



## DRAFT AGENDA

### BOARD OF DIRECTORS MEETING AVESON CORPORATION

Zoom Virtual Meeting [Zoom Link](#)

Meeting ID: 635 876 1750

Password: aveson

September 24, 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:

1. Agendas are available to all audience members at the door to the meeting. Note that the order of business on this agenda may be changed without prior notice. For more information on this agenda, please contact: Aveson Charter Schools, 1919 Pincrest Dr., Altadena, CA 91001. Telephone: 626-797-1440.
2. “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Oral Communications.” You may specify that you wish to speak on an agenda item by completing the form before the meeting is called to order. Please keep your microphone muted, except when you are called upon by the Board.
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. The Board may give direction to staff to respond to your communication or you may be offered the option of returning with a citizen-requested item. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes.
4. You will be given an opportunity to speak for up to five (5) minutes on agenda items when the Board discusses that item.

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

**I. PRELIMINARY**

**A. CALL TO ORDER**

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

**B. ROLL CALL**

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

Core Practice  
 Guiding Principle: XXXXX

**II. COMMUNICATIONS**

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

**III. PUBLIC SESSION AGENDA**

**A. CONSENT AGENDA ITEMS**

- 1. Approval of Board Minutes: 8/27/2020

2. Approval of Check Register: August 2020
3. Approval of Credit Card Statements: Capital One & Amex paid in August 2020
4. Approval of Student/Family Handbooks: ASL & AGLA

**B. DISCUSSION ITEMS**

1. Financial Report
2. Executive Directors' Reports  
*Topics Include:*
  - \* *Employment / Human Resources / Professional Development*
  - \* *Curriculum & Instruction*
  - \* *Student Achievement & Support*
  - \* *Operations - Food Services, Facilities*
  - \* *Events & Community*
    - a) ASL
    - b) AGLA
    - c) Joint ACS Board and ACS School Leadership listening session on race, hosted by Dr. Boro.
    - d) Equity + Diversity Strategic Action Plan Committee
    - e) Demographic Analysis
    - f) Special Ed
      - (1) How are we meeting the needs of students with disabilities in general and during this period of online learning?
3. ACO Report

**C. ACTION ITEMS**

1. 2020-2021 Budget approval
2. Approve ASL Learning Continuity and Attendance Plan
3. Approve AGLA Learning Continuity and Attendance Plan
4. Approve James Perreault for Board Membership, with a term of one year.

**IV. ADJOURNMENT**



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

# **Aveson School of Leaders**

## **Student/Family Handbook**

### **2020-2021**

*Revised 09/24/2020*

**\*\*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](http://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](http://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](http://www.tomsawycamps.com) or [www.aveson.org](http://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**

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](http://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 openly and honestly. We are dedicated to working with staff and families to foster the growth of anti-racist children.

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

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

### **Aveson's Expectations**

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

We expect all persons to adhere to and strive for self-efficacious behavior that follows our **School Family Agreement** and our **Guiding Principles** (see links below). Aveson ensures that this policy will be followed by providing on-going professional development and training for all staff and providing direct and explicit instruction for all students in the areas of antiracism, anti-discrimination, inclusion, conflict resolution and social and emotional learning. In addition, the Aveson Board of Directors will oversee the Aveson Executive Director 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.
  - Tim took a photo of a classmate at a party during the weekend. The photo shows the classmate's underwear. Tim sends the photo to other students via text and email.
  - Shelly tells their friends to never sit with Maria at lunch because Maria's food looks weird and doesn't smell good.

### **Reporting Discrimination, Harassment and Bullying:**

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

#### **Notify:**

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

#### **Investigate:**

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

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

#### **Action**

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

#### **Follow-up**

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

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

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

### **Supporting Documents:**

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

## **Absences & Tardies**

Students at Aveson School of Leaders are subject to compulsory full-time education. All students are expected to be in school every day unless they have a valid excuse. A student is considered 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 21<sup>st</sup> Century citizens.

## **Response to Intervention (RtI)**

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

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

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

## **Student Study Teams (SST)**

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

## **Special Education Psycho-educational Testing Outcomes**

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](http://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](http://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](http://aveson.org). Should you have questions at any time about implementation of policies at ASL please contact the Executive Director.



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

# **Aveson Global Leadership Academy**

Student and Family Handbook

2020-2021

575 West Altadena Drive, Altadena, California 91001  
Office: (626) 797-1438 | Fax: (626) 628-1752 | [www.aveson.org](http://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](http://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.<sup>1</sup> 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

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<sup>1</sup> 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><b>Foundational Outcomes</b> All students will work towards showing mastery on all foundational outcomes.</p> <p><b>Extension Outcomes</b> 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><b><u>Levels of Mastery for Outcomes:</u></b> <b>Advanced (A)</b> 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><b>Proficient (P)</b> 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><b>Developing (D)</b> Student has mastered parts of their content/skill. Their evidence reveals a minor gap to the course</p>	<p><b><u>Final Grade Explanation:</u></b></p> <p><b>Grade A:</b> 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><b>Grade B:</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><b>Grade C:</b> 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><b>Grade D:</b> 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><b>Emerging (E)</b> Student is beginning to build an understanding of this skill. There is a significant gap between their evidence and the course expectations.</p> <p><b>Honors A Distinction</b> (<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><b>Grade F:</b> 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](http://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](http://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 (student, staff member, volunteer, visitor) who commits an act of discrimination, harassment or bullying is in violation of this policy.

We expect all persons to adhere to and strive for self-efficacious behavior that follows our ***School Family Agreement*** and our ***Guiding Principles*** (see links below). Aveson ensures that this policy will be followed by providing on-going professional development and training for all staff and providing direct and explicit instruction for all students in the areas of antiracism, anti-discrimination, inclusion, conflict resolution and social and emotional learning. In addition, the Aveson Board of Directors will oversee the Aveson Executive Director 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.
  - 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](#)
- [AGLA's Charter Renewal 2016](#) (see pp 60-78, Suspension & Expulsion Procedures)

## **Student Support: Discipline Philosophy, Policies, and Procedures**

### **Aveson's Discipline Philosophy**

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

## **Student Support versus Student Management**

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

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.

### **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

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

## Body-Positive Student Dress Code

### Dress Code Philosophy:

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

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

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

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

### Our values are:

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

### Our student dress code is designed to accomplish several goals:

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

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

### **Dress Code**

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

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

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

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

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

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

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

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

4. **Students Cannot Wear**:

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

## **5. Dress Code Enforcement**

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

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

introductory assembly, in advisory through discussions and activities, and visibly on campus.

