leadership team.
- To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
- To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

KEY TO CODE AND REGULATION SECTION ABBREVIATIONS
CLAVE PARA LAS ABREVIATURAS DE LA SECCIÓN DE CÓDIGO Y
REGLAMENTO

Abbreviation	Complete Title
EC	California Education Code
BPC	Business and Professions Code
CC	Civil Code
5 CCR	Title 5, California Code of Regulations
HSC	California Health and Safety Code
LEA	Local Educational Agency
PC	California Penal Code
VC	California Vehicle Code
WIC	California Welfare and Institutions Code
34 CFR	Title 34, Code of Federal Regulations
40 CFR	Title 40, Code of Federal Regulations
USC	United States Code

ALL SCHOOLS

Asbestos Management Plan – 40 CFR 763.93

ASBESTOS MANAGEMENT PLAN – The Pasadena Unified School District maintains and annually updates its management plan for asbestos containing material in school buildings. For a copy of the asbestos management plan, please contact Pasadena Unified School District Facilities Department at 626-396-5850.

Noyes Elementary School - Aveson School of Leaders

Aveson Global Leadership Academy - built after 1978

ACS Admissions and Public Random Drawing/Lottery Procedures EC47605(d)(2)(B)

After the close of the open enrollment period, Aveson Charter Schools 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 School of Leaders
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.

Availability of Prospectus – EC 49063, 49091.14

The prospectus for ASL is in the Student/Family handbook and below

Educational Model

Aveson School of Leaders (ASL) seeks to provide a personalized approach for you, focusing on mastery of literacy, mathematics and social emotional outcomes. Each of you has an adult advisor prepared to guide your personalized mastery learning experience. At Aveson, you help drive what you will learn, how you will learn it, and help determine when you have reached mastery.

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

What is Personalized Mastery Learning?

<https://www.youtube.com/watch?v=bJJoRduspzE>

The prospectus for AGLA is in the Student/Family handbook and below
Aveson Global Leadership Prospectus

Educational Model

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 Global Leadership, the 6-12 school, with a mastery of California state content and CCSS focusing on essential literacy/math

Aveson Charter Schools 2007-2020

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

skills and the leadership/self-efficacy skills necessary to pursue areas of interest in a 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 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 Portfolio for every student. Each student's learning experience represents a systematic, thoughtful approach toward mastering the California state content standards and CCSS, developing leadership skills, and exploring healthy living practices.

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. 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 (Engelmann & 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 a focus on literacy, AGLA 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). 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 Portfolio (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:

English

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

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.

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

History

History credentialed Advisors have collaborated to create a Personalized Mastery Learning Portfolio which has converted CCSS to Learning Outcomes. The statements are called Learning Outcomes.

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

Socratic Seminars, Fishbowl Convos, informal rich conversations (modeled) with notes-sample discussion questions, online discussions: Twitter, etc., visual discussions (images via Tumblr, Instagram), documented evidence, Debate: with other students at our school, other schools, online forums, social media (Facebook, Twitter, Instagram), Projects: Emphasis on both short and long projects--not just posters and presentations... boardgames, reenactments, historical cosplay (for lack of a better term)...short films... encouraging creativity, art, painting, acting... students getting excited..., Writing Pieces: cross curricular writing pieces, writing pieces as prep for projects--sussed out in English... all genres (including poetry, narrative), Showcases: room walks, kinesthetic, whole group, small group, Presentations answering a Driving Question; Speeches: impromptu, thoughtful, whole group, small group, Short Lectures/Videos/Podcasts w/ Notes: (10-30 min) with Students taking notes on paper, on shared google documents, on whiteboards--a venerable mix... famous speeches, Dan Carlin's Hardcore History, Stuff You Missed in History Class,

Mathematics

The curriculum is a balance of a) problem-solving, b) computation, c) conceptual understanding. Similar to the Humanities block, Math credentialed Advisors have collaborated to create a Personalized Mastery Learning Portfolio 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.¹ 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.

Physical Education

¹ Summary of dimensions and core features of classrooms that promote understanding (Heinemann 1997, NCTM 1997).

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.

World Language

Spanish is and will be the primary foreign language taught at Aveson. Students will also be 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.

Electives

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

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

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

Social Leadership

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.

Advisory

Educators at Aveson 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.

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

Healthy Living

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

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

Homework

- Aveson adheres to a non-traditional homework policy. As homework for the sake of homework has virtually no impact on student achievement, Aveson's homework policy is non-traditional in the sense that homework is personalized and it is assigned based on need.

- Students are expected to read for at least 15-30 minutes at least four days a week outside of school depending on their grade. Students are expected to practice math and work on projects and study to be prepared for content classes.
- Advisors will send out general expectations and specific assignments they have for student work at home; however, students who use time wisely throughout the day will have a great deal of time to complete a majority of expected work while at school.

California Healthy Youth Act – EC 51930-51939

The California Healthy Youth Act requires school districts to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents or legal guardians have the right to:

- Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
- Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
- Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
- Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.
- Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.

When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:

- a. The date of the instruction
- b. The name of the organization or affiliation of each guest speaker

Parents/guardians can examine written and audiovisual instructional materials in the main office. If you have questions, please see your student's Advisor or the Executive Director.

More information about the California Healthy Youth Act (California Education Code Sections 51930-51939) can be found on the California Department of Education website. <https://www.cde.ca.gov/ls/he/se/> You will also be digitally provided with FAQs about CHYA.

State law allows you to remove your student from this instruction. If you do not want your student to participate in comprehensive sexual health or HIV prevention education, please give a written request to the Principal.

Charter School Suspension and Expulsion – EC 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 upon 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.

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil

had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverages, 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) Stolen 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, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit *the* use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as 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 Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a

witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(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 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 that 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 subdivision, “hazing” does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(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 pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) “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, video, or image.

(ii) A post on a social networking Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “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 paragraph (1). "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.

(I) 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 photographs or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) 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.

(B) Notwithstanding paragraph (1) and subparagraph (A), 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.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, 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 his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off campus.

(4) During, or while going to or coming from, a school sponsored activity.

(t) 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, pursuant to this section, 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 (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, the superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Child Find System – EC 56301; 20USC1401(3); 1412(a)(3); 34CFR300.111(c)(d)

CHILD FIND SYSTEM: The purpose of Child Find is to identify, locate, and evaluate children and youth ages 3 to 22 years of age who are suspected of having or have a disability or developmental delay, in order to provide appropriate special education services under the law. A referral may be made by a parent or by any person concerned about a child. Parent involvement and agreement is obtained prior to any further action. Information is confidential and the privacy of children and parents is protected.

Aveson is a member of The Desert Mountain Charter Special Education Local Plan Area (SELPA.)

Concussion and Head Injuries – EC 49475

Requires, on a yearly basis, a concussion and head injury information sheet to be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. These provisions would not apply to an athlete engaged in an athletic activity during the regular school day or as part of a physical education course.

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. If the school offers an athletic program they must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and

head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Controlled Substances: Opioids– EC 49476

Also, pursuant to the athletic programs offered by Aveson Charter Schools (apart from athletic activity during the regular school day or as part of a physical education course) Aveson shall annually give the Opioid Factsheet for Patients to each athlete. The athlete, and if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign the document acknowledging receipt of the factsheet and return it to the district before the athlete initiates practice or competition.

Coursework and graduation requirements: Children of Military Families and Other Protected Pupils – EC 49701 EC 51225.1 and 51225.2

A pupil who is a “child of a military family” is defined as school-aged child or children enrolled in kindergarten through twelfth grade, in the household of an active duty member. “Active duty” means full-time status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. sections 1209 and 1211.

Children of military families who transfer between schools any time after the completion of the pupil's second year of high school shall be exempt from all coursework and other graduation requirements adopted by the governing board of the local educational agency that are in addition to the statewide coursework requirements, unless the local educational agency makes a finding that the child of a military family is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Within 30 days of the child of a military family's transfer into a school, the local educational agency should determine whether the child of a military family is reasonably able to complete the local educational agency's graduation requirements within the pupil's fifth year of high school. If the pupil is reasonably able to complete the local educational agency's graduation requirements within a fifth year of high school, the local educational agency shall do all of the following:

(1) Inform the pupil of his or her option to remain in school for a fifth year to complete the local educational agency's graduation requirements.

(2) Inform the pupil, and the educational rights holder, about how remaining in school for a fifth year to complete the local educational agency's graduation requirements will affect the pupil's ability to gain admission to a postsecondary educational institution.

(3) Provide information to the pupil about transfer opportunities available through the California Community Colleges.

(4) Permit the pupil to stay in school for a fifth year to complete the local educational agency's graduation requirements upon agreement with the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, upon agreement with the educational rights holder.

Within 30 calendar days of the date that a pupil who is a child of a military family who may qualify for the exemption from local graduation requirements transfers into a school, the school district shall notify the pupil and the pupil's parent or guardian of the availability of the exemption and whether the pupil qualifies for an exemption.

If the District fails to provide timely notice, the pupil shall be eligible for the exemption from local graduation requirements, even if that notification occurs after the pupil no longer meets the definition of "a child of a military family."

If a child of a military family is exempt from local graduation requirements pursuant to this section and completes the statewide coursework requirements before the end of his or her fourth year of high school and that pupils would otherwise be entitled to remain in attendance at the school, a school or local educational agency shall not require or request that the pupil graduate before the end of his or her fourth year of high school, nor shall the child of a military family be required to accept the exemption or be denied enrollment in courses for which they are otherwise eligible.

If a child of a military family is not exempt from local graduation requirements or has previously declined the exemption pursuant to this section, a local educational agency shall exempt the pupil at any time if an exemption is requested by the pupil and the pupil qualifies for the exemption. The exemption shall apply after the pupil no longer meets the definition of "a child of a military family" while he or she is enrolled in school or if the pupil transfers to another school or school district.

A school district shall not require and a parent or guardian shall not request a child of a military family to transfer schools solely to qualify the pupil for an exemption under this section.

The local educational agency shall accept coursework satisfactorily completed by a pupil who is a child of a military family while attending another public school (including schools operated by the United States Department of Defense), a juvenile court school, or a nonpublic, nonsectarian school or agency even if the pupil did not complete the entire course and issue that pupil full or partial credit for the coursework completed.

The local educational agency may not require a child of a military family to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, or a nonpublic, nonsectarian school or agency. If the pupil did not complete the entire course, the local educational agency may not require the pupil to retake the portion of the course the pupil completed unless the local educational agency in consultation with the educational rights holder, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the child of a military family shall be enrolled in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course. The pupil shall not be prevented from taking or retaking a course to meet eligibility requirements for admission to the California State University or University of California.

A complaint of noncompliance with the requirements of this section may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations. A complainant not satisfied with the decision of a local educational agency may appeal the decision to the CDE and shall receive a written decision regarding the appeal within 60 days of the CDE's receipt of the appeal.

If a local educational agency finds merit in a complaint, or the Superintendent finds merit in an appeal, the local educational agency shall provide a remedy to the affected pupil.

The above protections shall also apply to pupils in foster care, pupils who are homeless, former juvenile court school pupils, migratory children, and pupils participating in a newcomer program, as defined in Education Code section 51225.2(a).

Directory Information – EC 49073

“Directory Information” includes one or more of the following items: student’s name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. The District has determined that the following individuals, officials, or organizations may receive directory information: [provide list] No information may be released to private profit making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television

stations. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil's directory information. Directory information regarding a pupil identified as a homeless child or youth shall not be released unless a parent, or eligible pupil, has provided written consent that directory information may be released.

Education of Homeless Youth– 42 US 11432, EC 48853, 49069, 51225.1, 51225.2

Homeless Bill of Rights measures work to ensure that homeless individuals are:

- Protected against segregation, laws targeting homeless people for their lack of housing and not their behavior, and restrictions on the use of public space.
- Granted privacy and property protections.
- Allowed the opportunity to vote and feel safe in their community without fear or harassment.
- Provided broad access to shelter, social services, legal counsel and quality education for the children of homeless families.

Requires every local education agency to appoint a homeless liaison to ensure parents of homeless pupils are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Unaccompanied youth, such as teen parents not living with their parent/guardian or students that have run away or have been pushed out of their homes, have access to these same rights. Notification may address:

1. Liaison contact information. Aveson Charter Schools has designated the Executive Directors and/or their designees as the educational liaisons for foster children.
2. Circumstances for eligibility (e.g., living in a shelter, a motel, hotel, a house or apartment with more than one family because of economic hardship or loss, in an abandoned building, in a car, at a campground, or on the street, in temporary foster care or with an adult who is not your parent or guardian, in substandard housing, or with friends or family because you are a runaway, unaccompanied, or migrant youth).
3. Right to immediate enrollment in school of origin or school where currently residing without proof of residency, immunization records or tuberculosis skin-test results, school records, or legal guardianship papers.
4. Right to education and other services (e.g., to participate fully in all school activities and programs for which child is eligible, to qualify automatically for nutrition programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment). Unless there is a local child welfare agency agreement or the school district will assume part or all of the transportation costs.

5. Right to be notified of the possibility of graduating within four years with reduced state requirements, if the homeless student transferred after the second year of high school, is credit deficient, and will not be able to graduate on time with local district requirements.
6. Right for district to accept partial credits for courses that have been satisfactorily completed by the homeless student.

Notice of educational rights of homeless children must be disseminated at places where children receive services, such as schools, shelters, and soup kitchens.

Educational Equity: Immigration Status: EC 66251, 66260.6, 66270, and 66270.3

The Equity in Higher Education Act, states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic, equal rights and opportunities and adds this opportunity to apply for financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status. This does not guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student, without discrimination.

Emergency Treatment for Anaphylaxis EC 49414 and Medication Regimen – EC 49423, 49480

Requires school districts, county offices of education, and charter schools to provide emergency epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors to provide emergency medical aid to people suffering or reasonably believed to be suffering from a life-threatening severe allergic reaction (anaphylaxis).

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require school districts to provide epinephrine auto-injectors to school nurses and

trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history.

The parent or legal guardian of any pupil taking medication on a regular basis must inform the front office of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the pupil.

Any pupil who is required to take, during the regular school day, medication prescribed by a physician or surgeon, may be assisted by the front office or may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting the school district assist the pupil with prescribed medication as set forth in the physician statement.

Note: Guidance from the California Department of Education provides a sample checklist that may be given to parents and guardians when children need medication at school. The checklist can be found at:

<http://www.cde.ca.gov/ls/he/hn/medassist.asp>.

Excused Absences – EC 46014, 48205

EC 48980(a): At the beginning of the first semester or quarter of the regular school term, the governing board of each school district shall notify the parent or guardian of a minor pupil regarding the right or responsibility of the parent or guardian under Sections 46014 and 48205.

EC 48980(j): Requires the annual notification to advise the parent or guardian that no pupil may have his or her grade reduced or lose academic credit for any absence or absences excused under EC 48205, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Requires the full text of EC 48205 be included in the annual notification.

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can

reasonably be provided are satisfactorily completed within a reasonable period of time.

- (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
- (1) Due to his or her illness.
 - (2) Due to quarantine under the direction of a county or city health officer.
 - (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 - (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
 - (5) For the purpose of jury duty in the manner provided for by law.
 - (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
 - (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
 - (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
 - (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 - (10) For the purpose of attending the pupil's naturalization ceremony to become a United States Citizen.
- (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not

- necessarily identical to, the tests and assignments that the pupil missed during the absence.
- (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
 - (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 - (e) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

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

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

Unexcused Absences

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

Foster Youth Bill of Rights - EC 48204, 48853, 48853.5, 51215.1, 51225.2

"Foster child" means a child who has been removed from his or her home pursuant to Section 309 of the Welfare and Institutions Code ("WIC"), is the subject of a petition filed under Section 300 or 602 of the WIC, or has been removed from his or her home and is the subject of a petition filed under WIC section 300 or 602.

A foster child who is placed in a licensed children's institution or foster family home shall attend programs operated by the local educational agency in which that licensed children's institution or foster family home is located, unless one of the following applies:

- (1) The pupil is entitled to remain in his or her school of origin;
- (2) The pupil has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.
- (3) The parent or guardian, or other person holding the right to make educational decisions for the pupil pursuant to Section 361 or 726 of the WIC or Section 56055 ("educational rights holder"), determines that it is in the best interests of the pupil to be placed in another educational program and has submitted a written statement to the local educational agency that he or she has made that determination. This statement shall include a declaration that the parent, guardian, or educational rights holder is aware of all of the following:
 - (A) The pupil has a right to attend a regular public school in the least restrictive environment.
 - (B) The alternate education program is a special education program, if applicable.
 - (C) The decision to unilaterally remove the pupil from the regular public school and to place the pupil in an alternate education program may not be financed by the local educational agency.
 - (D) Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent, guardian, or educational rights holder.

The parent or guardian, or educational rights holder shall first consider placement in the regular public school before deciding to place a foster child in a juvenile court school, a community school, or another alternative educational setting.

A foster child may still be subject to expulsion under applicable law and board policy.

Foster youth are subject to other laws governing the educational placement in a juvenile court school, of a pupil detained in a county juvenile hall, or committed to a county juvenile ranch, camp, forestry camp, or regional facility, notwithstanding the rights contained in this notice.

Foster children living in emergency shelters (as referenced in the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11301 et seq.)), may receive educational services at the emergency shelter as necessary for short periods of time for either of the following reasons:

- (1) For health and safety emergencies.
- (2) To provide temporary, special, and supplementary services to meet the child's unique needs if a decision regarding whether it is in the child's best interests to attend the school of origin cannot be made promptly, it is not practical to transport the child to the school of origin, and the child would otherwise not receive educational services. The educational services may be provided at the shelter pending a determination by the educational rights holder regarding the educational

placement of the child. All educational and school placement decisions shall be made to ensure that the child is placed in the least restrictive educational programs and has access to academic resources, services, and extracurricular and enrichment activities that are available to all pupils. In all instances, educational and school placement decisions shall be based on the best interests of the child.

Aveson Charter Schools has designated the Executive Directors and/or their designees as the educational liaisons for foster children. The role of educational liaison is advisory with respect to placement decisions and determination of school of origin and does not supersede the role of the parent or guardian retaining educational rights, a responsible adult appointed by the court, a surrogate parent or a foster parent exercising their legal rights with respect to the foster child's education. The educational liaison serves the following roles:

- (3) Ensures and facilitates proper educational placement, enrollment in school, and checkout from school for foster children;
- (4) Assists foster children when transferring from one school to another school or from one school district to another school district in ensuring proper transfer of credits, records and grades.
- (5) When designated by the Superintendent, notifies a foster child's attorney and child welfare agency representative(s) of pending disciplinary proceedings and pending manifestation determination proceedings if the foster child is also eligible to receive special education and related services under the IDEA.

At the initial detention or placement by the Juvenile Court, or any subsequent change in placement of a foster child by the Court, the local educational agency serving the child shall allow the foster child to continue his or her education in the school of origin for the duration of the jurisdiction of the court. If the jurisdiction of the court is terminated prior to the end of the academic year:

- (1) Former foster children in grades kindergarten, or 1 to 8, inclusive, shall be allowed to continue his or her education in the school of origin through the duration of the academic year;
- (2) Former foster children in high school shall be allowed to continue his or her education in the school of origin through graduation;
- (3) Transportation is not required unless the former foster child has an IEP and the IEP team determines transportation is a necessary related service, required by the unique educational needs of the pupil in order to benefit from their special education program. Transportation may be provided at the local educational agency's discretion. The rights of foster youth do not supersede any other law governing special education for eligible foster children.
- (4) To ensure that the foster child has the benefit of matriculating with his or her peers in accordance with the established feeder patterns of school districts, if the foster child is transitioning between school grade levels, the foster child shall be allowed to

continue in the school district of origin in the same attendance area, or, if the foster child is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, to the school designated for matriculation in that school district.