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

Students will be discretely asked to step out of spaces, hallways, or classrooms by support staff (Executive Director, Director, Assistant Director, Student Safety Coordinator, etc.) and asked to change their clothing before returning to class ONLY when their clothing:

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

In this case, students will have the following options:

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

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

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

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

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

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

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

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

### **Attendance**

School attendance is vital if a child is to achieve 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 truanancies.

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.
  - a. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be 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.
  - b. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
  - c. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
  - d. "Immediate family," as used in this section, has the same meaning as set forth in

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



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

### **Unexcused Absences**

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

### **Truancy**

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days or tardy/absent for 30 or more minutes during the school day, or any combination thereof in one school year, is 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](mailto: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 students 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](mailto: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.

## Volunteering at AGLA

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

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

### Level 1 Volunteer

Level 1 Volunteers must be directly supervised by an Advisor/Administrator at ALL times. Sample Level 1 activities 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](http://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)

## 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](http://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](http://aveson.org). Should you have questions at any time about implementation of policies at ASL please contact the Executive Director.



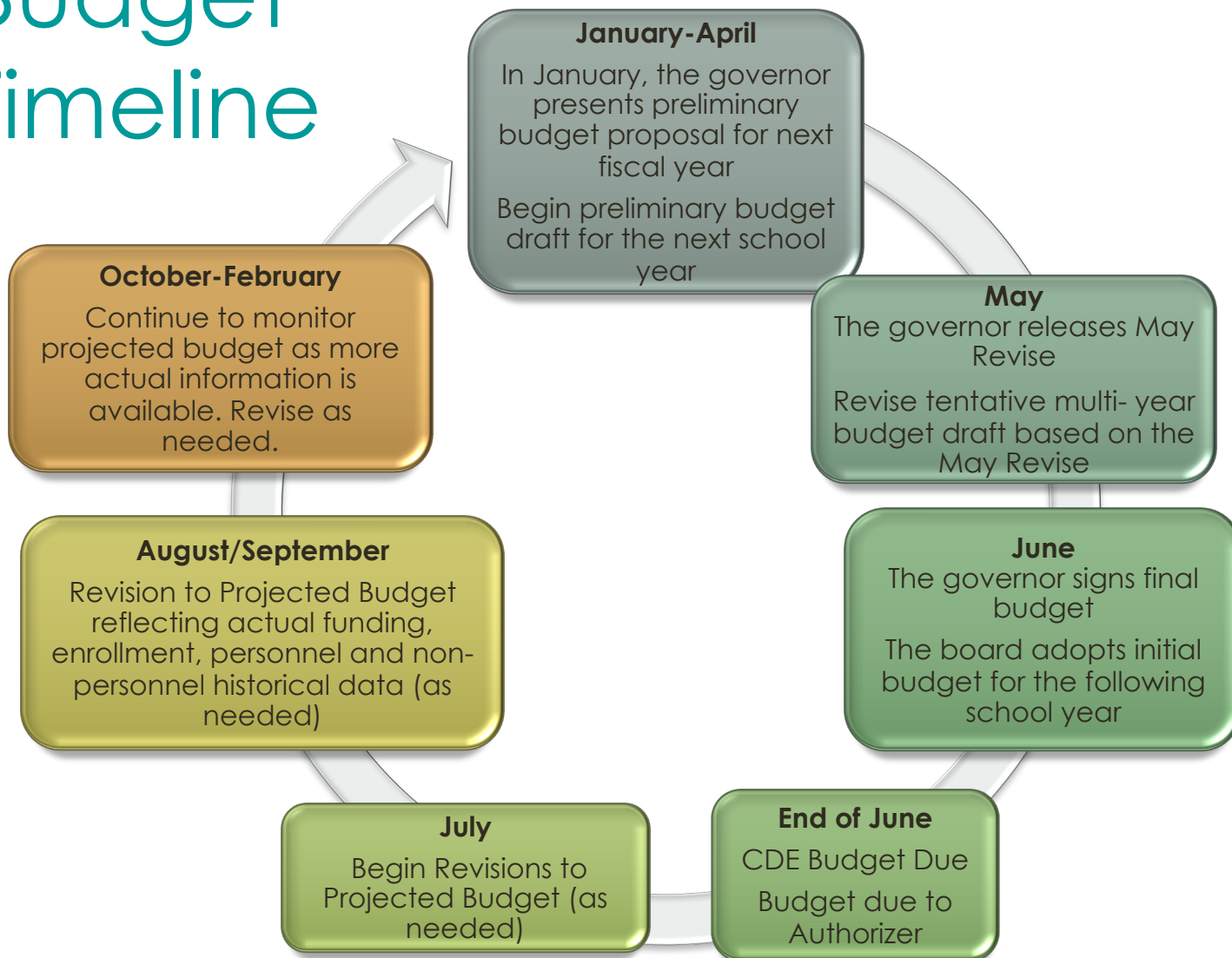
# FY 2020-21 Budget Revision



# Presentation Agenda

- Budget Timeline
- Overview of 2020-21 Enacted State Budget June 2020
  - Deferrals and Cash Flow
- Aveson Revised 2020-2021 Budget