In consultation with the foster child and educational rights holder, the educational liaison may recommend that the foster child waive his or her right to attend the school of origin and enroll in a public school within his or her attendance area. The educational liaison's recommendation must be accompanied by a written explanation for the basis of the recommendation and how it serves the foster child's best interests.

- (1) If the educational liaison, foster child and educational rights holder agree it is in the best interest of the foster child to waive his or her right to attend the school of origin and attend the recommended school, the foster child shall immediately be enrolled within the recommended school.
- (2) The recommended school shall immediately enroll the foster child regardless of any outstanding fees, fines, textbooks or moneys due to any previous schools of attendance or if the foster child is unable to produce clothing or records normally required for enrollment, such as previous academic records, medical records, including proof of immunization, proof of residency or other documentation.

Within two business days of the foster child's request for enrollment, the educational liaison for the new school shall contact the school last attended by the foster child to obtain all academic and other records. The last school attended by the foster child shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or monies owed to the school last attended. The educational liaison for the school last attended shall provide a complete copy of the foster child's education record to the new school within two business days of receiving the request.

If any dispute arises as to the school placement of a pupil under this section, the pupil has the right to remain in his or her school of origin, pending resolution of the dispute.

"School of origin" means the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled. If the school the foster child attended when permanently housed is different from the school in which the foster child was last enrolled, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the educational liaison, in consultation with, and with the agreement of, the foster child and the educational rights holder, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

If the foster child is absent from school due to a decision to change the placement of the foster child made by a court or placing agency, the grades and credits of the foster child will be calculated as of the date the foster child left school and no lowering of grades will occur as a result of the absence of the foster child under these circumstances. If the foster child is absent from school due to a verified court appearance or related court ordered activity, no lowering of his or her grades will occur as a result of the absence of the pupil under these circumstances. A foster child or homeless youth who transfers between schools any time after the completion of the pupil's second year of high school shall be exempt from all coursework and other graduation requirements adopted by the governing board of the local educational agency that are in addition to the statewide coursework requirements, unless the local educational agency makes a finding that the foster child or homeless youth is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Within 30 days of the foster child's transfer into a school, the local educational agency should determine whether a foster child or homeless youth is reasonably able to complete the local educational agency's graduation requirements within the pupil's fifth year of high school. If the pupil is reasonably able to complete the local educational agency's graduation requirements within a fifth year of high school, the local educational agency shall do all of the following:

- (1) Inform the pupil of his or her option to remain in school for a fifth year to complete the local educational agency's graduation requirements. Inform the pupil, and the educational rights holder, about how remaining in school for a fifth year to complete the local educational agency's graduation requirements will affect the pupil's ability to gain admission to a postsecondary educational institution.
- (2) Provide information to the pupil about transfer opportunities available through the California Community Colleges.
- (3) Permit the pupil to stay in school for a fifth year to complete the local educational agency's graduation requirements upon agreement with the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, upon agreement with the educational rights holder.

If the local educational agency fails to provide timely notice of the exemption, the pupil shall be eligible for the exemption, once notified, even if that notification occurs after the termination of the court's jurisdiction of the pupil or after the pupil is no longer considered a homeless youth. If a foster child or homeless youth is exempt from local graduation requirements pursuant to this section and completes the statewide coursework requirements before the end of his or her fourth year of high school and that pupils would otherwise be entitled to remain in attendance at the school, a school or local educational agency shall not require or request that the pupil graduate before the end of his or her fourth year of high school, nor shall the foster child or homeless youth be required to accept the exemption or be denied enrollment in courses for which they are otherwise eligible.

If a foster child or homeless youth is not exempt from local graduation requirements or has previously declined the exemption pursuant to this section, a local educational agency shall exempt the pupil at any time if an exemption is requested by the pupil and the pupil qualifies for the exemption. The exemption shall apply after termination of the court's jurisdiction or after pupil is no longer considered a homeless youth.

A transfer shall not be requested solely to qualify for an exemption under this section. The local educational agency shall accept coursework satisfactorily completed by a foster child or homeless youth while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency even if the pupil did not complete the entire course and issue that pupil full or partial credit for the coursework completed.

The local educational agency may not require a foster child or homeless youth to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, or a nonpublic, nonsectarian school or agency. If the pupil did not complete the entire course, the local educational agency may not require the pupil to retake the portion of the course the pupil completed unless the local educational agency in consultation with the educational rights holder, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the foster child or homeless youth shall be enrolled in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course. The pupil shall not be prevented from taking or retaking a course to meet eligibility requirements for admission to the California State University or University of California.

A complaint of noncompliance with the requirements of this section may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations.

Free and Reduced-Price Meals – EC 49510 et seq.

Free and Reduced-Price Meals:

We offer free and reduced-price meals to those who qualify. If you are new to the Aveson community and are interested in applying for free and reduced-price meals, please fill out an application as soon as possible! If you need assistance or have questions about the application don't hesitate to contact us at foodservices@aveson.org

Reduced Breakfast Price \$.30 Reduced Lunch Price \$.40

For returning Free/Reduced Applicants, your student's 2019-20 status will hold over for the first 30 days of this school year and expire on **September 19th, 2020 when ALL applications are due.** *Note: Filling out a new*

application for each school year is a requirement to receive free and reduced-price meals, and ensures your student receives a daily breakfast and lunch, if applicable.

Program Policies & Procedures 2020-21:

Meals must be ordered in advance online **3 working days prior** to the actual meal date. Ordering closes **before 11:00 am** daily. Meals may be cancelled online or via email by **7:00 am** of the meal date. **Parents, please note: NO payment will be taken in the lunch line.** If your student needs a last minute meal, please email Food Services to make a same day payment or make a same day payment in the front office. The number of meals available for same day purchase is limited.

Directions for Ordering Online:

- Orders can be placed through <https://aveson.schoollunchchoice.com>
- Every family will set up each of their student's accounts on one family account (there is an instructional video on the site).
- If you have an existing account, **please modify** your settings and update the current **school and grade** of your student for the current year.
- If your student qualifies for free meals, we will automatically order a default breakfast and lunch for them throughout the year. You may contact us to request the default meal to be the vegetarian option, to opt out of default order or for any other customization requests.

MEAL PRICES

Dietary Needs:

All meals are specified with common allergy information **on the menu** such as (gluten free, dairy free, soy free) so you may select the meals that fit perfectly into your students' dietary needs. You can view this information online and/or via email notification with the monthly menus.

We are looking forward to satisfying your student's taste buds with fun and healthy choices. If you have any questions or concerns, please feel free to contact me at monicavarguez@aveson.org.

Free and Reduced-Price Meals - Handouts

- **[Pricing Letter to Households \(English\)](#)**
- **[Pricing Letter to Households \(Spanish\)](#)**
- **[Application \(English\)](#)**
- **[Application \(Spanish\)](#)**

Please forward any questions or concerns to Aveson's Director of Food Services.
foodservices@aveson.org

Harm or Destruction of Animals – EC 32255 et seq.

EC 48980(a): At the beginning of the first semester or quarter of the regular school term, the school district shall notify the parent or guardian of a minor pupil regarding the

right or responsibility of the parent or guardian under Chapter 2.3 (commencing with Section 32255) of Part 19.

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

Immunizations – EC 49403 and 48216; HSC 120325, 120335, 120365, 120370, 120375

Under a new law known as SB 277, beginning January 1, 2016 exemptions based on personal beliefs, including religious beliefs, will no longer be an option for the vaccines that are currently required for entry into child care or school in California. Most families will not be affected by the new law because their children have received all required vaccinations. Personal belief exemptions on file for a child already attending child care or school will remain valid until the child reaches the next immunization checkpoint at kindergarten (including transitional kindergarten) or 7th grade. For more information about SB 277, please see the Frequently Asked Questions available at:

<http://www.shotsforschool.org/laws/sb277faq/>.

State law requires the following immunizations before a child may attend school:

- A. All new students, in transitional kindergarten through grade 12, to Aveson Charter Schools must provide proof of polio, diphtheria, pertussis, tetanus, measles, mumps, rubella, and varicella immunizations.
- B. All transitional kindergarten and kindergarten students must also provide proof of vaccination against hepatitis B.
- C. All seventh grade students must also provide proof of a second measles-containing vaccine, and a pertussis booster vaccine.

For more information about school immunization requirements and resources, please visit the California Department of Public Health's website at www.shotsforschool.org, or contact your [local health department](#) or [county office of education](#). Thank you for helping us to keep our children and community healthy.

Instruction for Pupils with Temporary Disabilities: EC 48206.3, 48206.5 48207, 48207.3, 48207.5, 48208, 48204 and 51225.5

Special individual instruction (as distinct from independent study) is available for students with temporary disabilities that make attendance at school impossible or inadvisable. Parents or guardians should first contact their school site principal to determine services.

Mental Health Services - EC 49428

Aveson Charter Schools shall notify pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both.

To notify parents or guardians, a school shall use at least two of the following methods:

- Distribute the information in a letter (electronic or hardcopy)
- Include the information in the annual parent notification
- Post the information on the school's InternetWeb site or page To notify pupils, a school shall use at least two of the following methods:
 - Distribute the information in a document or school publication
 - Include the information in pupil orientation materials or in a pupil handbook at the beginning of the year
 - Post the information on the school's Internet/Web site or page

If a school decides to notify parents through distributing the information in a letter and posting the information on the school's InternetWeb site or page, then it need not also include the information in the annual parent notification.

Nondiscrimination Statement

Discrimination in education programs and activities is prohibited by state and federal law. Education Code 200 et seq. requires school districts to afford all pupils regardless of gender, gender identity, gender expression, sex, race, color, religion, national origin, ethnic group identification, mental or physical disability, sexual orientation, or the perception of one or more of such characteristics, equal rights and opportunities in education. State law, as provided in EC 221.5, specifically prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color and national origin. Title IX of the Education Amendments of 1972 and Title IV of the Civil Rights Act of 1964, also prohibits

discrimination on the basis of gender. The Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973 prohibit discrimination on the basis of disability. The Office for Civil Rights of the U.S. Department of Education has authority to enforce federal laws in all programs and activities that receive federal funds.

Aveson Charter Schools are committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. Aveson Charter School's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity.

Aveson Charter Schools assures that lack of English language skills will not be a barrier to admission or participation in school programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained.

For a complaint form or additional information, contact: school office or access the website: <http://www.aveson.org/agla/comprehensive-complaint-policy>

Notice of Alternative Schools – EC 58501

Aveson Center for Independent study is an optional educational alternative designed to teach the knowledge and skills of the core curriculum. The Governing Board of Aveson shall ensure that the school has implemented all of the following independent study policies for the Aveson Center for Independent Study (grades TK through 5) at Aveson School of Leaders and Aveson Global Leadership Academy (grades 9-12)

Parent Engagement: EC 11500, 11501, 11502, 11503

At this time Aveson Charter Schools does not have a PTA or PTO, they use the model of Action Teams. The reason for this is families want action! Action Teams can meet all year long, or come together for a short period of time for a specific purpose.

Action Team information can be found at <http://www.aveson.org/aveson-promise/action-teams>

Pesticide Products – EC 17612 and 48980.3

The name of all pesticides products applied at the school facilities during the upcoming year can be found in an orange binder at each of the schools.

Aveson Charter Schools along with Dewey Pest Control has developed an integrated pest management plan to provide a safe and low-risk approach to manage pest problems while protecting the environment, people and property. Dewey Pest Control is a certified provider of **Integrated Pest Management (IPM)**

Parents/guardians can register with the school to receive notification of individual pesticide applications. Persons who register for this notification shall be notified at least seventy-two (72) hours prior to the application, except in emergencies, and will be provided the name and active ingredient(s) of the pesticide as well as the intended date of application. Please see front office for more details

Additional information on pesticides is made available by the Department of Pesticide Regulation at www.cdpr.ca.gov.

Physical Examination – EC 49451; 20 USC 1232h

During the school year, various mandated health screening services will be provided for your student at various grade levels (vision, hearing, and color vision). Referrals by teachers, parents, and adult students are also accepted. Students may be excused from these mandated screenings upon written parental request if it is accompanied by a current report from the students' own health care provider. Whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance.

Education Code section 49455 requires a pupil's vision and hearing to be appraised by an authorized person during kindergarten or upon first enrollment or entry in a California school district of a pupil at an elementary school, and in grades 2, 5, and 8 unless a pupil's first entry or enrollment occurs in grade 4 or 7. It also requires that a students' hearing be tested in grade 10.

Note: Physical examinations that schools are required to conduct include sight and hearing testing under EC 49452 and scoliosis screening under EC 49452.5. Schools may screen for type 2 diabetes mellitus under EC 49452.7. As indicated in EC 49451

and 20 USC 1232h, a parent or guardian may file a waiver of the examination requirement based on personal beliefs. (Physical exam waiver available on aveson.org website.)

Pupil Fees – EC 49013

Aveson Charter Schools maintains a policy concerning the provision of a free education to pupils and for filing a complaint of non-compliance pursuant to the Uniform Complaint Procedures with the principal of the school alleged to be in non-compliance. More information is available online at

<http://www.aveson.org/documents/forms-miscellaneous-documents/comprehensive-complaint-policy>

Pupil Records – EC 49063 and 49069, 34 CFR 99.7, 20 USC 1232g

Parents, pupils 18 and over, pupils 14 and over that are both homeless and an unaccompanied youth, and individuals who have completed and signed a Caregiver's Authorization Affidavit, have rights concerning pupil records under Education Code section 49063. These rights include:

- The right to inspect and review the student's education records within five (5) business days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will forward requests to the Custodian of Records. The Custodian of Records will make arrangements for access and notify the parent or eligible student.
- The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request from officials of another school district in

which a student seeks or intends to enroll, PUSD shall disclose education records without parental consent.

- When a student moves to a new district, Aveson Charter Schools will forward the student's records upon the request of the new school district within 10 school days.

A foster family agency with jurisdiction over a currently enrolled or former pupil, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver who has direct responsibility for the care of a pupil may access the current or most recent records of grades, transcripts, attendance, discipline, online communications on school platforms, any IEPs or Section 504 plans maintained by the responsible LEA of that pupil. The above-referenced individuals may access the pupil records listed above solely for the purpose of monitoring the pupil's educational progress, updating and maintaining the pupil's education records as required by Welfare and Institutions Code section 16010, and to ensure the pupil has access to educational services, supports and activities, including enrolling the pupil in school, assisting the pupil with homework, class assignments, and college and scholarship applications, and enrolling the pupil in extracurricular activities, tutoring and other after school or summer enrichment programs.

"Student Records" do not include:

- Instructional, supervisory or administrative notes by PUSD staff that are made only for that staff member or his/her substitute
- Records of a law enforcement unit that were created for use by the law enforcement unit
- Employee records made for personnel use
- Records of a doctor, psychologist, psychiatrist or other treatment provider and/or assistant regarding a student who is 18 or older or who is attending a postsecondary educational institution. In this case, "treatment" does not include remedial instructional measures.

Destruction of Student Records

Regular Education

Varieties of Public Records Table

General Provisions

Mandatory Permanent (maintain permanently)	Mandatory Interim (maintain 3 years after usefulness ceases)	Permitted (maintain 6 months after usefulness ceases)
<p>“Mandatory Permanent Pupil Records” are those records, which the schools have been directed to compile by California statute authorization, or authorized administrative directive. Each school district shall maintain indefinitely all mandatory permanent pupil records or an exact copy thereof for every pupil who was enrolled in a school program within said district. The mandatory permanent pupil record or copy thereof shall be forwarded by the sending district upon request of the public or private school in which the student has enrolled or intends to enroll. Such records shall include the following:</p> <ul style="list-style-type: none"> (A) Legal name of pupil (B) Date of birth (C) Method of verification of date of birth (D) Gender of pupil (E) Place of birth (F) Name and address of parent or minor pupil <ul style="list-style-type: none"> (1) Address of minor pupil if different than above (2) An annual verification of the name and address of the parent and the residence of the pupil (G) Entering and leaving date of each school year and for any summer session or other session (H) Subjects taken during each year, half year, summer session, or quarter (I) If marks or credit are given, the mark or number of credits toward graduation allows for work taken (J) Verification of or exemption from required immunizations (K) Date of high school graduation or equivalent 	<p>(2)“Mandatory Interim Pupil Records” are those records, which schools are required to compile and maintain for stipulated periods of time and are then destroyed as per California statute or regulation. Such records include:</p> <ul style="list-style-type: none"> (A) A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible pupil, or a dependent adult pupil, or an adult pupil, or the custodian of record. (B) Health information including Child Health Developmental Disabilities Prevention Program verification or waiver. (C) Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge. (D) Language training record. (E) Progress slips and/or notices as required by Education Code Sections 49066 & 49067. (F) Parental restrictions regarding access to directory information or related stipulations. (G) Parent or adult pupil rejoinders to challenged records and to disciplinary action. (H) Parental authorizations or prohibitions of pupil participation in specific programs. (I) Results of standardized tests administered within the preceding three years. (J) Work Permits/Permits to Employ (K) Absence slips and verification needed for fiscal audit. (L) Suspension Notices/Expulsion Records 	<p>(3) “Permitted Records” are those pupil records, which districts may maintain for appropriate educational purposes. Such records may include:</p> <ul style="list-style-type: none"> Objective counselor and/or teacher ratings. Standardized test results older than three years. Routine discipline data. Verified reports of relevant behavioral patterns. All disciplinary notices. Attendance or adult pupil rejoinders to challenged records and to disciplinary action. History: <ul style="list-style-type: none"> (1) Amendment of subsection (2)(E) filed 9-23-77; effective thirteenth day thereafter (Register 77, No. 39).

Informal Notes:

(5 CCR 432)

Informal notes kept solely for personal use are not records.

Special Education

2020-2021 Notice:

Special Education records which have been collected by Aveson Charter Schools related to the identification, evaluation, educational placement, or the provision of Special Education in the district, must be maintained under state and federal laws for a period of seven years after Special Education services have ended for the student. Special Education services end when the student is no longer eligible for services, graduates, moves from the district, and/or completes his or her educational program at age 22.

This notification is to inform parents/guardians and former students of Aveson Charter Schools intent to destroy the Special Education records of students who were no longer receiving Special Education services as of the end of the **2012-2013** school year. These records will be destroyed in accordance with state law unless the parent/guardian or eligible (adult) student notifies the school district otherwise.

With proof of identity, the parent/guardian or eligible (adult) student may request a copy of the records in person or by mail at the following address:

Aveson Charter School

Attn: Special Education 1919 E. Pinecrest Dr. Altadena, CA 91001

The written request for special education records scheduled for destruction must include the following

information:

- Student's full legal name
- Student's date of birth
- Date services ended
- Name and relationship of person requesting copies
- Statement indicating that there is no legal action against you that prohibits your rights to the records
- Signature and date (adult student or legal guardian)
- Mailing address the copies should be sent to or
- Contact information (phone number, email address) for notification when the records are ready to be picked up.
- A valid picture ID must be presented at the time the records are picked up.

Safe Place to Learn Act [234 - 234.5] Harassment, Intimidation, Discrimination, and Bullying - EC 1 - 32500 S

Aveson has adopted policies pertaining to the following:

1. Prohibition of discrimination and harassment based on characteristics set forth in EC § 220 and Penal Code 422.55;
2. Process for receiving and investigating complaints of discrimination and harassment;

Aveson Charter Schools 2007-2020

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

3. Maintenance of documentation of complaints and their resolution;
4. Process to ensure complainants are protected from retaliation and the identity of a complainant is kept confidential if appropriate; and
5. Identification of a responsible LEA officer to ensure compliance.

Social, Emotional, and Physical Safety Policies

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

By law, Aveson Charter Schools are mandated child abuse reporting institutions.

Student Support: Discipline Philosophy, Policies, and Procedures

Aveson's Discipline Philosophy

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

Student Support versus Student Management

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

When discipline focuses solely on the management of students, discipline becomes about control rather than support. When controlling students through the use of consequences, the

focus for students becomes about what he/she must do in order to avoid punishment or receive rewards. Lost on this model of discipline is the understanding of why students are or become challenging and more devastating, lost is the crucial opportunity to explicitly teach challenged students the social, emotional, and behavioral skills they need to positively change their behavior in the future.

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

Advisory-Based Social, Emotional, and Behavior Curriculum

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

- **Have a culture of caring in their classrooms** – Advisors should speak to their students with respect and expect that students do the same in return.
- **“See” and know each student** – Advisors should recognize each student's potential, help them find their talents, and give them the knowledge and skills to turn their talents into strengths.
- **Believe that each of their students can and wants to be successful** – Advisors should understand that behavior is only the symptom. It is not the problem. All children can and want to be successful.
- **Be organized** – Advisors should have a plan everyday, be on-time, and have the materials they need for the day's lessons.
- **Set clear expectations** – Advisors should have a clear, fair, realistic, and consistent core classroom support plan. Advisors should use advisory time to explicitly teach their students about classroom expectations through advisory-based learning.
- **Be fair and consistent** – Advisors should construct their advisory-based curriculum to effectively meet the needs of all of their students.

- **Take the time to explicitly conference with their student(s) about their social, emotional, and behavior development** - Advisors should ask guiding questions to engage the student's critical thinking and reflective skills in order to teach them how to identify their behavior and feelings, why their behavior might not have been a positive choice, how it might have affected others, what they could do differently next time, and what their plan is to restore justice.
- **Run a meaningful advisory circle each day** – The advisory circle is the primary vehicle for teaching social, emotional, and behavior skills. Advisors should use this time to remind and reinforce core classroom support plans and expectations, Aveson's Guiding Principles, and R.I.S.E. through the use of modeling, role-play, skits, literature, class meetings, and other advisory-based learning.
- **Help students identify a way to restore justice** – When a “wrong” needs to be “righted”, a student should develop a plan to restore the injustice that they created with their behavior. Advisors should help students create a realistic plan that directly relates to the behavior in question, and that will in fact restore justice to the involved stakeholders.

Annually all Aveson Charter School staff are provided training through SafeSchool Trainings <https://avesoncharterschool-ccsa.safeschools.com> (secure login needed) in all mandated Federal and State courses.

2020-2021 Mandatory Trainings for Staff

- Sexual Harassment - Policy and Prevention
- Sexual Harassment - Student Issues and Responses
- Mandated Reporter - Child Abuse and Neglect
- Sexual Harassment - Staff to Staff
- Sexual Misconduct - Staff to Student

Suggested Trainings

- Boundary Invasion - Mandatory Child Abuse Reporting
- Cyberbullying
- Bullying: Recognition and Response

Sexual Harassment – EC 231.5, 48980(g)

Statement against Sexual Harassment

- **No toleration policy** - Sexual harassment of or by any faculty, staff or student is illegal and will not be tolerated. The Governing Board prohibits sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state or local law or ordinance or regulation.
- **To whom the policy applies** - This policy applies to all persons involved in the operation of the School and prohibits unlawful harassment by faculty, staff, and students.
- **Discipline** - The Governing Board considers sexual harassment to be a major offense and any individuals who violate this policy are subject to discipline up to and including dismissal, expulsion or other appropriate sanction.
- **Prompt and Thorough Investigation** - All claims of harassment will be taken seriously and will be investigated promptly and thoroughly.
- **Confidentiality** - Sexual harassment advisers and others responsible to implement this policy will respect the confidentiality and privacy of individuals reporting or accused of sexual harassment.
- **No Retaliation** - Retaliation against any employee or student who in good faith reports or provides information related to harassment in violation of this policy is against the law and will not be tolerated. Intentionally providing false information, however, is grounds for discipline.

Sexual Harassment Defined

- Unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature constitute sexual harassment when:
- Submission to such conduct is made implicitly or explicitly a term or condition of employment or educational development;
- Submission or rejection of such conduct is used as a basis for employment or education decisions affecting individuals; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance, or creating an intimidating, hostile or offensive working or educational environment.

Sexual harassment in California also includes:

- Verbal harassment, such as epithets, derogatory comments or slurs;
- Physical harassment such as assault or physical interference with movement or work; and
- Visual harassment, such as derogatory cartoons, drawings or posters.

Unwelcome sexual advances of an employer towards an employee or student of the same sex and harassment on the basis of pregnancy disability are unlawful sexual harassment. Employees and students in California are protected from discrimination based on their actual or perceived sexual orientation. Sexual orientation is defined as “heterosexuality, homosexuality, and bisexuality.”

Specifically, sexual harassment may occur as a pattern of degrading sexual speech or actions and may include, but is not limited to the following examples:

- Vulgar remarks;
- Sexually derogatory comments regarding a person’s appearance;
- Physical touching, pinching, patting, or blocking free movement;
- Sexual propositions or advances (with or without threats to a person’s job or promotion if that person does not submit);
- Sexually suggestive or degrading posters, cartoons, pictures or drawings;
- Offensive sexual jokes, slurs, insults, innuendos or comments; or physical assault.

Notification

A copy of the Policy Information Sheet shall be provided to all School students and employees at the beginning of the first semester of each school year.

A copy of the Policy Information Sheet and Board Sexual Harassment Policy will be provided as part of new student orientation and at the beginning of each new school term.

New employees to the School will receive a copy of the Information Sheet and Board Sexual Harassment Policy upon acceptance of employment.

The Board Sexual Harassment Policy will be displayed in a prominent location at the School.

Employees or students who have questions concerning this Board Policy are encouraged to contact the Executive Director.

Complaint Procedure

Complaint Filing Procedure

- Informal Resolution - The Board encourages communication among its employees and students. If you feel that you are being harassed by another student, if reasonably possible, we suggest informing the party directly that his or her conduct is unwelcome or offensive and it must stop. If this is not possible, or if the alleged harasser is an employee of the School, or if the behavior continues, follow the complaint filing procedure.
- Written Complaint – Complaints should be submitted as soon as possible but within at least one (1) year of the alleged incident to ensure a prompt, thorough investigation.

Any student who believes he or she has been harassed, or believes he or she has witnessed harassment by a student, or School employee should promptly report in writing, using the attached form, incident(s) to his or her supervisor and / or the Executive Director.

A complaint form is attached to this Policy. It is important to fill in as much information as accurately as possible. A copy of this form can be obtained from the Executive Director.

The Executive Director, or designee, will investigate all reported incidents within 10 days of receiving a written complaint form, unless the Executive Director, or designee, is the subject of the investigation, in which case the Governing Board shall appoint an investigator. The individual responsible for the investigation will hereinafter be referred to as the “Investigator.” If the Investigator deems it necessary, he or she will convene a Team of trained investigators to proceed in the investigation.

Investigation Investigation Policies

- Complaints will be treated seriously and investigated immediately.
- Complaints will be handled confidentially.
- Complainants will be promptly and fully informed of their rights pursuant to this policy.
- All witnesses and the alleged harasser will be properly and fully informed of their rights and remedies pursuant to this policy.

- All interviews of the alleged harasser, witnesses and the complainant shall be conducted in a private area.
- The Investigator will be properly trained to listen to the allegations, make complete notes, attempt to identify all persons involved, as well as all possible witnesses, and interview the accused.
- No complainant, witness, or party who assists in the investigation will be retaliated against.
- The School will take steps to prevent the recurrence of any harassment and will correct any discriminatory effects on the complainant and others.

Investigation Procedure

The Investigator will initiate an investigation to determine whether there is reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred. "Reasonable cause" is shown if a person of ordinary caution or prudence would be led to believe and conscientiously entertain a strong suspicion of a violation of the sexual harassment policy.

- All individuals involved in the investigation including the complainant, witnesses and the accused shall be fully informed of their rights under this policy.
- The alleged harasser shall be provided with a copy of the complaint form and an opportunity to respond to the allegations within seven (7) days of receipt of the request for a formal inquiry. The investigation will include interviews with the complainant and other witnesses as determined by the circumstances.

The Investigator shall fully and effectively conduct an investigation that includes

interviewing:

1. The complainant;
 2. The accused;
 3. Any witnesses to the conduct; and
 4. Any other person who may be mentioned during the course of the investigation as possibly having relevant information.
- When appropriate, interim protections or remedies for the complainant, such as limitations on contact, alternative course schedules, and the like, may be recommended to the appropriate School administrator at any time during the process. The complainant will be kept informed of the status of the complaint, consistent with the Board's policy and regulation and applicable law.
 - The formal investigation shall typically be completed within sixty (60) days of the date of the filing of the request.

The final determination of the Investigator's investigation shall result in a report which shall contain, at the minimum:

1. a statement of the allegations and issues;
2. the positions of the parties;
3. a summary of the evidence received from the parties and the witnesses;
4. any response the accused wishes to add to the report; and
5. all findings of fact.

The final determination report shall state a conclusion that the Investigation

Team:

- Found reasonable cause that the accused violated the sexual harassment policy; or
- Did not find sufficient evidence to find reasonable cause that the accused violated the sexual harassment policy. Where the Investigator did not find reasonable cause but believes the behavior complained of may constitute misconduct, the Investigator may state such a conclusion and refer the matter to the appropriate School administrator.

The report shall be submitted to the appropriate School administrator(s) for action, within thirty (30) days of the completion of the investigation or as soon thereafter as is feasible. The Investigator will inform the complainant and the accused that the report has been forwarded and to whom. The appropriate administrator(s) will ensure that the complainant and the accused are timely notified in writing of the disciplinary action taken.

Within fifteen (15) days of disciplinary action being taken against the accused, or as required by applicable Board procedures, the appropriate administrator(s) shall provide written notification to the complainant indicating:

1. individual remedies available to the complainant; and
2. all sanctions against the accused of which the complainant needs to be aware in order for the sanctions to be fully effective

Within fifteen (15) days of taking disciplinary action against the accused, the appropriate administrator(s) shall provide written notification to the Investigator indicating

1. the results of any disciplinary actions and the initiation of any appeals; and
2. all further individual remedies available to the complainant.

If the final determination is that sexual harassment has occurred, a prompt, relevant and effective remedy shall be provided to the complainant and appropriate disciplinary action taken against the harasser.

Appeal

Appeal of Sexual Harassment Investigation Finding - There are different ways to appeal a finding of either reasonable cause or no reasonable cause depending on whether the complainant is a student, faculty, or staff. In most cases, existing School complaint procedures provide a mechanism for such an appeal, and where available, such procedures must be utilized.

Notice to the Complainant

Where the Investigator concludes that there is either reasonable cause or no

reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred and the complaint is to be dismissed, a copy of the report will be sent to the complainant and the accused in accordance with the Board policies/regulations applying to the disclosure of information from School records.

Written Appeal

A written appeal must be directed to Executive Director, within thirty (30) days of notification to the complainant of the dismissal of the complaint.

Basis for Appeal - The appeal may be based only on one of the following grounds:

1. There is newly discovered important evidence not known at the time of the report;
2. Bias on the part of an Investigator member; or
3. The Investigator failed to follow appropriate procedures.

Decision

The Director or his or her designee will consider the appeal and will provide a written decision to the complainant and the Investigator within thirty (30) days of receipt of the appeal.

Extensions of Deadlines

Extensions of all deadlines contained in these procedures may be granted at the discretion of the Investigator for good cause. The Director shall be consulted before a decision is made on requests for extensions involving faculty and staff.

Sudden Cardiac Arrest – EC 33479 et seq.

Each school year, before a pupil participates in an athletic activity governed by the California Interscholastic Federation (CIF), the school shall collect and retain a copy of the sudden cardiac arrest information sheet required by the CIF for that pupil. Before a pupil participates in an athletic activity not governed by the CIF, the pupil and the pupil's parent or guardian shall sign and return an acknowledgment of receipt and review of the information sheet posted on the California Department of Education's Internet Web site after July 1, 2017.

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until he or she is evaluated by, and receives written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent or guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular schoolday or as part of a physical education course.

More information is available at:

https://www.cifstate.org/coaches-admin/coaching_education/certification

Surveys – EC 51513 and 51514

Aveson Charter Schools will notify parents or guardians of the need for their written permission before any test, questionnaire, survey or examination containing any questions about their child's personal beliefs or practices (or the pupil's family's beliefs or practices) in sex, family life, morality and religion, may be administered to any pupil in kindergarten, or grades 1-12, inclusive.

Notification will include specific or approximate dates of when any survey containing sensitive, personal information is to be administered and provide an opportunity for parents to opt pupils out of participating in the survey. Upon request, parents or guardians will be given the opportunity to inspect any third party survey.

Uniform Complaint Policy and Procedure – 5 CCR 4600 et seq.

Aveson maintains a policy concerning the provision of a free education to pupils and for filing a complaint of non-compliance pursuant to the Uniform Complaint Procedures with the principal of the school alleged to be in non-compliance. More information is available online at

<http://www.aveson.org/documents/forms-miscellaneous-documents/comprehensive-complaint-policy>.

Aveson School of Leaders Only

Entrance Health Screening – HSC 124085, 124100, 124105

Requires the school district to notify the parents or guardians of pupils in kindergarten and first grade that appropriate health screening and evaluation services are required for all children entering first grade. Notification to also inform parents or guardians of the availability of free health screenings through the local health department.

State law requires that the parent or legal guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible students through the Child Health Disabilities Prevention Program.

Oral Health Assessment – EC 49452.8

Requires a pupil, while enrolled in kindergarten in a public school, or while enrolled in first grade in a public school if the pupil was not previously enrolled in kindergarten in a public school, to no later than May 31st of the school year present proof of having received an oral health assessment that was performed no earlier than 12 months prior to the date of the initial enrollment of the pupil.

Note: The California Department of Education has developed a standardized notification form to be used by each school district. Forms in English and Spanish are available at: <http://www.cde.ca.gov/ls/he/hn/oralhealth.asp>.

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year.

School Bus and Passenger Safety – EC 39831.5

Aveson Charter Schools does not provide transportation to and from school for students.

Aveson Charter Schools currently provides transportation for students to and from community events using School Buses.

The responsibilities of students while being transported are to:

- comply with school rules while being transported,
- be ready in the morning at the scheduled time for the bus to arrive at your stop,
- not stand or play in the street while awaiting the bus,
- wait until the bus has come to a stop before attempting to get on or off,
- enter or leave the bus only at the front door of vehicle except in case of emergency,
- not exchange seats or move around in the bus while it is in motion,
- make room for other students to get on or off the bus,
- not extend head, arms or hands from the window of the bus,
- refrain from yelling or shouting at anyone,
- not throw any object in or at the bus, nor out the bus window,
- keep the bus clean and sanitary, and
- refrain from eating or drinking on the bus.

More information about school bus safety can be found at United States Department of Transportation website - <https://www.nhtsa.gov/road-safety/school-bus-safety>

Aveson Global Leadership Academy Only

Cal Grant Program – EC 69432.9

CAL GRANT PROGRAM – A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants. In order to assist students to apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent or guardian of a student under 18 years of age, may complete a form to indicate that he or she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent or guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself or herself out, and can opt in if the parent or guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents or guardians by January 1 of the students' 11th grade year.

CAREER COUNSELING & COURSE SELECTION—EC 221.5(d): Beginning in grade 7, school personnel shall assist pupils with course selection or career counseling, affirmatively exploring the possibility of careers or courses leading to careers based on the interest and ability of the pupil and not the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

COLLEGE ADMISSION REQUIREMENTS AND HIGHER EDUCATION INFORMATION - Education Code 51229 requires that each school year, as part of the annual notification, a school district offering any of grades 9 to 12 provide the parent or guardian of each student enrolled in any of those grades a one-page written notice that includes all of the following:

- A brief explanation of the college admission requirements.
- A list of the current UC and CSU websites that help students and their families learn about college admission requirements and list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU.
- A brief description of what career technical education is, as defined by the California Department of Education (CDE).
- The internet address for the portion of the website of the CDE where students can learn more about career technical education.

- Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses.

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school. In order to attend a community college, you need only be a high school graduate or 18 years of age. In order to attend a CSU, students must take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. For more information on college admission requirements, please refer to the following web pages:

www.cccco.edu California Community Colleges
www2.calstate.edu The California State University

Federal Student Aid – EC 51225.8

Commencing with the 2020–21 school year, the governing body of a charter school shall ensure that each of its pupils receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, as appropriate, at least once before the pupil enters grade 12.

Under state law, school districts are to ensure that students prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and student personal information will be protected according to state and federal privacy laws and regulations.

Aveson will create an Action Team during the 2020-21 school year to discuss how and when information will be disseminated – in-class instruction, existing program, family information sessions, or counseling sessions may be shared in groups or individually, or any other way.

Health Insurance Coverage for Athletes – EC 32221.5

Aveson Global Leadership Academy operates interscholastic athletic teams and is required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost

programs. The District coordinates insurance offerings through an outside vendor. Information about this program is available through at the Aveson Global Leadership office at 626-797-1438.

Off-campus Lunch – EC 44808.5

The governing board of the Aveson Charter Schools pursuant to Section 44808.5 of the Education Code, has decided to permit pupils enrolled within its high schools, contingent on both parent and school site approval, to leave the school grounds during the lunch period. Section 44808.5 of the Education Code states: “Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section.”

Pregnant and Parenting Pupils – EC 221.51, 222.5, 46015, 48205, and 48980

RIGHTS AND OPTIONS AVAILABLE TO PREGNANT/PARENTING PUPILS

Assembly Bill (AB) 2289 states that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children by establishing specified rights. The law is effective as of January 2019.

Can my school treat me differently because of my pregnancy or parental status?

No, Title IX of the United States Code prohibits discrimination based on sex, which includes both pregnancy and parental status.

Can my school prevent me from participating in any educational program or activity?

No, a school may not exclude or deny a pregnant or parenting pupil from any educational program or activity, including class or extracurricular activity, based solely on the pupil’s pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery. However, a school may require a pupil to obtain a doctor’s note to ensure that they are emotionally and/or physically able to continue participation in the educational program.

Can my school force me to take part in a pregnant minor program?

No, a pregnant or parenting pupil does not have to participate in any alternative educational program because of pregnancy or parental status. A student may voluntarily take part in these programs if they choose.

Am I entitled to any parental leave in preparation or to take care of my newborn child?

Yes, any pregnant or parenting pupil is entitled to a minimum of eight weeks of parental leave, which may be increased under medical necessity. A pupil is not required to complete any class work during this period, and it must be counted as an excused absence by the school.

What if my child is sick?

Taking care of a sick child counts as an excused absence, and the school may not require you to provide a doctor's note for this kind of absence.

What happens when I return to school?

A pregnant or parenting pupil will return to their normal course of study. The pupil is entitled to opportunities to make up any missed work from parental leave. This includes being able to stay for a fifth year of school to complete graduation requirements. The pupil may also enroll in an alternative educational program provided it is equal to that of their former schoolwork.

Do these rights only apply to pregnant pupils?

No, these rights apply equally to all pregnant and parenting pupils, defined as any student who gives or expects to give birth, or any student who identifies as a parent of an infant. A pupil may file a uniform complaint if their school violates the rules above.

Suicide Prevention Policies – Ch.2, Part 1, Division 1 of Title I of EC

Detailed Policy available on aveson.net. [Handout for families](#) -

Suggested Notifications

Acceptable Use of Technology - EC 48980

Although EC 48980 was amended in 2005, to remove the requirement that school districts annually notify parents or guardians of district policy regarding access by pupils to Internet and on-line sites, it is suggested that such notification still occur.

Avoiding Absences EC 48260 Written Excuses, Truancy Definitions – EC 48260, 48262 and 48263.6**Attendance**

School attendance is vital if a child is to achieve his or her full potential. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. As the new year begins, we urge you to make an effort to ensure that your child attends school **EVERY DAY**. It is the parent's/guardian's

responsibility to provide documentation after the student has been absent in order to prevent absences from being converted to trancies.