# Budget Timeline

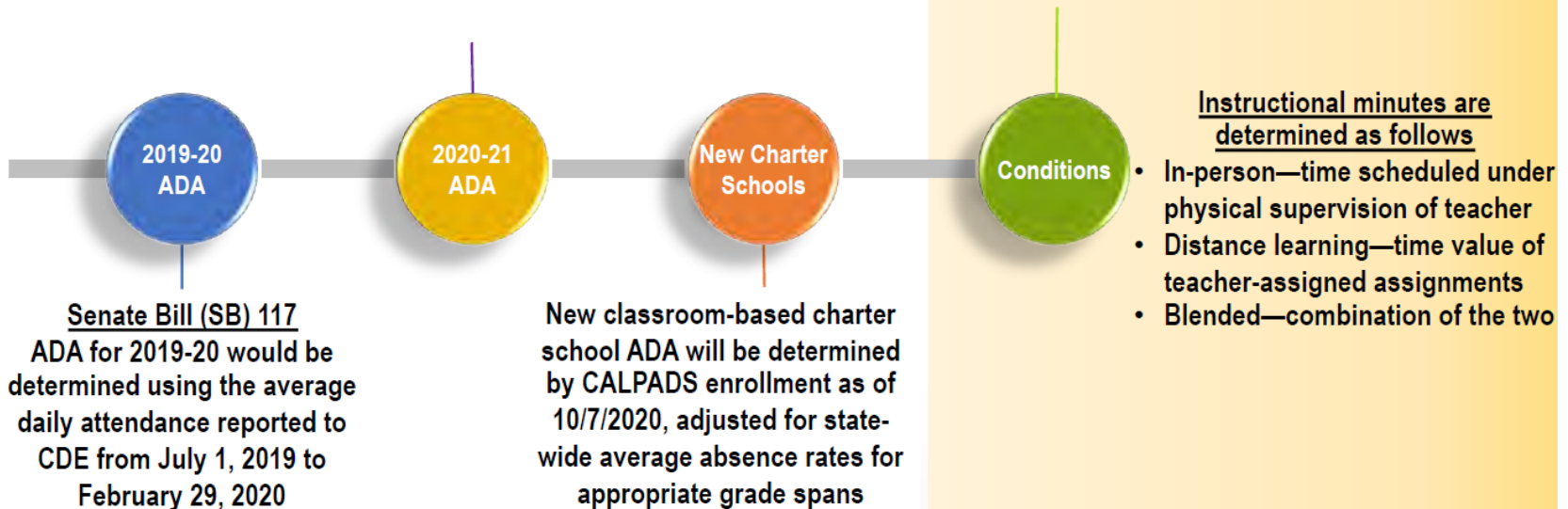


# Overview of 2020-21 Enacted State Budget

Source: School Services of California

# 2020-21 ADA Hold Harmless

For apportionment purposes,  
2020-21 ADA will be determined  
based on the ADA used for the  
2019-20 P-2



# Restricted One Time Funds

2020-21 Restricted One Time Funds	Source	AGLA Amount	ASL Amount
Elementary and Secondary School Emergency Relief (ESSER)	Federal	\$ 39,231	\$ 18,510
Learning Loss Mitigation – based on students with disabilities (SWDs)	Federal & State	\$ 37,261	\$ 17,480
Learning Loss Mitigation—based on supplemental and concentration grants	Federal & State	\$ 203,971	\$ 120,069
Learning Loss Mitigation—based on Local Control Funding Formula (LCFF)	Federal & State	\$ 29,031	\$ 30,349
	<b>Total</b>	<b>\$ 309,494</b>	<b>\$ 186,408</b>

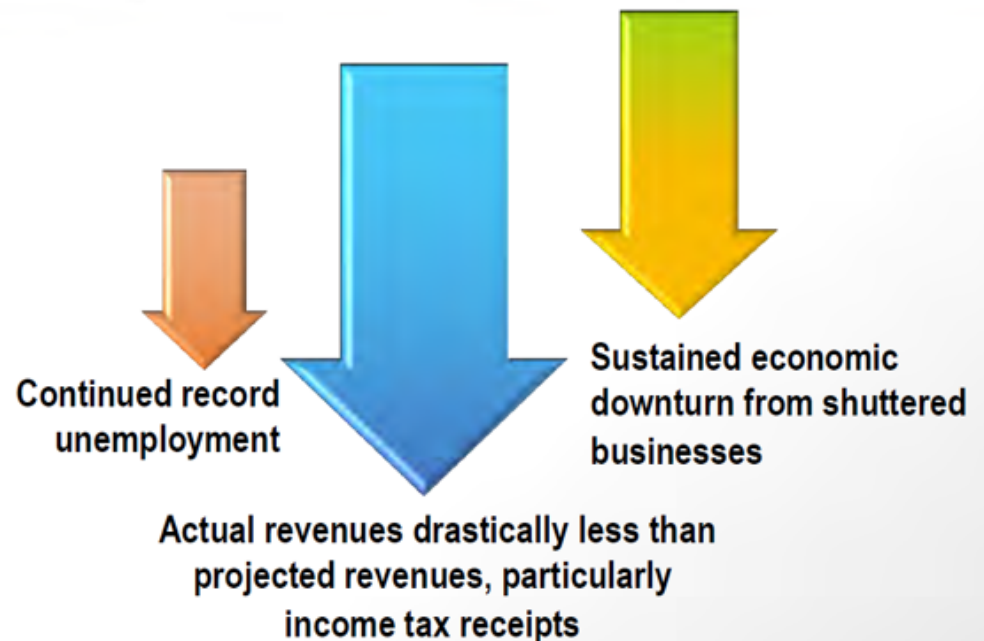
# Federal Funds: Single Audit

- Schools are subject to a single audit if the total amount of federal funds expended in a fiscal year exceeds \$750,000
- As of now, Aveson's budget qualifies for a federal audit with federal revenues budgeted at \$779,035
- Ensure that Aveson is compliant with requirements

# Ready to Pivot?

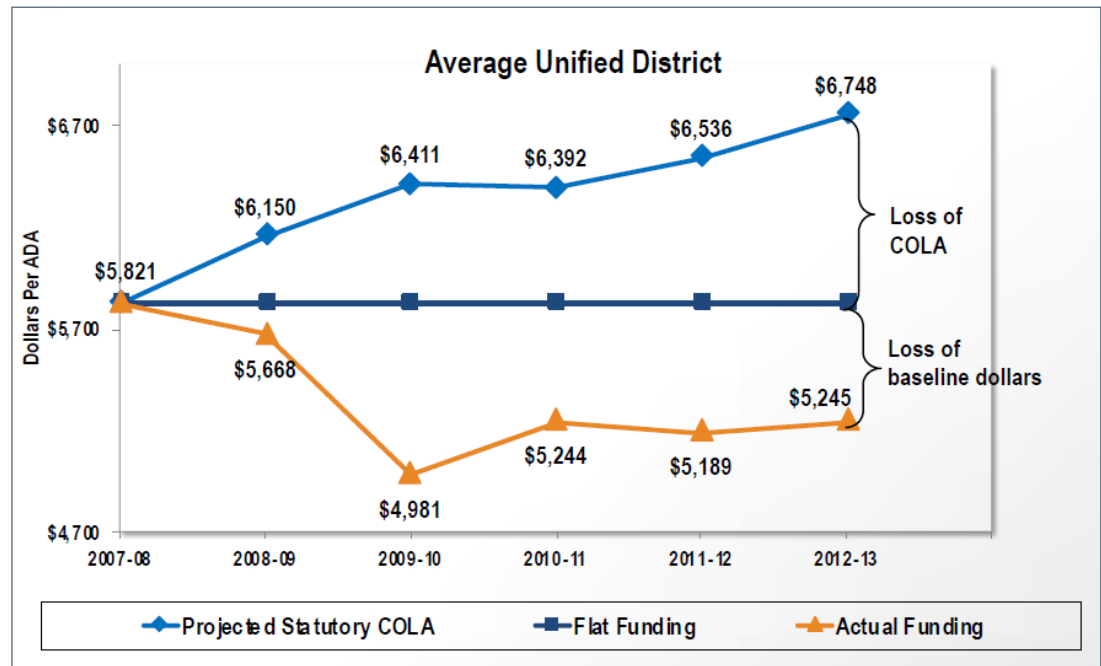
We are in unprecedented times and though the current fiscal year is hold harmless, the state of CA cannot afford to maintain this moving forward.