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

Excused Absences - E.C. 48205

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed

services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

- (10) For the purpose of attending the pupil's naturalization ceremony to become a United States Citizen.
- (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
 - (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
 - (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 - (e) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Upon receiving appropriate verification that an absence occurred due to one of the reasons listed above, the school will consider the absence to be excused. A pupil absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit. The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

Unexcused Absences

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

Truancy

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

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

Reporting Absences and Tardies

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

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

In addition, if a student is absent for three or more consecutive days, the student will need a release from his or her physician before returning to school. If a student is tardy,

the parent or guardian must accompany the student to the office and sign the child(ren) in.

Excessive Absences and Tardies

Excessive absences and tardies severely impact the social, emotional, behavioral, and academic development of students. It is Aveson's belief that students with excessive absences and tardies need immediate intervention and support in order to positively and constructively change the absence and/or tardy behavior. Whether the absences/tardies are excused or not, students with excessive absences and/or tardies will first be referred to Aveson's Student Attendance Review Team (SART) to review the student's attendance and develop a plan to support the students' success. If the student's attendance does not improve after the SART meetings, the student and parent/guardian will then be referred to Aveson's School Attendance Review Board (SARB) [Ed Code 48263].

Independent Study Contracts

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

Child Abuse and Neglect Reporting – PC 11164 et seq.

Aveson Charter School staff are required by law to report cases of child abuse and neglect to the appropriate law enforcement agency when they have a reasonable suspicion that a child has been a victim of child abuse and/ or neglect. Reasonable suspicion does not require certainty that the child abuse and/or neglect has occurred. The reporting staff member's name and report are confidential. The fact that a child is homeless or an unaccompanied minor is not, in and of itself, a sufficient basis for reporting child abuse or neglect.

All staff are provided with a Mandated Reporter: Child Abuse and Neglect (Full Course California) annually.

Comprehensive School Safety Plan—EC 32288 Disaster Preparedness Educational Materials - EC 32282.5

Each Aveson Charter School has a School Safety Plan, which includes a comprehensive disaster preparedness plan. Copies are available for review at each school office.

Natural and human-caused disasters affect everyone, which is why it is important to be prepared at home, at school, at work, and in the community. Parents and guardians are encouraged to review the safety educational materials provided on the California Department of Education Web page at:

<http://www.cde.ca.gov/ls/ss/cp/pupilsafetyeducmat.asp>. The materials are available in multiple languages and can be used to help families prepare for different types of emergencies and crisis.

Civility & School Disruption - BP1313(a); EC 32210, PC 415, 415.5

Aveson Charter Schools are committed to keeping schools free from disruption and keeping unauthorized persons from entering school grounds. Members of the Aveson Charter Schools staff will treat parents and other members of the public with respect and expect the same in return. The Schools are committed to maintaining an orderly educational and administrative environment. The Civility Policy of Aveson Charter Schools promotes mutual respect, civility, and orderly conduct among District employees, parents, and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff. Any person who willfully disturbs a public school or a public school meeting is guilty of a misdemeanor, and may be punished by a fine of not more than \$500.

Custody Concerns

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or proper divorce papers specifically stating visitation limitations are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

E-cigarettes and Tobacco HSC 104495; PC 308

Aveson Charter Schools are Smoke Free including e-cigarettes

HSC 104495: Prohibits smoking a cigarette, cigar, or other tobacco-related products and disposal of cigarette butts, cigar butts, or any other tobacco-related waste within 25 feet of any playground or tot lot sandbox area. It also prohibits the use of a tobacco product within 250 feet of a youth sports event. The prohibitions do not apply to private property or a public sidewalk located within 25 feet of a playground or a tot lot sandbox area.

Electronic Nicotine Delivery Systems (e-cigarettes) – PC 308

With the rise in the use of electronic nicotine delivery systems (ENDS) among minors, schools are encouraged to adopt a policy to prohibit its use. Schools may also want to provide information to parents as a preventative measure.

Aveson Charter School prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in district vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code. Section 308 of the Penal Code also states that every person under 18 years of age who purchases, receives, or possesses any tobacco, cigarettes, or cigarette papers, or any other preparation of tobacco, or any other instrument or paraphernalia that is designed for the smoking of tobacco, tobacco products, or any controlled substance shall, upon conviction, be punished by a fine of seventy-five dollars (\$75) or 30 hours of community service work.

Electronic Listening or Recording Device including Cell Phones - EC 51512

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the

principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

Student cell phones are not allowed on campus. This pertains to all interactive screens and cell phone technology. If a student brings a cell phone/device to school, s/he is required to check it in at the front office for locked storage, to be returned at the end of the day. Cell phones that have not been checked in will be confiscated and returned to parents only.

Megan's Law—PC 290 et seq

Information about registered sex offenders in California can be found on the California Department of Justice's website, <http://meganslaw.ca.gov>. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

School Accountability Report Card – EC 35256, 35258

The California Constitution requires that a School Accountability Report Card (SARC) be prepared annually for each school. The Education Code states that the SARC "shall provide data by which families can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children.

The SARC is available on the internet at www.aveson.org.

School Visiting Procedures - EC 51101 (a)(12), School Visitor Registration Requirements - PC 627.6, School Volunteer Program

Aveson Charter Schools welcomes the dedication and support of its volunteers. While encouraging such participation, we also must maintain a safe environment for students and staff. We thank all volunteers for their willingness to serve following Aveson volunteer procedures in order to maintain that safety.

Definition of Volunteers

Volunteers are individuals who for civic, charitable, and humanitarian reasons donate their time, without financial compensation, to benefit the Aveson community. Volunteer

participation may occur in a classroom setting during the school day or outside the school setting as part of an extracurricular activity.

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

Level 1 Volunteer

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

Level 2 Volunteer

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

Volunteer Requirements

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

Additional Requirement for Level 2 Volunteers

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

Section 504 – 29 USC 794, 34 CFR 104.32 including Information about Special Education

Section 504 of the federal Rehabilitation Act of 1973, and the Americans with Disabilities Act (42 USC 12101 et seq.) prohibit discrimination on the basis of disability. Section 504 requires school districts to identify and evaluate children with disabilities in order to provide them a free, appropriate public education. Individuals with a physical or mental impairment that substantially limits one or more major life activities, including seeing, hearing, walking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, speaking, are eligible to receive services and aids designed to meet their needs as adequately as the needs of nondisabled students are met.

It is suggested that parents or guardians be informed of the following:

1. The name and contact information of the person designated by the district responsible for implementing Section 504
2. The screening and evaluation procedures used whenever there is reason to believe that a student has a disability that limits his or her ability to attend or function at school.
3. The right to a written accommodation plan if the student is found to have a disability that requires services under Section 504.
4. The right to be educated with nondisabled students to the maximum extent appropriate to the student's individual needs.
5. Notice of the procedural safeguards guaranteed by law.

What is Special Education and the IEP?

The Individuals with Disabilities Act (IDEA) defines Special Education as "specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability."

The Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services. A student must be evaluated by an educational institution and identified as eligible for special education programs and related services to receive an IEP.

What is a 504 Plan?

Section 504 is a part of the Americans with Disabilities Act (ADA) that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. The 504 Plan is a plan developed to ensure that

a child who has a disability and attending an elementary or secondary school receives accommodations that will ensure their academic success and access to the learning environment.

What is Inclusion?

Inclusion is the educational practice of educating children with disabilities in classrooms with children without disabilities.

Aveson strongly believes that all students benefit from inclusion in general education classrooms for at least part of their day. Aveson provides researched-based intervention programs and best practices, and highly targeted Personalized Master Learning to students who need educational support beyond the general education classroom.

Aveson is a member of The Desert Mountain Charter Special Education Local Plan Area (SELPA.)

Student Expression - includes Student Conduct EC 51100 Sunscreen and Sun-protective Clothing – EC 35183.5 Dress Code – EC 35183

Student Conduct

Aveson values individual expression. We also recognize the need to protect the greater values and fabric of our learning community. It is important for faculty, staff, students, and parents to assume responsibility for helping sustain an educational and social community where the rights of all are respected. This includes conforming their behavior to standards of conduct that are designed to protect the health, safety, dignity, and the rights of all. Below are links to documents outlining the school's policies on behavior along with procedures for reporting violations of this expected behavior.

ENCOURAGED AND EXPECTED STUDENT BEHAVIORS: To assist students and families in identifying positive behaviors that are encouraged and expected, the following are established. Students will:

- Attend school daily, on time, and actively participate in all classes.
- Produce quality work that meets the highest classroom standards.
- Bring all necessary materials to class, including completed assignments.
- Know and follow all school and class rules.
- Respect themselves, their school, classmates, staff, family and community.
- Use appropriate language at all times when communicating with others.
- Avoid negative peer pressure and activities.
- Regularly communicate with their families and advisors about their progress in school.
- Commit to remain in school with an objective to graduate on time.

- Believe that they can learn and will learn.

Sunscreen and Sun-protective Clothing – EC 35183.5

Provides that pupils may use sunscreen during the school day without a physician's note or prescription. Requires the school to adopt a policy regarding the type of sun-protective clothing, including but not limited to hats that pupils may wear for outdoor use during the school day.

Dress Code

Aveson Global Leadership has adopted a Body-Positive Student Dress code - detailed dress code is available at <http://www.aveson.org/agla/dress-code>

Aveson School of Leaders teamwear promotes inclusion, safety and equity in our school family. We encourage the use of teamwear amongst everyone in our community. More about teamwear <http://www.aveson.org/asl/teamwear>

When students use skateboards, scooters and bicycles as transportation to and from campus.

1. Please insist that your children wear helmets. Brain injury from accidents involving these devices is a leading cause of preventable injury among children. It only takes a minute to get a good helmet, and only a second to clip it on and off.
2. Please ask that your children not ride devices that belong to friends if they do not know how to use them yet. Anything on wheels takes time to learn how to use safely and independently, and school isn't the place to do that (unless we offer an elective class with that expressed purpose).
3. Please be aware that we have a **"Wheels Up" policy** on our campus: once students reach our blacktop at the driveway entrances to campus, we require them to get off of their devices and carry or walk the device to a final destination while at school. Students are not allowed to ride while on our campus.

Walking or Riding a Bike, Skateboard or Scooter to School - VC 21212

When students use skateboards, scooters and bicycles as transportation to and from campus.

1. Please insist that your children wear helmets. Brain injury from accidents involving these devices is a leading cause of preventable injury among children. It only takes a minute to get a good helmet, and only a second to clip it on and off.
2. Please ask that your children not ride devices that belong to friends if they do not know how to use them yet. Anything on wheels takes time to learn how to use safely and independently, and school isn't the place to do that (unless we offer an elective class with that expressed purpose).
3. Please be aware that we have a **"Wheels Up" policy** on our campus: once students reach our blacktop at the driveway entrances to campus, we require them to get off of their devices and carry or walk the device to a final destination while at school. Students are not allowed to ride while on our campus.

2020-2021 ACKNOWLEDGEMENT OF RECEIPT AND REVIEW

Dear Parent/Guardian:

Aveson Charter Schools is required to annually notify parents and guardians of rights and responsibilities in accordance with Education Code 48980.

If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact an administrator at your child's school. He or she will be able to give you more detailed information and assist you in obtaining copies of any materials you wish to review.

Please complete the "Acknowledgement of Receipt and Review" form below, and return it to your child's school.

Acknowledgement of Receipt and Review

Pursuant to Education Code 48982, the parent/guardian shall sign this notice and return it to the school. Signature on the notice is an acknowledgment by the parent or guardian that he or she has been informed of his or her rights but does not necessarily indicate that consent to participate in any particular program or activity has been given or withheld.

Student Name:

School:

Grade:

Parent/Guardian Name:

Address:

Home Telephone Number:

Signature of Parent/Guardian (if student is under 18)

Signature of Student (if student is 18 or older)

Aveson Charter Schools 2007-2020

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

2020-2021 AGLA Bell Schedule (REVISED)

Hybrid and Distance Learning Models

Schedule Overview

The proposed instructional model for Aveson Global Leadership Academy (AGLA) is a hybrid and distance learning model. Families can elect to participate in distance learning when we are able to return to campus in a hybrid model. The bell schedule allows for intervention, social-emotional support, and other services and activities after school dismissal. Attendance will be tracked through a combination of students attending synchronous course periods and submitting assignments for all classes, and the grading policy prior to school closure will be followed. The 2020-2021 academic year will begin in the distance learning model.

Distance Learning

In Distance Learning, all students will be divided into two cohorts: A and B. All students will participate in synchronous learning activities via zoom, asynchronous learning activities, advisory, and independent work time/additional support based on their cohort schedule (see the next page). When a return to campus is possible, parents may elect to maintain enrollment in distance learning. Your student will maintain their same Cohort (A or B) and join their classmates via a livestream link.

Livestream will be a minimum of 50% of the instructional period inclusive of direct instruction, interactive assignments, class opening and closing for all students. Independent seat work may not always be livestreamed, but will be counted as asynchronous instructional minutes.

Hybrid Model

When it is safe to do so, the school will open campus in a hybrid model. A hybrid model is defined as a combination of in person and remote instruction. Students will be divided into two cohorts: A and B. Students in cohorts A and B will attend courses in person on their assigned days (cohort A: M/W; cohort B: T/Th). For students whose parents have elected to participate in distance learning and not physically attend school, your student will maintain their same Cohort (A or B) and join their classmates via a livestream link.

If any students in cohorts A or B become ill or are unable to attend school for an extended period of time, they will be allowed to transfer to distance learning until they are able to safely return to school.

If the Los Angeles County Health Department, State or Aveson Charters School Board orders AGLA to physically close for health and safety reasons, teachers will continue instruction according to the daily schedule and all students will maintain their cohort schedule from home for the duration of the closure and distance learning will resume again.

Distance Learning Model Schedule

Hybrid Model Schedule

	Cohort A	Cohort B		Cohort A	Cohort B
Synchronous Days	M/W	T/TH		M/W	T/TH
Asynchronous Days	T/TH	M/W		T/TH	M/W
Advisory Days	T/TH/F*	M/W/F*		M/W/F*	T/TH/F*
Ind. Work/Support	F	F		F	F

* Please see the bell schedule for Friday's Advisory time

Bell Schedule

Monday - Thursday					
Middle School			High School		
Period 1	8:30am	9:10am	Period 1	8:30am	9:10am
Period 2	9:20am	10:00am	Period 2	9:20am	10:00am
Period 3	10:10am	10:50am	Period 3	10:10am	10:50am
Period 4	11:00am	11:40am	Period 4	11:00am	11:40am
Advisory*	11:50am	12:20pm	Advisory*	11:50am	12:20pm
			Lunch	12:20pm	12:50pm
			Period 5	12:50pm	1:30pm
			UC Electives	1:40pm	2:20pm

* Please refer to the cohort schedule at the top of the page for which days of the week your student will take content classes live and which days they will have advisory classes live.

Friday					
Middle School			High School		
Advisory Cohort A	11:10am	11:40am	Advisory Cohort A	11:10am	11:40am
Advisory Cohort B	11:50am	12:20pm	Advisory Cohort B	11:50am	12:20pm
Independent work day			Independent work day		
Remote support available upon request.			Remote support available upon request.		

ASL Bell Schedule 2020-21

TK & K Schedule

Monday-Thursday	Friday
8:20 “School Day” begins 8:20-9:10 Advisory 9:10-10:30 Math/Projects Block 10:30-11:00 Break Time 11:00-11:20 Literacy/Projects Block 11:20 “School Day” ends	8:20 Advisory Synchronous Time 9:00-11:20 Asynchronous Learning 11:20 “School Day” ends
*Combination of Synchronous & Asynchronous Learning scheduled by Cohort	

Grades 1-5 Schedule

Monday-Thursday	Friday
8:20 “School Day” begins 8:20-9:30 Advisory Block 9:30-10:00 Break Time 10:00-11:00 Math/Projects Block 11:00-11:15 Break Time 11:15-12:30 Literacy/Projects Block 12:30 “School Day” ends	8:20 Advisory Synchronous Time 9:00-12:30 Asynchronous Learning 12:30 “School Day” ends
*Combination of Synchronous & Asynchronous Learning scheduled by Cohort	



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

Aveson Global Leadership Academy

Student and Family Handbook

2020-2021

575 West Altadena Drive, Altadena, California 91001
Office: (626) 797-1438 | Fax: (626) 628-1752 | www.aveson.org

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Introduction

Welcome to Aveson Charter Schools!

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

We believe...

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

Aveson's Mission

Aveson's mission is to redefine teaching and learning so all children have the opportunity to experience an exemplary public education. We provide the right instruction for every student every day by supporting innovative teaching methods and a personalized, experience-based learning environment to ensure no child is left unknown.

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

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

Aveson's Culture and Climate

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

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

- Responsibility
- Integrity
- Safety
- Equity

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

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

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

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

What is a Charter School?

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

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

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

Aveson Board of Directors

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

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

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

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

Purpose of This Handbook

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

Instructional Design and Teaching Methods

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

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

AGLA Curriculum

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

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

Academic Success through Personalized Mastery Learning

Every student has a story which includes their academic history (skills and content), strengths and challenges, areas of interest, preferred modality of learning, and life/social skills. It is imperative for all schools to learn each story and identify the most beneficial method of instruction for each student. As repeatedly noted in this petition, while the curriculum conforms to state frameworks and CCSS, students have a Personalized Mastery Learning experience. All students must exhibit mastery of 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:

English

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

Every English class is a highly collaborative, experiential environment where students have time to work independently when necessary but where students have many chances to

work in community: to read, to write, edit and revise, to research: create and explore driving questions, take notes, watch, listen, present, defend, and reflect

History

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

Every History class focuses on building student critical thinking, research, and synthesizing skills through project-based learning. Students learn content through mini-lesson overviews and by creating rigorous projects focusing on topics of interest within their historical context. Instruction consists of Formal and Informal Discussions: Socratic Seminars, Fishbowl Convos, informal rich conversations (modeled) with notes-sample discussion questions, online discussions: Twitter, etc., visual discussions (images via Tumblr, Instagram), documented evidence, Debate: with other students at our school, other schools, online forums, social media (Facebook, Twitter, Instagram), Projects: Emphasis on both short and long projects--not just posters and presentations... boardgames, reenactments, historical cosplay, ...short films... encouraging creativity, art, painting, acting... students getting excited..., Writing Pieces: cross curricular writing pieces, writing pieces as prep for projects--sussed out in English... all genres (including poetry, narrative), Showcases: room walks, kinesthetic, whole group, small group, Presentations answering a Driving Question; Speeches: impromptu, thoughtful, whole group, small group, Short Lectures/Videos/Podcasts w/ Notes: (10-30 min) with Students taking notes on paper, on shared google documents, on whiteboards--a venerable mix... famous speeches, Dan Carlin's Hardcore History, Stuff You Missed in History Class,

Mathematics

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

¹ Summary of dimensions and core features of classrooms that promote understanding (Heinemann 1997, NCTM 1997).

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.

World Language

Spanish is and will be the primary foreign language taught at Aveson. Students will also be able to study other languages through distance learning programs, self-paced programs like Rosetta Stone, or by attending courses at a community college.

Electives

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

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

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

Social Leadership

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.

Advisory

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.

Healthy Living

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

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

Homework

- Aveson adheres to a non-traditional homework policy. As homework for the sake of homework has virtually no impact on student achievement, Aveson's homework policy is non-traditional in the sense that homework is personalized and it is assigned based on need.
- Students are expected to read for at least 15-30 minutes at least four days a week outside of school depending on their grade. Students are expected to practice math and work on projects and study to be prepared for content classes.
- Advisors will send out general expectations and specific assignments they have for student work at home; however, students who use time wisely throughout the day will have a great deal of time to complete a majority of expected work while at school.

Assessments and Mastery Learning

What does assessment look like at AGLA?