The next official budget checkpoint comes on January 10, 2021.



# Great Recession Deficit Factor

- During the Great Recession, funding under the Revenue Limit was cut for five consecutive years
- As a result, the purchasing power of LEAs was significantly reduced



- Reduction of federal funds 2009-10



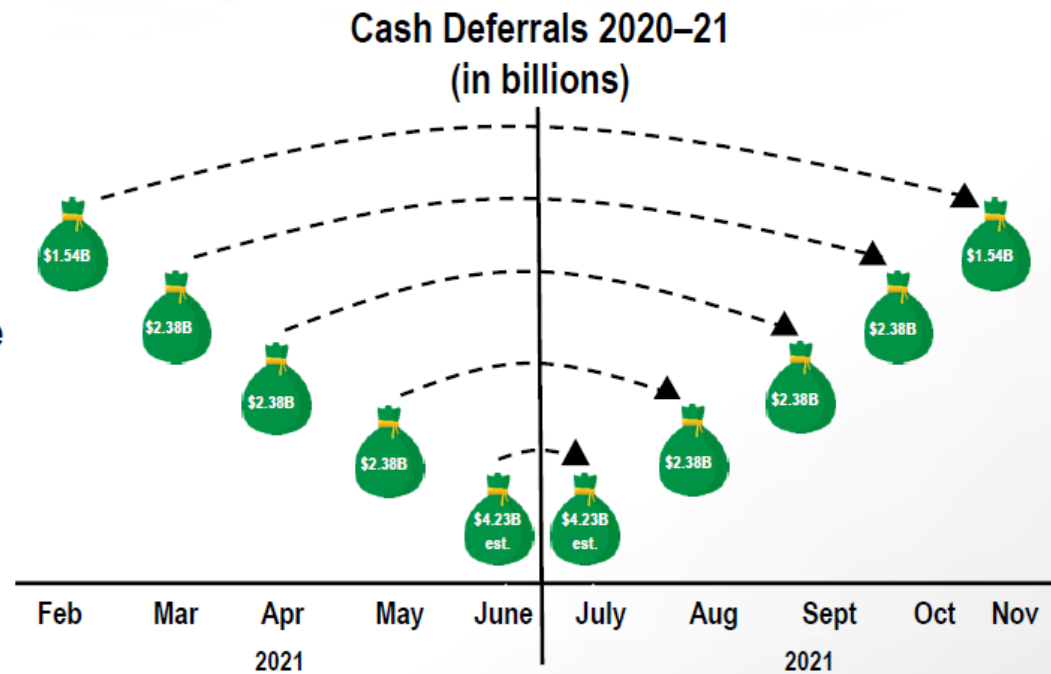
# Additional Considerations

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

# Deferrals and Cash Flow

# Cash Deferral Timeline

- The P-2 deferral is ongoing
  - Plus, additional ongoing deferrals are implemented starting in February 2021:



The burden of borrowing lies with the LEA to ensure adequate cash for operations

# Revenue Deferrals

- LEAs on average will received only 68% of the state aide apportionment during the year
- Aveson's LCFF estimated deferrals for FY2020-21 are \$974,082
- Aveson's Special Ed state deferrals are estimated at \$141,500 for FY2020-21
- Deferrals may continue into next FY2021-22 and beyond

# **Aveson Charter Budget Revision Summary**

**FY 2020-21**

# FY2020-21 Revised Budget

	FY2019-20 Unaudited Actuals	FY2020-21 Original Adopted Budget	FY2020-21 Revised Budget	FY2021-22 Budget	FY2022-23 Budget
Enrollment	824	711	711	711	711
ADA	782.54	668.9	668.99	668.99	668.99
<b>Total Income</b>	<b>\$ 8,725,208</b>	<b>\$ 7,149,130</b>	<b>\$ 9,052,972</b>	<b>\$ 7,467,900</b>	<b>\$ 7,460,359</b>
<b>Expenses</b>					
1000 Certificated Salaries	3,945,194	3,671,554	4,091,849	3,761,700	3,761,700
2000 Classiied Salaries	1,636,740	693,052	704,677	662,787	662,787
3000 Employee Benefits	861,605	739,739	868,210	705,260	705,260
4000 Supplies	312,089	400,257	580,328	322,958	323,605
5000 Services and Other Op Exp	907,019	1,633,675	1,868,406	1,817,938	1,840,397
6000 Capital Outlay	80,758	80,731	78,539	78,539	78,539
<b>Total Expense</b>	<b>7,743,405</b>	<b>7,219,008</b>	<b>8,192,009</b>	<b>7,349,182</b>	<b>7,372,288</b>
<b>Surplus/(Deficit)</b>	<b>\$ 981,803</b>	<b>\$ (69,878)</b>	<b>\$ 860,963</b>	<b>\$ 118,718</b>	<b>\$ 88,071</b>
<b>Fund Balance (Reserve)</b>	<b>590,531</b>	<b>520,653</b>	<b>1,451,494</b>	<b>1,570,212</b>	<b>1,658,283</b>
<b>% of Reserve</b>	<b>8%</b>	<b>7%</b>	<b>18%</b>	<b>21%</b>	<b>22%</b>

**Aveson Charter Schools**  
**BUDGET DETAIL - AGLA**  
**PREPARED BY CHARTERWISE MANAGEMENT**  
**FISCAL YEAR 2020-2025**