- Students are assessed on what they know and have learned (not penalized for the things they do not yet know).
- Students are given multiple attempts to master skills with personalized instruction to ensure their success.
- Students are given multiple means of assessment and often choices about how they are assessed always considering their unique strengths and challenges: projects, written and/or verbal multiple-choice short and long answer tests and quizzes, performance tasks, timed and process writing pieces, discussions, presentations, conferences, practice work, etc.
- At the beginning of each year, students are given pre-assessments in their classes such as the San Diego Quick, the MAZE, and timed writing prompts among others.
- Throughout the year, students are assessed formally and informally through diagnostic, formative, and summative assessments. Advisors use the information from these assessments to design specific curriculum to target individual student need.
- Mastery Learning Outcomes:
 - Students are given a set of Mastery Learning Outcomes for each class which are skill-based learning objectives adopted from the Common Core Standards when applicable.
 - Students are evaluated based on their actual skills rather than if they turned in their work by a due date or completed extra credit.
 - Students take ownership of their learning by linking evidence which shows proficiency in each outcome.
 - Students learn deeply and hold on to their learning because they consistently reflect on what they have learned within their outcome tracker by writing authentic (metacognitive) reflections that use the rubric language to defend their work.
 - Educators assess the reflections and the evidence by conferencing with students.
- Students and Families are able to see the pace at which their student is meeting learning outcomes at all times by checking their outcome trackers. Advisors give “pacing grades” every five weeks in progress reports which are found on the outcome trackers.
- Personalization: students are treated as individuals with unique passions, talents, needs, goals, and learning styles. Because we evaluate students solely on their actual skill level, we have adopted many strategies, tools, and norms to help students become independent learners, critical thinkers, and problem solvers as well as organized students who grow in their ability to set and meet reasonable goals and to always challenge themselves. Therefore, we rely on a student’s level of self-efficacy and level of proficiency in skills as well as student interest and motivation to determine decisions such as how much or little technology the student uses during class, seating arrangements, whether the student is allowed to

create their own due dates or needs an advisor to set them, what type of assessment they are given to meet a particular skill etc. We use terms such as autonomy and restricted choice to help students understand that we personalize instruction based on specific need.

AGLA Grading Policy

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

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

<p>Foundational Outcomes All students will work towards showing mastery on all foundational outcomes.</p> <p>Extension Outcomes Extension Outcomes exist to foster growth for students who demonstrate the need for intellectually demanding opportunities beyond the scope and sequence of the course.</p> <p><u>Levels of Mastery for Outcomes:</u></p> <p>Advanced (A) Student master content/skill so well they could apply it to new contexts and/or their evidence could be used as an advanced exemplar. They can show their skills independently, consistently and in a variety of settings. Their evidence exceeds the course expectations.</p> <p>Proficient (P) Student has mastered their content/skill completely. They can show their skill independently, consistently and in a variety of settings. Every aspect of proficient on the rubric is met. Their evidence meets course expectations.</p> <p>Developing (D) Student has mastered parts of their content/skill. Their evidence reveals a minor gap to the course</p>	<p><u>Final Grade Explanation:</u></p> <p>Grade A: Student mastered all foundational outcomes with a combination of proficient and advanced scores and mastered agreed upon extension outcomes OR student mastered all foundational outcomes at an advanced level.</p> <p>Grade B: Student mastered all foundational outcomes with a combination of proficient and advanced rubric scores and did not complete the agreed upon extension outcomes.</p> <p>Grade C: Student mastered most of the foundational outcomes at the proficient level and will be able to access the next course successfully. Student evidence is likely a combination of proficient, developing and emerging rubric scores. Student reflections may be incomplete or absent.</p> <p>Grade D: Student mastered less than all of the foundational outcomes and have not yet learned the skills to readily access the next course. This is likely a combination of emerging and developing rubric scores. In</p>
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<p>expectations.</p> <p>Emerging (E) Student is beginning to build an understanding of this skill. There is a significant gap between their evidence and the course expectations.</p> <p>Honors A Distinction (<i>High School only</i>) Student has mastered all foundational outcomes with mostly advanced scores as well as mastered agreed upon extension outcomes.</p>	<p>addition, reflections may be incomplete or absent.</p> <p>Grade F: Student has not yet mastered enough of the foundational outcomes and has not yet learned enough of the skills to move on to the next course. This is likely a combination of unattempted on foundational learning outcomes, emerging and/or developing rubric scores. In addition, reflections may be incomplete or absent.</p>
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Progress Reports

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

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

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

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

Standardized Testing

As a public school, AGLA participates in state and federal assessments. Signed into law on October 2, 2013, AB 484 establishes the California Assessment of Student Performance and Progress (CAASPP) assessment system. The CAASPP system replaces the Standardized Testing and Reporting (STAR) Program. The Summative Assessments are comprehensive end of year assessments of grade-level learning that measure progress toward college and career readiness. Each test, English language arts/literacy (ELA) and mathematics is comprised of two parts: (1) a computer adaptive test and (2) a performance task, administered within a 12-week window beginning at 66 percent of the instructional year for grades 3 through 8, or within in a 7-week window beginning at 80 percent of the instructional year for grade 11.

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

Student Led Conferences

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

Celebration of Learning

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

Supporting Student Achievement at Home

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

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

even when you found it challenging” reminds students that academic success is strongly due to commitment, volition, and effort rather than inherent “smarts.”

Communication Policy

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

How to Receive Information

- Read all emails sent from school
 - Advisors
 - Parent Liaisons
 - School-wide emails
 - The Aveson Bite(weekly)
 - The Aveson Insider (monthly)
- Check Aveson's web page on a frequent basis: www.aveson.org. Specifically look for relevant information in the Parent Portal (located right under the Aveson logo on the website home page).
- Read all hard-copy information sent home with your child or sent via mail.
- If your child's advisor has a web page, blog, or other online workspace, check this resource frequently.
- Attend the beginning of the year Back-to-School Night.
- Attend the bi-yearly Celebration of Learning events.
- Attend the evening Community Forum meetings.
- Attend the morning "Coffee with the Director" meetings.
- Make an appointment with your child's advisor for a phone or in-person conference.
- Create a plan with your child's advisor to volunteer in the classroom.
- Participate on an Aveson Action Team.
- Attend the yearly June Jubilee Celebration.
- Send a written note with your child addressed to the appropriate person with whom you wish to communicate.

How to Request Information

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

School Messenger Telephone System

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

How to Resolve a Complaint or Concern

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

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

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

Drop-Off/Pick-Up Procedures

Morning Drop Off

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

After School Pick Up

On Mondays, the east Altadena Dr. car line opens at 1:30 p.m. and closes at 2:15 p.m. Tuesday - Friday, the carline opens at 2:30 p.m. and closes at 3:05 p.m. Please note, city traffic signs prohibits left turns entering and exiting AGLA campus.

Who May Pick-Up Your Student?

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

Before School Supervision

AGLA supervision for students begins at 8:10 a.m.

After School Supervision

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

Safety Procedures, Policies and Protocols

Disaster Preparedness

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

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

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

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

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

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

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

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

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

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

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

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

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

Medications

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

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

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

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

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

Accidents

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

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

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

Head Injury

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

Lost and Found Items

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

Student Permission

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

Recording, Filming, Photography

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

Technology

Acceptable Use Policy

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

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

Cell Phone and Electronic Devices

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

1) Cell phones, laptops and handheld technology devices with interactive screens are not allowed in student possession at Aveson Global Leadership Academy during school hours. Restricted devices include but are not limited to: Cell Phones, iPods with touch or video screens, personal gaming devices, and any other handheld electronics with an interactive

screen that will fit in a pocket, the designation of which is at the discretion of AGLA personnel.

2) All incoming and outgoing communication to and from students during school hours will be conducted through school phones or the cell phone of an AGLA employee.

3) Students arriving at AGLA with a cell phone and/or personal handheld technology device with an interactive screen must keep it turned off and stored in their backpacks or handbags. Students also have the option to take their devices to the front office upon arrival at school and immediately hand it to school personnel for locked storage for the duration of the school day or fraction thereof in which the student is in attendance.

4) Any cell phone, laptops or handheld technology device with an interactive screen that is found to be on the student's person during the school day will be immediately confiscated and placed in locked storage, and will be returned to student or parent/guardian at the end of the day.

5) Refusal by any student to comply with any part of this policy during the school day and/or in response to confiscation by school personnel acting during the school day in accordance with this policy will result in a parent conference.

Staff Protocol re: Technology

Students are allowed to utilize chromebooks when it is the right tool during class time, not before school, during lunch or after school. We want students to engage with other students and staff outside of class. When any adult on campus sees an unauthorized device (essentially, anything besides a google chromebook), we will politely ask the student to give it to us so that we can turn it in at the office. If it is before school, we can either ask the student to turn it into the office on their own or ask them for it so we can turn it in for them.

When turning in a device to the front office, indicate whether the student can pick it up after school or if a parent/guardian needs to pick it up (only for students who repeatedly break this policy and the adult needs to communicate this with the parent/guardian and student).

Walking Field Trips

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

Off-Campus Lunch (12th Grade ONLY)

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

- Sign-out and Sign-in at the front office

- Arrive on time to their 3rd block
- Follow AGLA's guidelines and state laws
- Leave all bags/backpacks on campus
- All items purchased must be finished before returning to campus

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

Social, Emotional, and Physical Safety Policies

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

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

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

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

Aveson's prohibition of discrimination, harassment and bullying are in accordance with Penal Code section 422.55 and California Education Codes sections 220 and 48900. This policy can be accessed on the Aveson website (www.aveson.org). In addition, all families will receive a copy of this policy via the Aveson Student and Family Handbook, made available to all families at the start of each new school year.

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

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

Any student who engages in discrimination, harassment or bullying of another student or anyone in the Aveson community may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination, harassment or bullying may be subject to disciplinary action up to and including dismissal from employment.

Aveson will seek to prevent, correct and discipline behavior that violates this policy or any other infringement to one's social, emotional, or physical safety. School response to violations may be informed by and in conjunction with appropriate law enforcement agencies.

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

Aveson's Expectations:

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

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

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

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

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

Discrimination

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

Harassment/Sexual Harassment

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

Sexual Harassment?

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

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

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

Bullying

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

Reporting Discrimination, Harassment and Bullying:

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

Notify:

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

Investigate:

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

All reports and incidents will be documented in Aveson's electronic behavior referral system and will be kept strictly confidential. The Family Educational Rights and

Privacy Act (**FERPA**) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Action

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

Follow-up

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

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

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

Supporting Documents:

- [ASL's School Family Agreement](#)
- [Aveson's Guiding Principles](#)
- [Aveson's Behavior Philosophy](#)
- [AGLA School Family Agreement](#)
- [Discrimination, Harassment & Bullying Anonymous Reporting Form](#)

Student Support: Discipline Philosophy, Policies, and Procedures

Aveson's Discipline Philosophy

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

Student Support versus Student Management

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

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

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

AGLA Behavior Referral Process

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

Advisory-Based Social, Emotional, and Behavior Curriculum

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

- **Have a culture of caring in their classrooms** – Advisors should speak to their students with respect and expect that students do the same in return.

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

Plagiarism Policy

Instances of Plagiarism

First Time:	Conversation with your advisor and another staff member. Email or phone call home with confirmation from family.
Second Time:	Conversation with advisor and another staff member. Meeting with parent. Lunch reflection.
Third Time:	Meeting in front of board with Parent/Guardians. Suspension.

Missing Citations of Sources

First Time:	Additional instruction on citation of sources.
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- Second Time: Conversation with advisor and another staff member and another staff member. Email or phone call home with confirmation from family.
- Third Time: Conversation with advisor and another staff member. Meeting with parent. Lunch reflection.
- Fourth Time: Meeting in front of board with Parent/Guardian. Suspension.

Student Support Coach (SSC)

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

In-house / Classroom Suspensions

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

Home Adult(s) Conference

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

Alternative to suspension (ATS)

The ATS Option is when a student is sent home for the remainder of the school day and/or several days thereafter due to behavior that was deemed too severe to allow the student to stay on campus. The ATS Option is not a formal school suspension in that it does not become a part of a student's permanent record, nor does it follow the student once they leave Aveson. In addition, the ATS Option requires the student to complete a

Restorative Justice project while away from campus and prior to being readmitted to Aveson's campus. Lastly, the student will be asked to share their project and learning with the community members that were affected by the student's behavior. If the student's home adult(s) chooses not to participate in the ATS Option, Aveson does reserve the right to formally suspend any student for violations of the California Education Code.

California Education Code Suspension / Expulsions

If a student's behavior violates the California Education Code, Aveson always has the right (regardless if the Home Reflection Option was offered or not) to formally suspend and/or expel a student. However, Aveson will invoke this right as a last resort if:

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

Recommendations

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

- **Student Behavior Plan:** A behavior plan is a weekly contract between the student, home adult(s), and advisor that focus on 1-3 discreet goals for the student to work on. The goals are created by all stake-holders (most importantly the student) and each day or at the end of each week, the student works with the advisor to reflect on the behavior goals. The student and advisor each "grade" the student's progress towards the goals and this progress is communicated to the home adult(s) on a weekly basis. The successful progress toward each goal may or may not include an extrinsic reward/consequence as motivation. The goal is to help the student self-monitor his/her behavior and work towards eliminating the behavior plan altogether.
- **Student Study Team (SST):** If the student, after many modifications and accommodations, is unable at the current time to be successful within the core behavior program, it may be beneficial to active the SST process for the student. An SST is a meeting where involved stakeholders join together in examining the student's strengths and challenges and to discuss strategies and solutions to address his/her academic and/or behavioral needs in order to help the student improve their educational experience.
- **Tiered Designation:** If the student, after many modifications and accommodations, is unable at the current time to be successful within the core behavior program, it may be beneficial to identify the student as a Tier 2 or Tier 3 (if already designated a Tier 2) behavior student. The tiered system of identifying students is part of Aveson's discipline and academic philosophies of **Response to Intervention, or Rtl**. Rtl is a series of steps taken when a student has been identified as struggling academically and/or behaviorally in the classroom setting. The following are additional action steps the SSC may take under the Tier 2 or 3 designation.
 - Referral to the SST

- Assign Adult Mentor
- Increased Parental Involvement (including shadowing the student at school)
- Home Reflection Option
- Behavior Plan
- Pull-out/change of environment
- Counseling and/or Social Skills Classes Referral
- Home Visits
- California Education Code suspensions/expulsions



Student / Staff / Community Culture and Climate Agreement

Student/Staff/Community RISE Agreement

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

Dress Code

All students are expected to dress appropriately for school by respecting the following dress code approved by our Student Government and AGLA Staff.

The following is appropriate for school:

- Clothing that keeps students safe and is defined by Student Government as clothing that “covers creases, crevices, and cracks.”
- Safe shoes that cover or wrap toes and ankles (not flip flops)

Physical Education Uniform Policy:

- Athletic clothing and athletic shoes

If violation is present, student will be given the opportunity to correct the violation or allowed to call home for a change of clothing. Refusal to correct the violation will be considered defiance. Defiance is suspendable.

Violation of the dress code will result in immediate in-school suspension until the violation is corrected or a parent/guardian brings a change of clothing or checks the student out of school for the day. Refusal to correct the violation will be considered defiance and the student will be suspended for one academic day.

Attendance

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

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

Excused Absences - E.C. 48205

1. Due to illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside of California.

5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 - b. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be give full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
 - c. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
 - d. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 - e. "Immediate family," as used in this section, has the same meaning as set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

Upon receiving appropriate verification that an absence occurred due to one of the reasons listed above, the school will consider the absence to be excused. A pupil absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit. The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

Unexcused Absences

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

Truancy

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

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

Reporting Absences and Tardies

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

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

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

Excessive Absences and Tardies

Excessive absences and tardies severely impact the social, emotional, behavioral, and academic development of students. It is Aveson's belief that students with excessive absences and tardies need immediate intervention and support in order to positively and constructively change the absence and/or tardy behavior. Whether the absences/tardies

are excused or not, students with excessive absences and/or tardies will first be referred to Aveson's Student Attendance Review Team (SART) to review the student's attendance and develop a plan to support the student's success. If the student's attendance does not improve after the SART meetings, the student and parent/guardian will then be referred to Aveson's School Attendance Review Board (SARB) [Ed Code 48263].

Independent Study Contracts

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

Student Support: Specialized Academic Instruction and Student Study Teams

Aveson's Special Education Program

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

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

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

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

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

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

Since we believe, all students, no matter their particular academic or social, emotional, or behavioral challenge learn and thrive together within the same classroom, we have adopted an “inclusive” philosophy. This means students who qualify for special education services are in the general education classrooms to the maximum extent possible.

Response to Intervention (RtI)

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

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

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

Tier 1 – Core Program: Supports for All Students

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

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

1. Evidence-based Curricular Resources for math, literacy, and projects.
2. Using Aveson created, literature-based social, emotional, and behavior curriculum during advisory in order to explore Aveson's eight Guiding Principles, emotions, conflict-resolution, and differences.
3. Explicit instruction about and how to engage in self-efficacious behavior. The Aveson model requires students to work successfully in groups and

independently. Self-efficacy is evidenced by a student using and believing “I can...” statements. For example:

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

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

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

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

Tier 3 – Intensive Intervention Program

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

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

Student Study Teams (SST)

When a student is not responding successfully to the core academic and/or behavioral program it may be beneficial to activate the Student Study Team (SST) process for the student. An SST is a meeting where involved stakeholders (advisors, parents/guardians, and other school personnel) join together in recognizing the student's strengths and examining challenges. The primary purpose is to discuss strategies and solutions that address academic and/or behavioral needs in order to improve the student's educational experience.

Activating the SST Process

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

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

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

SST Process Outcomes

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

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

Special Education Psycho-educational Testing Outcomes

Special Education stakeholders will meet with parents to determine which assessments should be conducted for the student. An Assessment Plan will be generated and provided to the parent within 15 days.

Once the parent/guardian signed consent to the Assessment Plan is received at Aveson, the assessment process will begin. Aveson is mandated by law to conclude assessments and hold an IEP meeting within 60 days. Assessment is a lengthy process and will require extensive student and parent/guardian participation. The following is a general outline for this process:

- Professionals indicated on the Assessment Plan will observe the student in a variety of school settings and collect specific data about the student's ability and school performance
- Once assessment data is collected and analyzed reports are written in preparation for the IEP meeting.
- A nurse will conduct a hearing and vision screening and collect data from the parents regarding the student's current health status.
- At least 10 days before the proposed date, Aveson will schedule an initial Individual Educational Program (IEP) meeting to include the School Psychologist, a General Education Advisor, the assessing Inclusion Specialist, any other specialists who

assessed the student, an Aveson Administrator, and the student's parents/guardians.

- Aveson facilitates this meeting to share the findings within the reports, where it is determined if the student is eligible for special education
 - If the student meets eligibility for a disability under Individuals with Disabilities Education Act (IDEA) an offer of FAPE (Free and Appropriate, Public Education) will be made by Aveson, and if the parent/guardian consents to the recommendations and the IEP, the student will be placed in special education and the IEP will become active. and supports to assist the student in making educational progress.
 - If the student does not meet eligibility for a disability under IDEA, the student will not be placed in special education nor receive an IEP. If this is the case, the team may decide to continue with the SST process or place the student on a 504 plan.

Individual Educational Program (IEP)

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

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

What’s the IEP’s purpose?

The IEP has two general purposes: to set reasonable learning goals for a child, and to state the services that the school district will provide for the child.

Who develops the IEP?

The IEP is developed by a team of individuals that includes is not limited to: a school administrator, a general education teacher, a special education teacher and the parents. The team meets, reviews assessment information available about the child, and designs an educational program to address the child’s educational needs that result from his or her disability.

When is the IEP developed?

An IEP meeting must be scheduled within 60 days of a parent consented Assessment Plan being received by the assessing school. An IEP meeting must be held within 30 calendar days after it is determined, through a full and individual evaluation, that a child has one of the disabilities listed in IDEA and is eligible for special education and related services. A child’s IEP must also be reviewed at least annually thereafter to determine whether the

accommodations and modification are being effective, and annual goals are being achieved. Revisions to the IEP are made as deemed appropriate.