	2024		2025			
	FY19-20 PROJECTED ACTUALS	FY20-21 BUDGET	FY21-22 BUDGET	FY22-23 BUDGET	FY23-24 BUDGET	FY24-25 BUDGET
<b>Enrollment</b>	391	323	323	323	323	323
<b>ADA</b>	371.19	367.41	300.39	300.39	300.39	300.39
<b>Attendance Rate</b>	93%	93%	93%	93%	93%	93%
<b>% of Combined ADA</b>						
<b>Change in ADA from PY</b>		-0.01	-0.22	0.00	0.00	0.00
<b>INCOME</b>						
<b>8011-8096 Local Control Funding Formula Sources</b>						
8011 Local Control Funding Formula	1,358,836	1,363,444	1,141,232	1,137,642	1,138,642	1,138,642
8011.1 Special Apportionment						
8012 Education Protection Act EPA	137,959	137,959	112,793	112,793	112,793	112,793
8019 Charter Schools General Purpose - Prior Year	(13,616)					
8096 In Lieu of Property Taxes	1,909,613	1,909,613	1,561,277	1,561,277	1,561,277	1,561,277
<b>Total 8011-8096 Local Control Funding Formula Sources</b>	<b>3,392,792</b>	<b>3,411,016</b>	<b>2,815,302</b>	<b>2,811,712</b>	<b>2,812,712</b>	<b>2,812,712</b>
<b>% Change from prior year</b>		<b>0</b>	<b>-17%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>8100-8299 Federal Income</b>						
8181 Special Education - Entitlement	87,926	87,926	87,926	87,926	87,926	87,926
8182 Special Ed: IDEA Mental Health		6,775	-	-	-	-
8220 Child Nutrition Programs	32,650	34,284	34,284	34,284	34,284	34,284
8291 Title I - Basic Grant	47,638	47,077	38,489	38,489	38,489	38,489
CARES ACT funds (ESSER)		39,231				
8292 Title II - Teacher Quality	9,097	8,843	7,230	7,230	7,230	7,230
8294 Title IV - SDFSC	10,000	9,882	8,080	8,080	8,080	8,080
8290.1 One Time Loss Learning Mitigation Funds - SWD		37,261				
8290.2 One Time Loss Learning Mitigation Funds - Supp/Conc		203,971				
8297 Prior Year Federal Revenue	2,628	-	-	-	-	-
8299 All Other Federal Revenue	1,632	-	-	-	-	-
<b>Total 8100-8299 Federal Income</b>	<b>\$ 191,571</b>	<b>\$ 475,249</b>	<b>\$ 176,008</b>	<b>\$ 176,008</b>	<b>\$ 176,008</b>	<b>\$ 176,008</b>
<b>% Change from prior year</b>		<b>1</b>	<b>-63%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>8300-8599 State Income</b>						
8311 Special Education - Entitlement (State)	115,756	159,460	159,460	159,460	159,460	159,460
8312 Mental Health-SPED	30,971	24,818	-	-	-	-
8519 Other State - Prior Years	3,812	-	-	-	-	-
8520 State Child Nutrition	2,255	2,166	2,166	2,166	2,166	2,166
8545 SB 740	333,648	316,087	316,087	316,087	316,087	316,087
8550 Mandated Block Grant	12,165	6,131	6,195	5,065	5,065	5,065
8560 State Lottery	72,450	72,747	59,477	59,477	59,477	59,477
8591 One Time Loss Learning Mitigation Funds - LCFF		29,031				
8592 COVID-19 LEA Response Funds	5,720	-	-	-	-	-
8599 All Other State Revenue	1,961	-	-	-	-	-
<b>Total 8300-8599 State Income</b>	<b>\$ 578,737</b>	<b>\$ 610,440</b>	<b>\$ 543,384</b>	<b>\$ 542,255</b>	<b>\$ 542,255</b>	<b>\$ 542,255</b>
<b>% Change from prior year</b>		<b>0</b>	<b>-11%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>8600-8799 Local Income</b>						
8634 Food Service Sales	110,833	50,000	50,000	50,000	50,000	50,000
8693 Field Trips	25,933	-	-	-	-	-
8694 Enterprise Revenue	-	-	-	-	-	-
8801 Donations - Parents	58,813	50,000	50,000	50,000	50,000	50,000
8802 Donations - Private	24,569	25,000	25,000	25,000	25,000	25,000
8803 Fundraising	56,222	20,000	20,000	20,000	20,000	20,000
8804 Computer Repair Fundraising	150	-	-	-	-	-
8699 All Other Local Revenue	29,845	-	-	-	-	-
8792 SPED State/County	-	-	-	-	-	-
<b>Total 8600-8799 Local Income</b>	<b>\$ 306,363</b>	<b>\$ 145,000</b>	<b>\$ 145,000</b>	<b>\$ 145,000</b>	<b>\$ 145,000</b>	<b>\$ 145,000</b>
<b>% Change from prior year</b>		<b>(1)</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>TOTAL INCOME</b>	<b>\$ 4,469,463</b>	<b>\$ 4,641,705</b>	<b>\$ 3,679,695</b>	<b>\$ 3,674,975</b>	<b>\$ 3,675,975</b>	<b>\$ 3,675,975</b>
<b>% Change from prior year</b>		<b>0</b>	<b>-21%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>EXPENSE</b>						
<b>1100 Teachers' Salaries</b>						
1100 Teachers' Salaries	1,280,009	1,266,130	1,121,130	1,121,130	1,121,130	1,121,130
1200 Substitute Expense	13,776	40,000	-	-	-	-
1300 Certificated Super/Admin	349,076	465,812	342,949	342,949	342,949	342,949
1900 Other Certificated	266,610	217,194	202,831	202,831	202,831	202,831
<b>Total 1000 Certificated Salaries</b>	<b>\$ 1,909,470</b>	<b>\$ 1,989,136</b>	<b>\$ 1,666,910</b>	<b>\$ 1,666,910</b>	<b>\$ 1,666,910</b>	<b>\$ 1,666,910</b>
<b>% Change from prior year</b>		<b>0</b>	<b>-16%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>2000 Classified Salaries</b>						
2100 Instructional Aide Salaries	335,802	82,460	82,460	82,460	82,460	82,460
2200 Classified Support Salaries	18,614	-	-	-	-	-
2300 Classified Supervisor and Administrator Salaries	239,177	177,507	171,237	171,237	171,237	171,237
2400 Clerical/Technical/Office Staff Salaries	-	-	-	-	-	-
2700 Classified Staff/ Maintenance	88,830	75,801	71,948	71,948	71,948	71,948
2900 Other Classified Salaries	108,295	62,041	60,678	60,678	60,678	60,678
<b>Total 2000 Classified Salaries</b>	<b>\$ 790,718</b>	<b>\$ 397,808</b>	<b>\$ 386,323</b>	<b>\$ 386,323</b>	<b>\$ 386,323</b>	<b>\$ 386,323</b>
<b>% Change from prior year</b>		<b>(0)</b>	<b>-3%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>3000 Employee Benefits</b>						
3313 OASDI - Social Security	163,844	147,991	126,494	126,494	126,494	126,494
3323 MED - Medicare	38,543	34,611	29,583	29,583	29,583	29,583
3401 H&W - Health & Welfare	130,450	170,848	95,213	95,213	95,213	95,213
3501 FUTA/SUTA/ETT	2,690	16,824	14,367	14,367	14,367	14,367
3601 Worker Compensation	40,763	51,319	43,865	43,865	43,865	43,865
3700 403B	6,605	-	-	-	-	-
3800 Vacation Expense	3,313	-	-	-	-	-
<b>Total 3000 Employee Benefits</b>	<b>\$ 386,208</b>	<b>\$ 421,592</b>	<b>\$ 309,523</b>	<b>\$ 309,523</b>	<b>\$ 309,523</b>	<b>\$ 309,523</b>
<b>% Change from prior year</b>		<b>0</b>	<b>-27%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>4000 Books and Supplies</b>						
4100 Approved Textbooks and Core Curriculum Materials	-	-	-	-	-	-
4200 Books and Other Reference Materials	-	-	-	-	-	-
4300 Materials and Supplies	-	-	-	-	-	-
4315 Custodial Supplies	4,999	65,500	10,250	10,506	10,769	11,038
4320 Education Software	4,545	28,919	5,125	5,253	5,384	5,519
4325 Instructional Materials & Supplies	19,712	29,750	26,000	26,000	26,000	26,000
4326 SPED Instructional Materials	3,538	4,500	4,500	4,500	4,500	4,500
4330 Office Supplies	5,966	3,000	3,000	3,000	3,000	3,000
4342 Athletics	-	-	-	-	-	-
4381 Plant Maintenance	-	-	-	-	-	-
4400 Noncap Equipment	-	-	-	-	-	-