What's in an IEP?

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

- The child's present levels of academic achievement and functional performance, describing how the child is currently doing in school and how the child's disability affects his or her involvement and progress in the general curriculum.
- Annual goals for the child, meaning what parents and the school team think he or she can reasonably accomplish in a year.
- The special education and related services to be provided to the child, including
- supplementary aids and services (such as a communication device) and changes to the program or supports from school personnel.
- How much of the school day the child will be educated separately from non-disabled children or not participate in extracurricular or other nonacademic activities such as lunch or clubs.
- How (and if) the child is to participate in state and district-wide assessments, including what modifications to tests the child needs.
- When services and modifications will begin, how often they will be provided, where they will be provided, and how long they will last.
- How school personnel will measure the child's progress toward the annual goals.

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

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

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

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

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

504 Plans

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

If your child doesn't qualify for an IEP (Individualized Education Plan) but has a diagnosis or a recognized that condition still requires some accommodations and modifications to fully participate in the classroom, your student's SST may recommend a 504 plan. The "504" in "504 plan" refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. "Disability" in this context refers to a "physical or mental impairment which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, a peanut-free lunch environment, home instruction, or a tape recorder or keyboard for taking notes.

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

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

If you have any questions or concerns about Aveson's Special Education Program, please do not hesitate to contact Aveson's Inclusion Specialist, the Student Support Coordinator, or the Aveson Director.

Events, Activities & Programs

Student Led Conference

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

Celebration of Learning

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

Grade Level Expectations are derived from the California Content Standards, the Common Core State Standards as well as nationally and internationally established benchmarks in literacy and mathematics.

Monthly Connections Meeting with Director

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

Community Forums

Three forums are scheduled each year for each school. This is an opportunity for parents to join advisors and staff in conversation about successes and challenges in the recent period. We often have a short discussion around Aveson's guiding principles and then an open dialogue period. This is a great opportunity for problem solving, community building and rejuvenation among the grown-ups!

Community Days

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

bonds outside of their regular advisory groups and their same-age cadres. Parent volunteers are needed and welcome during Community Days.

Field Trips

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

Lunch Program

As part of our Healthy Living program, we serve fresh, seasonal, local produce in our delicious salad bars daily! We maintain compliance with the National School Lunch (NSLP) guidelines and will continue to safeguard our children's health and well-being and offer free and reduced-price meal to those who qualify. Your students' prior year status will hold over for the first 30 days of this year when all applications are due.

Meals must be ordered in advance online up to 2 working days prior to the date of the meal requested. Meals may be cancelled online as well and if there is too little notice before your cancellation online you may cancel before 8:00 a.m. on the date the meal was meant to be consumed in order for a credit to be given. Notification of cancellation must be sent to foodservices@aveson.org.

All meals will be specified with common allergy information on the menu so you may select which meals to order for your students dietary needs (i.e. gluten free, dairy free, soy free).

Directions for ordering online:

- Orders can be placed through <https://aveson.school lunchchoice.com>
- Every family will set up each of their students' account on one family account (there is instructional video on the site). If you have an existing account, please modify your settings and update the current school and grade of your student for the current year.
- If your student qualifies for free or reduced meals, we will automatically order a default breakfast and lunch for them through the year. You may contact us to request the default meal to be the vegetarian option, to opt out of default order or for any other customization request.

Please forward any questions or concerns to Aveson's Director of Food Services.

Mentor Family Program

The Mentor Family Program is intended to ease the transition of incoming families by connecting them to an existing Aveson family. By connecting with an existing Aveson family, incoming children and their parents will have an opportunity to ask questions, meet new friends, and begin to feel that they are part of our community. Mentor families are not expected to act as a substitute for faculty or administration, but to offer a personal perspective on life and academics at Aveson. For more information about the Mentor Family Program, please contact the Communication and Community Action Team at CommunicationTeam@aveson.org.

Volunteering

Aveson families are expected to contribute to the community through volunteering. Our school is parent powered. Your time, energy and commitment make Aveson the wonderful place that it is. Like our staff and students, volunteers are expected to keep our Guiding Principles in mind while in the classroom or on the playground.

Aveson's Expectations

Aveson expects that each family complete at least 20 hours of volunteer service per year. We ask that you attend at least one Campus Action Day, help with at least one fundraising event, and spend the rest of your hours doing what you are most passionate about.

When you work off-campus, just download a blank log sheet from our web site (www.aveson.org). You can periodically include your log sheet in the binder at school, or email it to Volunteers@aveson.org.

We are so grateful for our volunteers. On behalf of the Students – the true recipients of your efforts – thank you!

Volunteer Opportunities

Classroom

Each advisor has her/his own policy about classroom volunteers. Some appreciate a scheduled weekly commitment, and some are more than happy to have drop-in help. Please ask your child's advisor how you can best help in the classroom. If you are not available during classroom hours, advisors need assistance with projects that you can complete at home or after hours.

Campus

Volunteers are always appreciated for assistance with morning drop-off, setting up for PE, and playground support.

Office

The front office can always use your help. Filing, copying, data entry... it's all waiting for you. Please speak with the Administrative Assistant if this is your forté.

Campus Action Days

Campus Action Days are a once a month opportunity to improve our campus. We will work on a variety of projects, so there will be something for everyone. You don't need to be a handy(wo)man to participate... the most important tool you can bring is yourself.

Each Advisory Team will host one Campus Action Day per year. At least one parent or guardian should attend. Of course, the entire school is welcome every Campus Action Day, but this is your day to come out for your advisory. It's a great way to meet parents in your child's advisory and cohort. If you have more than one child at Aveson, it is expected that you will be at the Campus Action Day hosted by each child's Advisory.

Aveson expects that each family complete at least 20 hours of volunteer service per year. If you have a conflict on your assigned day, please choose another to attend, and let your Parent Liaison know. We ask that you attend at least one Campus Action Day during the year.

Campus Action Days are the perfect chance to come help with all those projects that you'd like to see done around school! We are constantly updating our list of tasks, and are open to adding your good ideas to it.

A note about children's participation: children are welcome, but are expected to be supervised by their parents or caretakers during an Campus Action Day. There are plenty of opportunities for children to contribute, but they will need to be in your care at all times, unless a specific "childcare volunteer" is identified.

Any questions? Contact MaintenanceTeam@aveson.org, or Volunteers@aveson.org.

Action Teams

Aveson does not have a PTA, instead we have Action Teams. The reason for this is very clear – our parents want action! Action Teams can meet all year long, or come together for a short period of time for a specific purpose. Many of the Action Teams (ATs) will be represented on Campus Action Days – perhaps the Arts AT will have the kiln running, or the Gardening AT will have the rakes and shovels out, or the Fundraising AT will be stuffing envelopes.

You don't have to be on an AT to come to a meeting or event – just check the Campus calendar or contact the facilitator to get involved. Each AT has a facilitator (or two) and those facilitators meet monthly to form an "advisory council" for the Executive Director. If you want to take action – start something new or make changes to something at Aveson – just send your suggestion to ActionTeams@aveson.org.

The teams are broken into four categories:

- General Operations
- Personalized Learning
- Healthy Living / Outdoor Education
- Global Leadership / Learning

General Operations

Communication and Community Action Team

To examine, improve, and support communication between Aveson administration, advisors, and parents. We strive to welcome new families by providing information and opportunities for families to form connections within the Aveson community. We also promote awareness of and respect for Aveson's climate and culture and the social

Events Action Team

To support fundraising by planning special events such as the Spring Soiree, Bingo Night, Holiday Boutique and June Jubilee. Contact EventTeam@aveson.org.

Fundraising Action Team

To raise money for Aveson, specifically the shortfall between our expenses and public revenue. This includes the Annual Fund, Grant Writing, Special Events such as the Spring Soirée and June Jubilee, as well as Painless Fundraising such as Scrip and Merchandise. To coordinate all of Aveson's fundraising efforts, including those initiated by other action teams for the support of enrichment programs. Contact Fundraising@aveson.org.

Maintenance / Grounds Action Team

To complete one large scale campus improvement project a semester. To provide volunteers for classroom/campus maintenance day a month. Contact MaintenanceTeam@aveson.org.

Performance Action Team

To Provide every child an opportunity to perform on stage, in front of an audience, and to bring school-wide participation musical and theatrical performances to Aveson. Contact PerformanceTeam@aveson.org.

Technology Action Team

To support and improve exciting campus technology. To bring current/new technologies to the students and campus. Contact TechnologyTeam@aveson.org.

Personalized Learning

Arts Action Team

To provide supplemental, as well as, developmentally appropriate visual arts opportunities to Aveson students at each grade level. To support advisors with volunteer educators, materials and supplies. Contact ArtTeam@aveson.org

Learning Differences Action Team

To support Aveson's model of personalized learning by developing and implementing support systems and programs to benefit all students. Contact LearningTeam@aveson.org.

Music Action Team

Music is life. Our goal is to bring music to life at Aveson. Contact MusicTeam@aveson.org.

Healthy Living / Outdoor Education

Culinary Arts Action Team

To establish the next generation of the culinary arts program at Aveson. To encourage and educate our students about the benefits of a healthy lifestyle including nutritious eating. To break down cultural barriers through exploration of food. Contact CulinaryArtsTeam@aveson.org.

Gardening Action Team

Our mission is to provide educational resources to classrooms, maintain the health of the garden, and eventually grow food for the Aveson table. Contact GardeningTeam@aveson.org.

Green Environment Action Team

Aveson's Green Initiatives are strategically aligned with the school's teaching philosophy while fostering student involvement and participation. The Green Environment Action Team, aka GREAT, supports the Waste Less Living Organics Recovery Program (ORP) and the Aveson Recycling Center (ARC). Both programs promote waste reduction and landfill diversion through zero-waste lunches, composting, and recycling. Contact GreenTeam@aveson.org.

PE and Playground Action Team

To inspire, assist and facilitate special programs to keep our students fit and active. To share practical and creative solutions to bring fun & fitness to our playgrounds. Contact OutdoorEdTeam@aveson.org.

Global Leadership

Student Travel Action Team

To create and provide students with global travel opportunities (Facilitator Needed). Contact StudentTravelTeam@aveson.org.

World Language Action Team

To bring Language opportunities to Aveson Students. Contact WorldLanguageTeam@aveson.org.

Parent Liaisons

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

Communication

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

Community Building

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

Volunteer Ambassadors

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

Fundraising

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

Only when our General Fund is secure, can the Fundraising Action Team turn their attention to raising money for enrichment classes (foreign language & art, for example), field trips, and physical education. That said, Action Teams and individuals are welcome to engage in projects that raise money for specific programs provided they get permission from the School Director and are not competing with other FAT initiatives. For example, the Aveson Recycling Center and the Produce Distribution Program are both fundraisers that support ASL's Organics Recovery Program, not the General Fund. Therefore members of the Green Environment Action Team run those fundraisers, but FAT is available to consult on implementation, etc. Given enough time and volunteers, we can accomplish anything!

Aveson's Annual Fund

The Annual Fund raises unrestricted funds for our General Fund. It is the most flexible and immediate source of income for our school, and supports advisors, staff, and virtually every

other aspect of school life. You have the option to make your gift in a single sum, or make monthly donations—whichever works best for your family's budget. Donations of any size are encouraged since a 100% participation level is one of the most effective measures cited by outside granting institutions when evaluating a program for funding.

Painless Fundraising Programs

In recognition that not all of our parents possess the means to make financial commitments, ACS is enrolled in painless fundraising programs that pay dividends to the school based on the shopping and dining habits of our families and friends. We expect that all of our parents and staff will participate in these programs. We encourage you to invite extended family and friends to join you in these programs as well. Because some programs require annual enrollment and opportunities come and go, we encourage you to check the school's web site for a current list of painless fundraisers. Some examples include: Amazon Associates (click the link on our web site before shopping), Target REDcard, eScrip, BoxTops, and Restaurant Nights.

Special Events

Events give our families time to have fun, support our school and build community spirit. While the specific events may change slightly each year, we try to offer options that appeal to all ages and cover a wide range of activities and schedules. Bingo Nights are fun, low-key events that everyone can attend, June Jubilee is our yearly carnival and music festival, Spring Soirée is a glamorous night out for parents and staff, and the Pancake Breakfast and Boutique Sale is an opportunity for Aveson artisans and crafters to share their talents for the benefit of Aveson.

Grants and Partnerships

Aveson was founded with the help of major grants and is always on the lookout for grant opportunities, large and small. In addition, we are interested in pursuing partnerships with like-minded businesses in the community. If you own a business or possess a skill that might be able to sponsor a specific project or fulfill a need the school is facing, please consider becoming a partner with Aveson. In addition to monetary donations, we can always use donations of goods and services. We hope to create an Aveson Family Business Directory to help network and promote our partners.



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

Aveson School of Leaders

Student/Family Handbook

2020-2021

****This handbook pertains to all regular, full-time programming at Aveson School of Leaders. A separate handbook pertains to COVID-19 school and safety programming.****

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Introduction

Welcome to Aveson Charter Schools!

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

We believe...

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

Aveson's Mission

Aveson's mission is to redefine teaching and learning so all children have the opportunity to experience an exemplary public education. We provide the right instruction for every student every day by supporting innovative teaching methods and a personalized, experience-based learning environment to ensure no child is left unknown.

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

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

Aveson's Culture and Climate

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

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

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

What is a Charter School?

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

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

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

Board of Directors

The founders of Aveson School of Leaders and Aveson Global Leadership Academy (our 6th-12th grade school) charter schools believed the best decisions made at a school are made by those closest to the students. So at Aveson schools, Advisors (teachers) have the autonomy

to make the right decisions for the students in their classrooms. The school administration also has autonomy to make the best decisions for the entire school staff and student body. The role of the Aveson Board of Directors is to oversee the outcomes of those decisions and guarantee success in the following four areas: 1) Finance, 2) Compliance, 3) Academics and 4) Fidelity of the Charters.

The following is a list of current board members for the 2020-2021 School Year:

Elsia Rivas-Gomez - Chairperson
Bridgette Brown
Trinity Jolley
Rob Dell Angelo
Jeiran Lashai
Javier Guzman
Kat Ross

Regular board meetings are held bi-monthly, starting at 6:30 pm. Agendas and the location of the meeting are posted 72 hours in advance outside of the main office at Aveson School of Leaders. Special board meetings are called as needed. Special meeting agendas are posted 24 hours prior to the meeting. All members of the public are welcome and may provide public comment at the beginning of the meetings.

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

Purpose of This Handbook

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

Get to Know Aveson School of Leaders

Director Team

Aveson School of Leaders is led by a Director Team:

Eva Neuer - Executive Director
Diane Simonsen - Director of Personalized Mastery Learning
Casey Rasmussen - Director of Student Support Services and Facilities
Paula Giraldo - Director of Special Education Services
Debbie Carraway - Director of Aveson Center for Independent Studies (ACIS)

Advisor Team

Aveson School of Leaders teaching staff for 2020-21:

ACIS Team

Jessica Coker - Transitional Kindergarten & Kindergarten

Sabine Eisaian - 1st & 2nd grade

Laura Hyatt - 3rd - 5th grade

Transitional Kindergarten & Kindergarten Team

Edit Danilian - Transitional Kindergarten

Berenice Tadeo Garcia - Transitional Kindergarten

Mary Veenstra - Kindergarten

Evah Hart - Kindergarten

First and Second Grade Team

David Clark - 1st & 2nd grade self-contained

Rachel Chadwick - 1st & 2nd grade Literacy

Cid Hanley - 1st & 2nd grade Math & Projects

Jeanette Wu - 1st & 2nd grade Math & Projects

Molly Tuchman - 1st & 2nd grade Literacy

Third and Fourth Grade Team

Lisl Bondsmith - 3rd grade Projects

Michelle Ahrens - 3rd grade Math

Jackie Nguyen - 4th grade Math

Clatrina Cooper - 3rd & 4th grade Literacy

Fourth and Fifth Grade Team

Byron Flitsch - 4th & 5th grade Projects

Terry Doub- 4th & 5th grade Literacy

Kendall Hindman - 5th grade Math

Advisor Specialists

Arlynn Page - Healthy Living Coordinator

Liz Culpepper - Advisor on Special Assignment

How Learning Happens at Aveson School of Leaders

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

Personalized Mastery Learning

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

Social Leadership

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

Healthy Living

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

Cadres / Grade Level Models

At Aveson we embrace a multi-age philosophy and offer a variety of classroom options. Multi-age classrooms encourage cooperation and cross-age learning among students, and allow teachers to have a deeper understanding of their students.

Curriculum

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

- Teacher created Anti-racist Education Curriculum - thematic units that are research and literature based
- Mind UP - social emotional learning
- Conscious Discipline - social emotional learning
- Lucy Calkins' Readers and Writers Workshop
- Words Their Way Spelling
- Handwriting Without Tears

- Eureka Math

Project-Based Learning

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

Physical Education

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

Enrichment Programs

Students have regular opportunities to participate in an enrichment experience provided by our Healthy Living Coordinator.

Homework

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

Academic Progress and Reporting

Assessment

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

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

California Assessment of Student Performance and Progress

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

Non-Traditional Report Cards

Aveson adheres to non-traditional academic progress reporting. Instead of earning a traditional letter grade, students work toward proficiency of outcomes. Aveson has converted each Common Core Standard into an “I can...” statement. The “I can...” statements are called Academic Outcomes. Each and every student works towards proficiency on the Outcomes at their particular level with the end goal of academic performance at or above grade level. “I Can...” statements are also used to support students’ social-emotional learning.

ASL uses a tool called Luma, to track and communicate student progress. Luma is where families can see what students have learned and what they are currently working on. This is not a report card. Luma is a real-time dynamic learning management system, where advisors regularly record observations on student’s progress. Parents/guardians can check Luma regularly for an up-to-date summary of their student’s academic growth.

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

Triad Conferences

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

Student-led Conferences (SLC)

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

Celebration of Learning (COL)

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

Communication at ASL

At Aveson, not only is open communication encouraged, it is welcomed, and appreciated. In order to stay abreast of the dynamic school environment, it is crucial to be proactive in receiving and requesting information. Please take time to read weekly emails sent by Aveson. In addition, you will receive emails and phone calls from your child’s advisor as well as from your classroom Parent Liaison (PL). A PL is a parent volunteer who helps the classroom advisor with class communication, projects and field trips among other things.

School Messenger Telephone System

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

How to Resolve a Complaint or Concern

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

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

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

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

Safety Procedures, Policies, and Protocols

Disaster Preparedness

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

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

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

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

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

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

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

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

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

Volunteering at Aveson School of Leaders

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

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

Level 1 Volunteer

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

Level 2 Volunteer

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

Volunteer Requirements

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

Additional Requirement for Level 2 Volunteers

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

Team Wear (Dress Code) Policy

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

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

Additional Team Wear Information

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

Lost and Found Items

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

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

General Health Policies

Illness

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

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

Medications

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

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

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

Accidents

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

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

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

Peanut Free/No Nuts Request

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

Cell Phone Policy

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

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

Bringing Other Items From Home

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

Celebration of Birthdays & Holidays

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

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

Student Permission

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

Recording, Filming, Photography

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

Technology Acceptable Use Policy

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

- Any use of school technology, including Internet access, must be school appropriate and must be in support of education and research, or school business.

- It is prohibited by law to download any copyrighted material, including, but not limited to: games, music, graphics, videos, or text materials.
- It is prohibited to access any newsgroups, links, list serves, social networking sites, blogs, or other areas of cyberspace that would be offensive to any individual or group of individuals because of pornographic content, racial, ethnic, or minority disparagement, advocacy of violence, or illicit/illegal content.
- Plagiarism is unacceptable and is prohibited.
- 3rd - 5th grade students may be required to sign a student computer use contract.