**Aveson Charter Schools**  
**BUDGET DETAIL - AGLA**  
**PREPARED BY CHARTERWISE MANAGEMENT**  
**FISCAL YEAR 2020-2025**



	2024		2025			
	FY19-20 PROJECTED ACTUALS	FY20-21 BUDGET	FY21-22 BUDGET	FY22-23 BUDGET	FY23-24 BUDGET	FY24-25 BUDGET
<b>Enrollment</b>	391	323	323	323	323	323
<b>ADA</b>	371.19	367.41	300.39	300.39	300.39	300.39
<b>Attendance Rate</b>	93%	93%	93%	93%	93%	93%
<b>% of Combined ADA</b>						
<b>Change in ADA from PY</b>		-0.01	-0.22	0.00	0.00	0.00
4410 Software/Licensing		500	500	500	500	500
4420 Computers (individual items < \$5k)	3,531	81,786	10,000	10,000	10,000	10,000
4430 Office Furniture, Equipment & Supplies	1,353	500	500	500	500	500
4700 Food/Food Supplies		-	-	-	-	-
4710 Student Food Service	78,078	61,449	61,449	61,449	61,449	61,449
4720 Other Food	907	500	500	500	500	500
<b>Total 4000 Supplies</b>	<b>\$ 122,629</b>	<b>\$ 276,404</b>	<b>\$ 121,824</b>	<b>\$ 122,209</b>	<b>\$ 122,603</b>	<b>\$ 123,007</b>
<b>% Change from prior year</b>		<b>1</b>	<b>-56%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>5000 Services and Other Operating Expenditures</b>						
5210 Conference Fees	2,409	-	-	-	-	-
5300 Dues and Memberships	5,614	-	-	-	-	-
5400 Insurance	45,393	41,524	41,524	41,524	41,524	41,524
5510 Utilities-Gas and Electric	22,268	30,000	30,750	31,519	32,307	33,114
5515 Janitorial, Gardening Services & Supplies	1,798	-	-	-	-	-
5520 Security	325	1,500	1,500	1,500	1,500	1,500
5525 Utilities- Waste	4,289	4,000	4,100	4,203	4,308	4,415
5530 Utilities - Water	4,762	4,000	4,100	4,203	4,308	4,415
5600 Space Rental/Leases		-	-	-	-	-
5605 Equip Rental/Lease	14,705	12,000	12,000	12,000	12,000	12,000
5610 Rent	543,513	519,872	532,869	546,191	559,846	573,842
5615 Repairs and Maintenance - Building	10,617	8,000	8,000	8,000	8,000	8,000
5616 Repairs and Maintenance - Computers	568	2,050	2,101	2,154	2,208	2,263
5618 Repairs and Maintenance - Vehicles expense	3,809	1,000	1,000	1,000	1,000	1,000
5800 Professional/ Consulting Services		-	-	-	-	-
5803 Accounting Fees	16,005	6,273	6,273	6,273	6,273	6,273
5809 Banking Fees	3,065	2,000	2,000	2,000	2,000	2,000
5811 AEC Expense		-	-	-	-	-
5812 Business Services	22,575	30,000	30,750	31,519	32,307	33,114
5824 District Oversight Fees	34,458	34,042	34,042	34,042	34,042	34,042
5830 Field Trips	35,237	-	-	-	-	-
5833 Fines and Penalties	25	-	-	-	-	-
5836 Fingerprinting/ Livescan	74	250	256	263	269	276
5839 Fundraising Expenses	17,269	5,000	5,125	5,253	5,384	5,519
5843 Interest Expense	14,832	15,000	15,000	15,000	15,000	15,000
5845 Legal Fees	10,578	15,000	15,375	15,759	16,153	16,557
5848 Licenses and Other fees	1,406	3,610	1,025	1,051	1,077	1,104
5851 Marketing and Student Recruiting	334	500	500	500	500	500
5854 Consultants - Other	56,895	36,000	-	-	-	-
5855 Ed Consultants	500	25,000	25,000	25,000	25,000	25,000
5856 Enterprise	3,467	-	-	-	-	-
5857 Payroll Services	13,602	12,750	12,750	12,750	12,750	12,750
5860 Printing and Reproduction		200	200	200	200	200
5861 PY Expenses (Unaccrued)	(28,359)	3,946	3,946	3,946	3,946	3,946
5862 Professional Development	10,673	5,000	5,000	5,000	5,000	5,000
5874 SPED Encroachment		550	550	550	550	550
5875 SPED Consultants	213,211	212,928	212,928	212,928	212,928	212,928
5876 Sports	9,023	-	-	-	-	-
5877 Staff Recruiting/Hiring	275	413	413	413	413	413
5878 Student Assessment	7,315	7,278	7,278	7,278	7,278	7,278
5881 Student Information System	9,660	6,000	6,000	6,000	6,000	6,000
5882 SPED SIS		-	-	-	-	-
5883 Subs	7,253	6,500	6,500	6,500	6,500	6,500
5887 Technology Services	625	1,568	1,607	1,648	1,689	1,731
5893 Transportation- Student	162	-	-	-	-	-
5899 Misc Operating Expenses	8,021	8,364	8,573	8,787	9,007	9,232
5910 Communications- Internet/ Website Fees	7,950	42,400	11,800	11,800	11,800	11,800
5915 Communications-Postage and Delivery	1,456	1,407	1,407	1,407	1,407	1,407
5920 Communications- Telephone & Fax	13,839	7,944	7,944	7,944	7,944	7,944
5999 Uncategorized Expenses		-	-	-	-	-
<b>Total 5000 Services and Other Operating Expenditures</b>	<b>\$ 1,151,495</b>	<b>\$ 1,113,869</b>	<b>\$ 1,060,187</b>	<b>\$ 1,076,102</b>	<b>\$ 1,092,416</b>	<b>\$ 1,109,138</b>
<b>% Change from prior year</b>		<b>(0)</b>	<b>-5%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>
<b>6000 Capital Outlay</b>						
6900 Depreciation Expense	49,267	47,049	47,049	47,049	47,049	47,049
6901 Amortization Expense		-	-	-	-	-
<b>Total 6000 Capital Outlay</b>	<b>\$ 49,267</b>	<b>\$ 47,049</b>	<b>\$ 47,049</b>	<b>\$ 47,049</b>	<b>\$ 47,049</b>	<b>\$ 47,049</b>
<b>TOTAL EXPENSE</b>	<b>\$ 4,409,787</b>	<b>\$ 4,245,859</b>	<b>\$ 3,591,816</b>	<b>\$ 3,608,116</b>	<b>\$ 3,624,824</b>	<b>\$ 3,641,949</b>
<b>% Change from prior year</b>		<b>(0)</b>	<b>-15%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>NET INCOME</b>	<b>59,676</b>	<b>\$ 395,846</b>	<b>87,879</b>	<b>\$ 66,859</b>	<b>\$ 51,151</b>	<b>\$ 34,026</b>