Traffic Safety and Parking

In order for us to keep everyone in the Aveson and surrounding community safe, please remember to drive safely and adhere to all speed limits throughout the neighborhood. In order to maintain the continued support of our neighbors, surrounding community, PUSD, and County Transportation Dept., it is imperative that all staff, long term visitors, and volunteers park on campus.

Aveson families are asked not to park anywhere on surface streets surrounding the Aveson campus. All parking must be on campus. Parking is available on Sky View Lane, the front parking lot, and on the lower blacktop (a.m. only, from 7:45 - 8:30 a.m.). In addition, we ask all parents, guardians and visitors to adhere to the following guidelines:

- Please DO NOT park on any neighborhood streets, block or use driveways, or make u-turns on Loma Alta.
- Always use Skyview - not Pinecrest - to proceed around to the Loma Alta drop off and pick up gate.
- If you need to be on campus for a brief visit, please use the visitor parking on Skyview or the 20 minute visitor spots in front of the main office.
- Vehicles driving north on Pinecrest Dr. from the stop sign must yield to cars driving south before proceeding up Skyview. This should be treated as a left turn. Please use signals and proceed when safe.
- Please use alternative exits throughout the neighborhood instead of coming back down and around to the stop sign at Altadena Dr. and Allen/Pinecrest Dr. This will help with traffic congestion at the intersection.
- Please remember that Skyview is a ONE WAY street only from 7:45am - 4:00 pm.
- Overflow parking is provided every morning on the lower blacktop. Families wishing to park and walk their student onto campus may park on the lower blacktop. This gate locks promptly at 8:30 am. Please exit NORTH, up Skyview.

Drop-Off / Pick-Up Procedures

We offer valet service and highly encourage families to use our efficient car lines to drop off and pick up their students. When dropping off, please remember the following rules:

- pull up as far as possible
- drivers should not exit their cars
- children must exit on the passenger side
- If the gate is closed, you must accompany your child through the office where you will sign them in and they will get a late slip to take to their classroom

Morning Drop-Off Times and Locations (school starts promptly at 8:20 for all students)

- TK-2 - Monday-Friday; 7:45-8:20; Skyview Dr. (UPPER BLACKTOP/WEST GATE)
- 3-5 - Monday - Friday; 7:45-8:20; Loma Alta Dr. (EAST GATE)
- Lower Blacktop - Monday - Friday; 7:45-8:30; Skyview (LOWER BLACKTOP GATE); for those families wishing to temporarily park and walk their student onto campus.

Before school supervision is provided from 7:45-8:15. TK - 2 students should report to the upper blacktop for supervision. 3-5 students should report to the field for supervision. All students are expected to be in their classrooms promptly at 8:20 am. It is unlawful to leave your child on campus prior to 7:45 a.m.

Afternoon Pick-up Times and Locations

- TK - 2 - Monday - Friday; Skyview Dr. (UPPER BLACKTOP/WEST GATE)
 - TK/K - Monday 12:40-12:55; Tuesday - Friday 2:40-2:55
 - 1-2 - Monday 12:55-1:10; Tuesday - Friday 2:55-3:10
- 3-5 - Monday 1:10-1:25; Tuesday - Friday 3:10-3:25
 - Classrooms B1, C1 & C2 - Skyview (LOWER BLACKTOP)
 - Classrooms C3, C4, C5 & C6 - Loma Alta (EAST GATE)

Siblings

When siblings have different pick-up locations, the younger sibling should join the older sibling at their pick-up location so that parents or guardians do not have to pick-up students in two different locations. Please confirm the plan with the students' advisors.

Who May Pick-up Your Student?

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

After School Supervision

After school care is provided by Tom Sawyer Day Camps, Inc. There is a fee for this program. No other supervision is provided. If your child is not enrolled in Tom Sawyer, a responsible guardian MUST pick up your child at the conclusion of each school day. Please help us keep your child safe by respecting this policy and picking up your child on time.

To find out more about Tom Sawyer After School Camp and/or to enroll your child in this program, please see Tom Sawyer's web site, call their office, or see the after school program link on Aveson's website: Tom Sawyer Camps, Inc. www.tomsawycamps.com or www.aveson.org
(626) 794-1156, Tom Sawyer's main office

Student Support: Discipline Philosophy, Policies, and Procedures

Social, Emotional, and Physical Safety Policies

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

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

Discipline Philosophy

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

Student Support versus Student Management

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

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

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

Advisory-Based Social, Emotional, and Behavior Curriculum

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

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

Discrimination, Harassment & Bullying Policy

This policy has been newly revised as of August 2020. The Aveson Board of Directors will be reviewing this policy at the August 2020 Board Meeting. It will become official school policy pending their review and approval.

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

Aveson's prohibition of discrimination, harassment and bullying are in accordance with Penal Code section 422.55 and California Education Codes sections 220 and 48900. This policy can be accessed on the Aveson website (www.aveson.org). In addition, all families will receive a copy of this policy via the Aveson Student and Family Handbook, made available to all families at the start of each new school year.

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

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

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

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

Aveson's Expectations

Aveson expects all persons to contribute to a safe learning environment for all students, staff and visitors. Aveson, its students and the community have an obligation to promote mutual

respect, understanding, and acceptance. A student will not intimidate, harass, or bully another student through words or actions, whether on the physical school site campus, during an off-site school-sponsored event or by means of an electronic act. Any person who commits an act of discrimination, harassment or bullying is in violation of this policy.

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

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

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

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

Discrimination

- **Definition:** Discrimination is the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, religion or personal sexual Identification; denying any student or staff, of any personal, professional growth opportunities: as well as any oppoutunites for advancement, on the bases of race, religion, sex, sexual oreintation or identification. This includes discrimination that occurs in virtual, internet based or on-line settings.
- **Examples:** The following examples of discrimination are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy.

- Student Tina has asked others to use the pronoun “he”. A fellow student refuses to and keeps referring to Tina as “she” saying that Tina is a “girl” and should be called “she”.
- Todd was discouraged by their school counselor when applying to college. When Todd said he wanted to apply for an Ivy League college, the counselor said, “ Don’t waste your time. They don’t accept African-Americans”.
- Jared is Muslim. He informs his advisor that he prays 5 times daily as part of his religion and asks his advisor if he could use his free class time to pray. The advisor denied Jared’s request to pray.
- A group of students play basketball everyday on the playground. Several of the students consistently call each other the “N” word when they don’t agree with how the game is being played.

Harassment

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

Bullying

- **Definition:** Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing that has or can be reasonably predicted to have the effect of causing fear for one’s person or property, causing detrimental effects to one’s physical or mental health, causing interference with one’s academic performance and/or causing one’s substantial interference with their ability to participate

in or benefit from the services, activities, or privileges provided by a school. This includes bullying that occurs in virtual, internet based or on-line settings.

- **Examples:** The following examples of bullying are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy.
 - Sam is afraid to walk home from school. Every so often, another student waits for them and threatens to punch them if Sam doesn't do things for them at school, like steal the teacher's computer passwords.
 - During class, a student tells their tablemates a joke they heard. The joke implies that all Asian people are "bad drivers".
 - Tim took a photo of a classmate at a party during the weekend. The photo shows the classmate's underwear. Tim sends the photo to other students via text and email.
 - Shelly tells their friends to never sit with Maria at lunch because Maria's food looks weird and doesn't smell good.

Reporting Discrimination, Harassment and Bullying:

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

Notify:

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

Investigate:

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

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

Action

Students who violate Aveson's policies on discrimination, harassment and bullying may be subject to progressive interventions and/or disciplinary actions, leading up to and including suspension and expulsion from Aveson Charter Schools. Aveson's disciplinary actions adhere to ***Aveson's Discipline Philosophy*** (see link below) which follow

age-appropriate and developmental procedures, ensuring that teaching, learning and restorative practices guide the actions taken.

Follow-up

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

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

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

Supporting Documents:

- [ASL's School Family Agreement](#)
- [Aveson's Guiding Principles](#)
- [Aveson's Behavior Philosophy](#)

Absences & Tardies

Students at Aveson School of Leaders are subject to compulsory full-time education. All students are expected to be in school every day unless they have a valid excuse. A student is considered absent when she or he is not in school. Our children's school day is enhanced by arrivals that are routine and on time. Children who arrive after the school day has begun, miss the opening of their classroom day, and may feel the impact throughout their school day.

Any child arriving after 8:20 a.m. is tardy and must report to the office for a tardy slip.

Excused Absences

Aveson School of Leaders will comply with California Education Code Section 48205(a), for purposes of excusing absences and allowing pupils to make up missed work. California Education Code Section 48205(a), provides "A pupil shall be excused from school only when the absence is:

- Due to his or her illness.
- Due to quarantine under the direction of a county or city health officer.
- For the purpose of having a medical, dental, optometric, or chiropractic services rendered.

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

Reporting Absences and Tardies

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

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

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

Independent Study Contracts

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

Student Support: Specialized Academic Instruction and Student Study Teams

Special Education Program

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

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

Response to Intervention (Rtl)

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

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

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

Student Study Teams (SST)

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

Special Education Psycho-educational Testing Outcomes

When a student's needs are not being met by the Core Program, RTI, or SST, Aveson staff or parents may recommend an evaluation for Special Education.

Aveson is mandated by law to provide the testing within a certain time frame upon receipt of a signed assessment plan. Even within the legal timelines, testing is a lengthy process and results take time to determine. The following is a general outline for this process:

- Academic testing will be done by Aveson's Inclusion Specialist.
- Psychological testing will be done by Aveson's school psychologist.
- Testing may be administered in Speech, Language, or other areas, as appropriate.
- Once testing is complete, all testing persons will complete their written report and findings.
- Once the reports are written, the Director of Special Education will schedule and facilitate an initial Individual Educational Program (IEP) meeting to include the psychologist, the student's advisor, and the student's parents/guardians.
- At this meeting, the reports and findings will be shared and it will be determined if the student is eligible to receive Special Education services.
- If eligibility is determined (by the laws and regulations of IDEA, Individuals with Disabilities Education Act), an offer of FAPE (Free and Appropriate, Public Education) has been made by Aveson, and the parent/guardian accepts the offer, the student will be placed on an IEP.
- If the student does not qualify for special education services, the student will not be placed on an IEP. If this is the case, the team may decide to continue with the SST process, place the student on a 504 plan, or the parents/guardians may decide to seek outside of school support independent of Aveson.

Individual Educational Program (IEP)

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

What's the IEP's purpose?

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

Who develops the IEP?

The IEP is developed by a team of individuals that includes key school staff and the child's parents. The team meets, reviews the assessment information available about the child, and

designs an educational program to address the child's educational needs that result from his or her disability.

When is the IEP developed?

An IEP meeting must be held within 30 calendar days after it is determined, through a full and individual evaluation, that a child has one of the disabilities listed in IDEA and is eligible for special education and related services. A child's IEP must also be reviewed at least annually thereafter to determine whether the accommodations and modification are being effective, and annual goals are being achieved. Revisions are made as deemed appropriate.

What's in an IEP?

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

- The child's present levels of academic achievement and functional performance, describing how the child is currently doing in school and how the child's disability affects his or her involvement and progress in the general curriculum.
- Annual goals for the child, meaning what parents and the school team think he or she can reasonably accomplish in a year.
- The special education and related services to be provided to the child, including supplementary aids and services (such as a communication device) and changes to the program or supports from school personnel.
- How much of the school day the child will be educated separately from non-disabled children or not participate in extracurricular or other nonacademic activities such as lunch or clubs.
- How (and if) the child is to participate in state and district-wide assessments, including what modifications to tests the child needs.
- When services and modifications will begin, how often they will be provided, where they will be provided, and how long they will last.
- How school personnel will measure the child's progress toward the annual goals.

Aveson's Special Education Local Plan Area (SELPA)

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

504 Plans

The "504 plan" refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary

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

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

Healthy Living

Nutritional Guidelines

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

Aveson School Lunch Program

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

Should you wish to purchase a school breakfast or lunch for your child, visit our website for ordering instructions (www.aveson.org).

Events, Activities & Programs

Coffee and Tea with the Executive Director

On a monthly basis, alternating mornings and afternoons, a coffee and chat session is scheduled to promote open communication and collaboration between Aveson and our community. In most cases the forum serves as an open dialogue with Q&A. These sessions are facilitated by Aveson's Executive Director and announced on the ASL website calendar and through "The Bite", our weekly digital news source.

Field Trips

Field trips are often financially dependent on parent contributions. Class field trips are selected and planned by the advisor to enrich the students' experience of a particular aspect of curriculum. Each advisor is given freedom to choose trips that they find most appropriate to supplement their classroom activities. Usually field trips are organized by cadre (K-2, 3-5). Although the classroom advisor is ultimately in charge, parent participation is appreciated and necessary to help facilitate field trips. In order to facilitate effective and successful trips, the class advisor may select parent helpers to accompany the class or to help with tasks for the trip. All parents are welcome to accompany their child on field trips. There is limited space on the bus, so parents are chosen by lottery (email your child's advisor after the trip is announced to enter the lottery). Even if your name is not picked, you may drive your own car and meet the class at the location of the field trip. Your child must ride the bus to and from the location, even if you are driving your own car.

In addition, we are fortunate to be located in an area of Altadena that is surrounded by local trails and hiking opportunities. It is common for students to take walking field trips around campus in order to access these wonderful natural resources.

Action Teams

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

Parent Liaisons

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

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

Community Building - On a school-wide level, the liaisons work collaboratively to help execute several community events throughout the year. These events aim to create a unified, cohesive family atmosphere on campus. Our goal is for all families to feel welcome on campus, and to realize that *everyone* is needed to make our vision a reality. Liaisons will be called upon to

assist with school-wide activities such as: ***Celebrations of Learning, Teacher Appreciation Week, Community Forum Nights and Potluck/Mixers***

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

Aveson Community Organization

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

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

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

Fundraising

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

Annual Fund

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

Annual Notifications

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

Board Policies

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



Board Presentation

August 27, 2020

Unaudited Actuals

- Unaudited Actuals are an annual statement reporting the financial activities of the LEA in which the data are not yet audited.
- Charter school year-end data may be reported in either the standardized account code structure (SACS) format or in the alternative format for charter schools approved by the State Board of Education and titled the Charter School Unaudited Actuals Financial Report—Alternative Form. Aveson reports using the Alternative Form template which you will be approving tonight.
- Charter schools must submit the completed forms to their authorizing agencies by September 15, 2020. Pasadena Unified has requested they be submitted by September 8th.

Unaudited Actual Highlights

	AGLA		ASL	
Total Revenues (5.)	\$	4,469,463	\$	4,255,745
Total Expenditures (8.)	\$	4,409,787	\$	4,229,590
Surplus (E.)	\$	59,676	\$	26,155
Ending Fund Balance (F2.)	\$	293,535	\$	296,997
Reserve %		7%		7%

- Per Charter Petition, minimum reserve must be at least 5%

- Ending Fund Balance could be effected by audit adjustments

Ending Cash Balance as of June 30, 2020

	AGLA	ASL	Total
Cash	\$ 779,419	\$ 1,114,089	\$ 1,893,508
Line of Credit*		\$ 500,000	\$ 500,000
PPP*	\$ 643,500	\$ 643,500	\$ 1,287,000
Cash balance less debt	\$ 135,919	\$ (29,411)	\$ 106,508

***Debt related to the cash balance**

Cash Metrics (Gold Standard)

3 months of payroll expense for FY2020-21 working budget	\$ 943,511	\$ 931,198
Days Cash on Hand (Estimated for July)	62	62



**INDEPENDENT CONTRACTOR AGREEMENT
BETWEEN
AVESON CHARTER SCHOOLS & FUSION MEDIA GROUP**

This Agreement is made between Aveson Charter Schools (“ACS”), a California charter school, with its principal place of business at 1919 E. Pinecrest Drive, Altadena, CA 91001 and Fusion Media Group, Inc. (“Independent Contractor”).

It is the desire of ACS to engage the services of Independent Contractor to serve ACS. Such services and the relationship between ACS and Independent Contractor shall be governed according to the following terms and conditions:

SECTION 1. SERVICES TO BE PERFORMED. Independent Contractor agrees to perform the services detailed in Attachment A on ACS’s behalf. Independent Contractor understands and agrees that the payment for services outlined in Section 2 herein shall cover the 20 hours per week Independent Contractor provides services to ACS, as well as any other time spent by Independent Contractor needed to complete the services for which she is responsible pursuant to Attachment A.

SECTION 2. PAYMENT. In consideration for the services to be performed by Independent Contractor, ACS agrees to pay Independent Contractor at the monthly rate of \$3,500 in anticipation of Independent Contractor providing services for the 2020-21 school year, consistent with the Scope of Services as specified in Attachment A.

SECTION 3. EXPENSES. Independent Contractor shall be responsible for all expenses incurred while performing services under this Agreement. However, ACS shall reimburse Independent Contractor for all reasonable and approved out-of-pocket expenses necessarily incurred in connection with the performance of services under this Agreement. Independent Contractor shall submit an itemized statement of such expenses. ACS shall pay Contractor within fourteen (14) days from the date of each statement.

SECTION 4. MATERIALS. Independent Contractor will furnish all equipment and supplies used to provide the services required by this Agreement. This does not include printing and photocopying supplies and equipment which will be provided or reimbursed by ACS.

SECTION 5. INTELLECTUAL PROPERTY OWNERSHIP. Independent Contractor assigns to ACS all patent, copyright and trade secret rights in anything created or developed by Independent Contractor for ACS under this Agreement. This assignment is conditioned upon full payment of the compensation due Independent Contractor under this Agreement. Independent Contractor shall help prepare any documents ACS considers necessary to secure any copyright, patent, or other intellectual

property rights at no charge to ACS. However, ACS shall reimburse Independent Contractor for all reasonable actual expenses necessary to carry out the terms of this Section.

SECTION 6. TERM OF AGREEMENT. This agreement will become effective when signed by both parties and will terminate on June 30, 2021 or the date either party terminates the Agreement as provided below.

SECTION 7. TERMINATING THE AGREEMENT. During the term of this Agreement, either party may terminate the Agreement without cause at any time by providing 30 days written notice to the other party.

This Agreement terminates automatically on the occurrence of any of the following events: (a) the bankruptcy or insolvency of either party; (b) sale of business of either party; or (c) the death or permanent disability of either party; (d) material breach of any term or condition of this Agreement; or (e) revocation or nonrenewal of the ACS charter.

SECTION 8. INDEPENDENT CONTRACTOR STATUS. Independent Contractor is an independent contractor, not an employee of ACS. Independent Contractor's employees or subcontractors are not ACS's employees. Independent Contractor and ACS agree to the following rights consistent with an independent contractor relationship:

- (a) Independent Contractor has the right to perform services for others during the term of this Agreement.
- (b) Independent Contractor has the sole right to control and direct the means, manner and method by which the services required by this Agreement will be performed to the extent the provision of Independent Contractor's services are consistent with the responsibilities set forth herein at Attachment A as dictated by the ACS Executive Director and/or Board.
- (c) Independent Contractor has the right to hire assistants as subcontractors, or to use employees to provide the services required by this Agreement.
- (d) Independent Contractor or Independent Contractor's employees or subcontractors shall perform the services required by this Agreement; ACS shall not hire, supervise or pay any assistants to help Independent Contractor.
- (e) Neither Independent Contractor nor Independent Contractor's employees or subcontractors shall receive any training from ACS in the skills necessary to perform the services required by this Agreement.
- (f) ACS shall not require Independent Contractor or Independent Contractor's employees or subcontractors to devote full time to performing the services required by this Agreement.

- (g) Neither Independent Contractor nor Independent Contractor's employees or subcontractors are eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of ACS.

SECTION 9. WORKERS' COMPENSATION. ACS shall not obtain workers' compensation insurance on behalf of Independent Contractor or Independent Contractor's employees. If Independent Contractor hires employees to perform any work under this Agreement, Independent Contractor will obtain workers' compensation insurance for those employees to the extent required by law.

SECTION 10. LOCAL, STATE AND FEDERAL TAXES. Independent Contractor shall pay all income taxes and FICA (Social Security and Medicare taxes) incurred while performing services under this Agreement. ACS will not:

- (a) Withhold FICA from Independent Contractor's payments or make FICA payments on Independent Contractor's behalf;
- (b) Make state or federal unemployment compensation contributions on Independent Contractor's behalf, or
- (c) Withhold state or federal income tax from Independent Contractor's payments.

If Independent Contractor is required to pay any federal, state or local sales, use, property, or value added taxes based on the services provided under this Agreement, the taxes shall be separately billed to ACS. Independent Contractor shall not pay any interest or penalties incurred due to late payment or nonpayment of any taxes by ACS.

SECTION 11. CONFIDENTIALITY. Independent Contractor acknowledges that during the engagement it will have access to and become acquainted with various trade secrets, inventions, innovations, processes, information, records and specifications owned or licensed by ACS and/or used by ACS in connection with the operation of its business including, without limitation, ACS's business and product processes, methods, pupil/personnel record information, accounts and procedures.

SECTION 12. EXCLUSIVE AGREEMENT. This is the entire Agreement between Independent Contractor and ACS. All previous agreements between the parties, if any, whether written or oral, are merged herein and superseded hereby.

SECTION 13. MODIFYING THE AGREEMENT. This Agreement may be supplemented, amended, or modified only by the mutual agreement of both parties. No modification of this Agreement shall be binding unless in writing and expressing an intent to modify the Agreement and signed by both parties.

SECTION 14. DISPUTE RESOLUTION. If a dispute arises under this Agreement, the parties agree to first try to resolve the dispute with the help of a mutually agreed-upon mediator in Los Angeles

County. Any costs and fees other than attorneys' fees associated with the mediation shall be shared equally by the parties. If it proves impossible to arrive at a mutually satisfactory solution through mediation, the parties agree to submit the dispute to a mutually agreed-upon arbitrator in Los Angeles County. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction to do so. Costs of arbitration, including attorneys' fees, will be allocated by the arbitrator.

SECTION 15. LIMITED LIABILITY. This provision allocates the risks under this Agreement between Independent Contractor and ACS. Independent Contractor's pricing reflects the allocation of risk and limitation of liability specified below. However, Independent Contractor shall remain liable for bodily injury or personal property damage resulting from grossly negligent or willful actions of Independent Contractor or Independent Contractor's employees or agents while on ACS's premises to the extent such actions or omissions were not caused by ACS. NEITHER PARTY TO THIS AGREEMENT SHALL BE LIABLE FOR THE OTHER'S LOST PROFITS, OR SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, WHETHER IN AN ACTION IN CONTRACT OR TORT, EVEN IF THE PARTY HAS BEEN ADVISED BY THE OTHER PARTY OF THE POSSIBILITY OF SUCH DAMAGES.

SECTION 16. NOTICES. All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

- (a) When delivered personally to the recipient's address as stated on this Agreement;
- (b) Three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement, or
- (c) When sent by fax to the last fax number of the recipient known to the person giving notice.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

If to Independent Contractor
Fusion Media Group
1740 Meridian Avenue
South Pasadena, CA 91030

If to ACS:
1919 E. Pinecrest Drive
Altadena, CA 91001

SECTION 17. No PARTNERSHIP. This Agreement does not create a partnership relationship. Neither party has authority to enter into contracts on the other's behalf.

SECTION 18. INTERPRETATION AND OPPORTUNITY FOR COUNSEL. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein. The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel.

SECTION 19. AVAILABILITY OF ACS EXECUTIVE LEADERSHIP. Aveson Charter Schools executive leadership agrees to make themselves available through regularly scheduled meetings to ensure that Independent Contractor has the ability to complete their services to the highest level of quality and integrity.

SECTION 20. APPLICABLE LAW. This Agreement will be governed by the laws of the State of California.

SIGNATURES

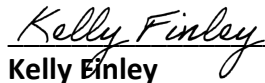
ON BEHALF OF ACS:



Keith Simmons, Co-Executive Director
Aveson Charter Schools

Date: August 13, 2020

INDEPENDENT CONTRACTOR:



Kelly Finley

Taxpayer ID Number: 26-2843136

Date: August 13, 2020

Attachment A
Scope of Services

Attachment A
Scope of Services

Services to be provided by Independent Contract are as follows:

A. Parent Square: Content Management and Development

GOAL: At the end of the 2020-21 School Year, Parent Square will be fully operational and used by all staff as the communications hub for Aveson Charter Schools. Independent Contractor will ensure this goal will be met by doing the following:

1. Serve as the primary administrator/platform expert of Parent Square to ensure the following:
 - i. Staff is fully trained in the effective use of Parent Square and understand/buy into the purpose for using the platform as Aveson's communications hub.
 - ii. Assign staff roles on Parent Square in consultation with Executive Directors and clearly communicate roles to all staff.
 - iii. Collaborate with IT Support (data administrator) to ensure data is up-to-date and accurate and that the platform is properly linked to Aveson primary data bank, School Pathways.
 - iv. Ensure that Aveson parents/families are aware of the Parent Square platform and that the app is adopted by a large percentage of families.
 - v. In the context of the new Parent Square app, collaborate with Executive Directors to evaluate Aveson's communications and identify the purpose or need of The Aveson Bite and other communications that promote Aveson to its internal and external communities.

B. Annual Fund: Communication and Marketing

GOAL: By the end of the 2020-21 school year, the Aveson Annual Fund will have met or exceeded 2019-20 annual fund proceeds of \$151,000 and 50% participation. Independent Contractor will assist Aveson in achieving this goal by doing the following:

1. Collaborate with the Director of Growth and Sustainability and the Annual Fund Action Team to produce communication and marketing strategies that support internal Annual Fund giving.
2. Ensure that transition from GoFundMe to Paypal via the Parent Square app will be beneficial to ACS and if so, make sure the transition is seamless and supports Annual Fund goals.
3. Ensure that current donors are transitioned over to any new annual fund giving

platform.

4. Collaborate with the Director of Growth and Sustainability and the Annual Fund Action Team to cultivate annual fund giving from the philanthropic community.
5. Develop outreach strategies to Aveson alumni, vendors, and philanthropic community.
6. Manage Annual Fund giving platform and serve as the staff contact for Annual Fund donors.

C. Website: Content Development and Collaboration

GOAL: By the end of the 2020-21 school year, Aveson will have a new, streamlined website that represents Aveson’s mission and purpose to prospective students/families and the greater Pasadena/Los Angeles area community. Independent Contractor will achieve this goal by doing the following:

1. Write copy for the new website in collaboration with Executive Directors.
2. Collaborate with IT Support and Executive Directors in the website design.
3. Collaborate with IT Support and Executive Directors to keep content current and relevant by providing branding, messaging, and content support.

D. Social Media: Content Management

GOAL: By the end of the 2020-21 school year, Aveson Charter Schools will have a robust social media presence at a minimum of two platforms that include Instagram & Facebook. Instagram followers will increase by a minimum of 50% and there will be a minimum of five posts a week. Independent Contractor will achieve this goal by doing the following:

1. Develop strategies in collaboration with Executive Directors to improve social media engagement.
2. Collaborating with Executive Directors, advisors, staff, and ACO to generate quality content that clearly supports the Aveson brand, vision and mission.
3. Engage community partners via social media to create positive connection to Aveson Charter Schools.

E. Critical/Emergency Communication Support

GOAL: Support Executive Directors with any critical or emergency communications support via crisis communications consultations and execution of communication pieces like press releases, letters and emails, or other mediums necessary to address the critical/emergency situation.

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

July 1, 2019 to June 30, 2020

Charter School Name: Aveson Global Leadership Academy
CDS #: 19648810113464 UA FY1920 AGLA
Charter Approving Entity: Pasadena Unified School District
County: Los Angeles
Charter #: 847

This charter school uses the following basis of accounting:

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

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
 Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,358,836.00		1,358,836.00
Education Protection Account State Aid - Current Year	8012	137,959.00		137,959.00
State Aid - Prior Years	8019	(13,615.68)		(13,615.68)
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,909,613.00		1,909,613.00
Other LCFF Transfers	8091, 8097	0.00		0.00
Total, LCFF Sources		3,392,792.32	0.00	3,392,792.32
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		66,735.00	66,735.00
Special Education - Federal	8181, 8182		87,926.00	87,926.00
Child Nutrition - Federal	8220		32,649.59	32,649.59
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	4,260.01		4,260.01
Total, Federal Revenues		4,260.01	187,310.59	191,570.60
3. Other State Revenues				
Special Education - State	StateRevSE		145,236.51	145,236.51
All Other State Revenues	StateRevAO	70,299.77	362,870.50	433,170.27
Total, Other State Revenues		70,299.77	508,107.01	578,406.78
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	49,329.88	257,363.82	306,693.70
Total, Local Revenues		49,329.88	257,363.82	306,693.70
5. TOTAL REVENUES				
		3,516,681.98	952,781.42	4,469,463.40
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,049,563.22	230,445.67	1,280,008.89
Certificated Pupil Support Salaries	1200	13,775.71		13,775.71
Certificated Supervisors' and Administrators' Salaries	1300	270,361.01	78,715.16	349,076.17
Other Certificated Salaries	1900	85,962.65	180,646.85	266,609.50
Total, Certificated Salaries		1,419,662.59	489,807.68	1,909,470.27
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	139,934.42	195,868.06	335,802.48
Noncertificated Support Salaries	2200	18,613.63		18,613.63
Noncertificated Supervisors' and Administrators' Salaries	2300	203,712.71	35,464.02	239,176.73
Clerical, Technical and Office Salaries	2400	88,830.30		88,830.30
Other Noncertificated Salaries	2900	22,634.96	85,659.65	108,294.61
Total, Noncertificated Salaries		473,726.02	316,991.73	790,717.75

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

July 1, 2019 to June 30, 2020

Charter School Name: Aveson Global Leadership Academy

CDS #: 19648810113464 UA FY1920 AGLA

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102			0.00
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	138,004.36	64,381.87	202,386.23
Health and Welfare Benefits	3401-3402	123,432.12	7,018.33	130,450.45
Unemployment Insurance	3501-3502	303.93	2,386.35	2,690.28
Workers' Compensation Insurance	3601-3602	40,763.10		40,763.10
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	9,918.09		9,918.09
Total, Employee Benefits		312,421.60	73,786.55	386,208.15
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100			0.00
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	12,294.53	26,465.46	38,759.99
Noncapitalized Equipment	4400	2,085.84	2,798.02	4,883.86
Food	4700	17,336.56	61,648.92	78,985.48
Total, Books and Supplies		31,716.93	90,912.40	122,629.33
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	1,747.74	661.35	2,409.09
Dues and Memberships	5300	5,613.50		5,613.50
Insurance	5400	45,392.88		45,392.88
Operations and Housekeeping Services	5500	33,443.03		33,443.03
Rentals, Leases, Repairs, and Noncap. Improvements	5600	29,698.36	543,513.10	573,211.46
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	222,848.25	245,330.99	468,179.24
Communications	5900	23,171.47	73.98	23,245.45
Total, Services and Other Operating Expenditures		361,915.23	789,579.42	1,151,494.65
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	49,267.16		49,267.16
Total, Capital Outlay		49,267.16	0.00	49,267.16
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		2,648,709.53	1,761,077.78	4,409,787.31

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

July 1, 2019 to June 30, 2020

Charter School Name: Aveson Global Leadership Academy

CDS #: 19648810113464 UA FY1920 AGLA

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		867,972.45	(808,296.36)	59,676.09
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(808,296.36)	808,296.36	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(808,296.36)	808,296.36	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		59,676.09	0.00	59,676.09
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	145,540.66		145,540.66
b. Adjustments/Restatements	9793, 9795	88,318.14		88,318.14
c. Adjusted Beginning Fund Balance /Net Position		233,858.80	0.00	233,858.80
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		293,534.89	0.00	293,534.89
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	369,161.46		369,161.46
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	(75,626.57)	0.00	(75,626.57)

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

July 1, 2019 to June 30, 2020

Charter School Name: Aveson Global Leadership Academy

CDS #: 19648810113464 UA FY1920 AGLA

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	1,253,631.66	(474,212.29)	779,419.37
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120			0.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	40,381.37		40,381.37
4. Due from Grantor Governments	9290	16,111.86	433,308.30	449,420.16
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	28,446.23	40,903.99	69,350.22
7. Other Current Assets	9340	39,848.18		39,848.18
8. Capital Assets (accrual basis only)	9400-9489	369,161.46		369,161.46
9. TOTAL ASSETS		1,747,580.76	0.00	1,747,580.76
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	198,100.15		198,100.15
2. Due to Grantor Governments	9590	500.00		500.00
3. Current Loans	9640	240,646.31		240,646.31
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	1,014,799.41		1,014,799.41
6. TOTAL LIABILITIES		1,454,045.87	0.00	1,454,045.87
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		293,534.89	0.00	293,534.89

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

July 1, 2019 to June 30, 2020

Charter School Name: Aveson Global Leadership Academy

CDS #: 19648810113464 UA FY1920 AGLA

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

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

1. Federal Revenue Used for Capital Outlay and Debt Service

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

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

2. Community Services Expenditures

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

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	_____
b. Noncertificated Salaries 2000-2999	_____
c. Employee Benefits except 3801-	_____
d. Books and Supplies 4000-4999	_____
e. Services and Other Operating Expenditures 5000-5999	_____
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

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

July 1, 2019 to June 30, 2020

Charter School Name: Aveson Global Leadership Academy

CDS #: 19648810113464 UA FY1920 AGLA

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

Results of this calculation will be used for comparison with 2018-19 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2021-22.

a. Total Expenditures (B8)	4,409,787.31
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	191,570.60
c. Subtotal of State & Local Expenditures [a minus b]	4,218,216.71
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	49,267.16
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 4,168,949.55

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

July 1, 2019 to June 30, 2020

Charter School Name: Aveson School of Leaders
CDS #: 19648810113472 UA FY1920 ASL
Charter Approving Entity: Pasadena Unified School District
County: Los Angeles
Charter #: 848

This charter school uses the following basis of accounting:

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

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
 Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,333,892.00		1,333,892.00
Education Protection Account State Aid - Current Year	8012	82,526.00		82,526.00
State Aid - Prior Years	8019	4,957.48		4,957.48
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,144,644.00		2,144,644.00
Other LCFF Transfers	8091, 8097	0.00		0.00
Total, LCFF Sources		3,566,019.48	0.00	3,566,019.48
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		38,913.00	38,913.00
Special Education - Federal	8181, 8182		50,243.00	50,243.00
Child Nutrition - Federal	8220		31,574.52	31,574.52
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299	4,260.03		4,260.03
Total, Federal Revenues		4,260.03	120,730.52	124,990.55
3. Other State Revenues				
Special Education - State	StateRevSE		215,897.29	215,897.29
All Other State Revenues	StateRevAO	55,900.09	(39,472.59)	16,427.50
Total, Other State Revenues		55,900.09	176,424.70	232,324.79
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	49,397.84	283,012.18	332,410.02
Total, Local Revenues		49,397.84	283,012.18	332,410.02
5. TOTAL REVENUES				
		3,675,577.44	580,167.40	4,255,744.84
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,279,121.97	103,383.26	1,382,505.23
Certificated Pupil Support Salaries	1200	61,962.33	3,367.50	65,329.83
Certificated Supervisors' and Administrators' Salaries	1300	256,035.88	39,442.95	295,478.83
Other Certificated Salaries	1900	16,708.63	275,701.24	292,409.87
Total, Certificated Salaries		1,613,828.81	421,894.95	2,035,723.76
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	216,871.89	241,474.33	458,346.22
Noncertificated Support Salaries	2200	4,056.50		4,056.50
Noncertificated Supervisors' and Administrators' Salaries	2300	97,199.94	24,740.94	121,940.88
Clerical, Technical and Office Salaries	2400	157,710.09		157,710.09
Other Noncertificated Salaries	2900	17,854.28	86,114.64	103,968.92
Total, Noncertificated Salaries		493,692.70	352,329.91	846,022.61

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

July 1, 2019 to June 30, 2020

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 UA FY1920 ASL

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102			0.00
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	153,209.88	57,487.42	210,697.30
Health and Welfare Benefits	3401-3402	195,637.32	7,573.18	203,210.50
Unemployment Insurance	3501-3502	594.02	5,371.73	5,965.75
Workers' Compensation Insurance	3601-3602	40,763.09		40,763.09
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	14,759.83		14,759.83
Total, Employee Benefits		404,964.14	70,432.33	475,396.47
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100			0.00
Books and Other Reference Materials	4200	164.52		164.52
Materials and Supplies	4300	28,936.54	71,073.69	100,010.23
Noncapitalized Equipment	4400	6,163.08	3,665.72	9,828.80
Food	4700	17,900.84	61,555.39	79,456.23
Total, Books and Supplies		53,164.98	136,294.80	189,459.78
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	(158.16)	2,702.75	2,544.59
Dues and Memberships	5300	4,801.00		4,801.00
Insurance	5400	45,392.97		45,392.97
Operations and Housekeeping Services	5500	63,655.35		63,655.35
Rentals, Leases, Repairs, and Noncap. Improvements	5600	21,386.70	98,121.74	119,508.44
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	227,921.63	165,602.84	393,524.47
Communications	5900	22,010.44	59.88	22,070.32
Total, Services and Other Operating Expenditures		385,009.93	266,487.21	651,497.14
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	31,490.35		31,490.35
Total, Capital Outlay		31,490.35	0.00	31,490.35
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		2,982,150.91	1,247,439.20	4,229,590.11

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

July 1, 2019 to June 30, 2020

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 UA FY1920 ASL

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		693,426.53	(667,271.80)	26,154.73
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(667,271.80)	667,271.80	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(667,271.80)	667,271.80	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		26,154.73	0.00	26,154.73
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	223,864.48		223,864.48
b. Adjustments/Restatements	9793, 9795	46,978.00		46,978.00
c. Adjusted Beginning Fund Balance /Net Position		270,842.48	0.00	270,842.48
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		296,997.21	0.00	296,997.21
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	249,462.48		249,462.48
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	47,534.73	0.00	47,534.73

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

July 1, 2019 to June 30, 2020

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 UA FY1920 ASL

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	1,470,228.47	(356,139.87)	1,114,088.60
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	42,548.13		42,548.13
4. Due from Grantor Governments	9290	20,800.19	356,139.87	376,940.06
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	29,330.74		29,330.74
7. Other Current Assets	9340	5,432.32		5,432.32
8. Capital Assets (accrual basis only)	9400-9489	249,462.48		249,462.48
9. TOTAL ASSETS		1,817,802.33	0.00	1,817,802.33
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	344,203.41		344,203.41
2. Due to Grantor Governments	9590	19,208.00		19,208.00
3. Current Loans	9640	740,646.32		740,646.32
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	416,748.39		416,748.39
6. TOTAL LIABILITIES		1,520,806.12	0.00	1,520,806.12
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		296,996.21	0.00	296,996.21

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

July 1, 2019 to June 30, 2020

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 UA FY1920 ASL

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

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

1. Federal Revenue Used for Capital Outlay and Debt Service

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

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

2. Community Services Expenditures

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

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	_____
b. Noncertificated Salaries 2000-2999	_____
c. Employee Benefits except 3801-	_____
d. Books and Supplies 4000-4999	_____
e. Services and Other Operating Expenditures 5000-5999	_____
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

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

July 1, 2019 to June 30, 2020

Charter School Name: Aveson School of Leaders

CDS #: 19648810113472 UA FY1920 ASL

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

Results of this calculation will be used for comparison with 2018-19 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2021-22.

a. Total Expenditures (B8)	4,229,590.11
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	124,990.55
c. Subtotal of State & Local Expenditures [a minus b]	4,104,599.56
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	31,490.35
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 4,073,109.21

**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 Executive Directors,

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: _____