Aveson Charter Schools  
 BUDGET DETAIL - ASL  
 PREPARED BY CHARTERWISE MANAGEMENT  
 FISCAL YEAR 2020-2025



	2024		2025			
	FY19-20 UNAUDITED ACTUALS	FY20-21 BUDGET	FY21-22 BUDGET	FY22-23 BUDGET	FY23-24 BUDGET	FY24-25 BUDGET
Enrollment	433	388	388	388	388	388
ADA	411	413	369	369	369	369
Attendance Rate	95%	95%	95%	95%	95%	95%
% of Combined ADA						
Change in ADA from PY		0.00	-0.12	0.00	0.00	0.00
<b>INCOME</b>						
<b>8011-8096 Local Control Funding Formula Sources</b>						
8011 Local Control Funding Formula	1,333,892	1,338,211	1,189,091	1,187,013	1,187,013	1,187,013
8011.1 Special Apportionment						
8012 Education Protection Act EPA	82,526	82,526	73,720	73,720	73,720	73,720
8019 Charter Schools General Purpose - Prior Year	4,957					
8096 In Lieu of Property Taxes	2,144,644	2,144,644	1,915,798	1,915,798	1,915,798	1,915,798
<b>Total 8011-8096 Local Control Funding Formula Sources</b>	<b>3,566,019</b>	<b>3,565,381</b>	<b>3,178,609</b>	<b>3,176,531</b>	<b>3,176,531</b>	<b>3,176,531</b>
<b>% Change from prior year</b>		<b>(0)</b>	<b>-11%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>8100-8299 Federal Income</b>						
8181 Special Education - Entitlement	50,243	50,243	50,243	50,243	50,243	50,243
8182 Special Ed: IDEA Mental Health		6,775				
8220 Child Nutrition Programs	31,575	53,616	53,616	53,616	53,616	53,616
8291 Title I - Basic Grant	22,477	20,945	18,710	18,710	18,710	18,710
<b>CARES ACT (ESSER)</b>		18,510				
8292 Title II - Teacher Quality	6,436	6,259	5,591	5,591	5,591	5,591
8294 Title IV - SOFSC	10,000	9,889	8,834	8,834	8,834	8,834
8290.1 One Time Loss Learning Mitigation Funds - SWD		17,480				
8290.2 One Time Loss Learning Mitigation Funds - Supp/Conc		120,069				
8297 Prior Year Federal Revenue	2,628	-	-	-	-	-
8299 All Other Federal Revenue	1,632	-	-	-	-	-
<b>Total 8100-8299 Federal Income</b>	<b>\$ 124,991</b>	<b>\$ 303,786</b>	<b>\$ 136,994</b>	<b>\$ 136,994</b>	<b>\$ 136,994</b>	<b>\$ 136,994</b>
<b>% Change from prior year</b>		<b>1</b>	<b>-55%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>8300-8599 State Income</b>						
8311 Special Education - Entitlement (State)	185,873	234,580	234,580	234,580	234,580	234,580
8312 Mental Health-SPED	30,971	30,453	-	-	-	-
8519 Other State - Prior Years	(92,428)	-	-	-	-	-
8520 State Child Nutrition	2,130	3,295	3,295	3,295	3,295	3,295
8545 SB 740	10,106	9,787	9,787	9,787	9,787	9,787
8550 Mandated Block Grant	6,970	6,935	6,957	6,215	6,215	6,215
8560 State Lottery	81,367	81,701	72,983	72,983	72,983	72,983
8591 One Time Loss Learning Mitigation Funds - LCFF		30,349				
8592 COVID-19 LEA Response Funds	6,175	-	-	-	-	-
8590 All Other State Revenue	1,163	-	-	-	-	-
<b>Total 8300-8599 State Income</b>	<b>\$ 232,325</b>	<b>\$ 397,100</b>	<b>\$ 327,602</b>	<b>\$ 326,859</b>	<b>\$ 326,859</b>	<b>\$ 326,859</b>
<b>% Change from prior year</b>		<b>1</b>	<b>-18%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>8600-8799 Local Income</b>						
8634 Food Service Sales	104,582	50,000	50,000	50,000	50,000	50,000
8693 Field Trips	4,785	-	-	-	-	-
8694 Enterprise Revenue	61,295	-	-	-	-	-
8801 Donations - Parents	57,182	50,000	50,000	50,000	50,000	50,000
8802 Donations - Private	23,424	25,000	25,000	25,000	25,000	25,000
8803 Fundraising	51,099	20,000	20,000	20,000	20,000	20,000
8804 Computer Repair Fundraising	-	-	-	-	-	-
8699 All Other Local Revenue	30,043	-	-	-	-	-
8792 SPED State/County	-	-	-	-	-	-
<b>Total 8600-8799 Local Income</b>	<b>\$ 332,410</b>	<b>\$ 145,000</b>	<b>\$ 145,000</b>	<b>\$ 145,000</b>	<b>\$ 145,000</b>	<b>\$ 145,000</b>
<b>% Change from prior year</b>		<b>(1)</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>TOTAL INCOME</b>	<b>\$ 4,255,745</b>	<b>\$ 4,411,267</b>	<b>\$ 3,788,205</b>	<b>\$ 3,785,385</b>	<b>\$ 3,785,385</b>	<b>\$ 3,785,385</b>
<b>% Change from prior year</b>		<b>0</b>	<b>-14%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>EXPENSE</b>						
<b>1100 Certified Salaries</b>						
1100 Teachers' Salaries	1,382,505	1,393,166	1,389,917	1,389,917	1,389,917	1,389,917
1200 Substitute Expense	65,330	-	-	-	-	-
1300 Certificated Super/Admin	295,479	568,332	566,795	566,795	566,795	566,795
1900 Other Certificated	292,410	141,214	138,077	138,077	138,077	138,077
<b>Total 1100 Certified Salaries</b>	<b>\$ 2,035,724</b>	<b>\$ 2,102,713</b>	<b>\$ 2,094,789</b>	<b>\$ 2,094,789</b>	<b>\$ 2,094,789</b>	<b>\$ 2,094,789</b>
<b>% Change from prior year</b>		<b>0</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>2000 Classified Salaries</b>						
2100 Instructional Aide Salaries	458,346	84,200	62,800	62,800	62,800	62,800
2200 Classified Support Salaries	4,057	-	-	-	-	-
2300 Classified Supervisor and Administrator Salaries	121,941	70,233	64,503	64,503	64,503	64,503
2400 Clerical/Technical/Office Staff Salaries	-	-	-	-	-	-
2700 Classified Staff/ Maintenance	157,710	127,331	125,694	125,694	125,694	125,694
2900 Other Classified Salaries	103,969	25,104	23,467	23,467	23,467	23,467
<b>Total 2000 Classified Salaries</b>	<b>\$ 846,023</b>	<b>\$ 306,869</b>	<b>\$ 276,464</b>	<b>\$ 276,464</b>	<b>\$ 276,464</b>	<b>\$ 276,464</b>
<b>% Change from prior year</b>		<b>(1)</b>	<b>-10%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>3000 Employee Benefits</b>						
3313 OASDI - Social Security	170,689	149,394	147,018	147,018	147,018	147,018
3323 MED - Medicare	40,008	34,939	34,383	34,383	34,383	34,383
3401 H&W - Health & Welfare	203,211	195,502	148,952	148,952	148,952	148,952
3501 FUTA/SUTA/ETT	5,966	14,976	14,402	14,402	14,402	14,402
3601 Worker Compensation	40,763	51,806	50,982	50,982	50,982	50,982
3901 403B	7,715	-	-	-	-	-
3800 Vacation Expense	7,045	-	-	-	-	-
<b>Total 3000 Employee Benefits</b>	<b>\$ 475,396</b>	<b>\$ 446,617</b>	<b>\$ 395,738</b>	<b>\$ 395,738</b>	<b>\$ 395,738</b>	<b>\$ 395,738</b>
<b>% Change from prior year</b>		<b>(0)</b>	<b>-11%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>4000 Books and Supplies</b>						
4100 Approved Textbooks and Core Curriculum Materials	-	-	-	-	-	-
4200 Books and Other Reference Materials	165	-	-	-	-	-
4300 Materials and Supplies	-	-	-	-	-	-
4315 Custodial Supplies	9,180	65,955	10,716	10,984	11,259	11,540
4320 Education Software	1,842	7,557	1,000	1,000	1,000	1,000
4325 Instructional Materials & Supplies	73,700	87,000	87,000	87,000	87,000	87,000
4326 SPED Instructional Materials	7,510	5,000	5,000	5,000	5,000	5,000
4330 Office Supplies	7,779	3,000	3,000	3,000	3,000	3,000
4342 Athletics	-	-	-	-	-	-
4381 Plant Maintenance	-	-	-	-	-	-
4400 Noncap Equipment	-	-	-	-	-	-
4410 Software/Licensing	1,971	1,000	1,000	1,000	1,000	1,000

Aveson Charter Schools  
 BUDGET DETAIL - ASL  
 PREPARED BY CHARTERWISE MANAGEMENT  
 FISCAL YEAR 2020-2025



	FY19-20		FY20-21		FY21-22		FY22-23		2024		2025	
	UNAUDITED ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET		
Enrollment	433	388	388	388	388	388	388	388	388	388	388	388
ADA	411	413	369	369	369	369	369	369	369	369	369	369
Attendance Rate	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
% of Combined ADA												
Change in ADA from PY		0.00	-0.12	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4420 Computers (individual items < \$5k)	4,748	51,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
4430 Office Furniture, Equipment & Supplies	3,110	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
4700 Food/Food Supplies		-	-	-	-	-	-	-	-	-	-	-
4710 Student Food Service	78,821	81,912	81,912	81,912	81,912	81,912	81,912	81,912	81,912	81,912	81,912	81,912
4720 Other Food	636	500	500	500	500	500	500	500	500	500	500	500
<b>Total 4000 Supplies</b>	<b>\$ 189,460</b>	<b>\$ 303,924</b>	<b>\$ 201,128</b>	<b>\$ 201,396</b>	<b>\$ 201,671</b>	<b>\$ 201,952</b>	<b>\$ 201,671</b>	<b>\$ 201,952</b>	<b>\$ 201,671</b>	<b>\$ 201,952</b>	<b>\$ 201,671</b>	<b>\$ 201,952</b>
<b>% Change from prior year</b>		<b>1</b>	<b>-34%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>5000 Services and Other Operating Expenditures</b>												
5210 Conference Fees	2,545	-	-	-	-	-	-	-	-	-	-	-
5300 Dues and Memberships	4,801	-	-	-	-	-	-	-	-	-	-	-
5400 Insurance	45,393	41,524	41,524	41,524	41,524	41,524	41,524	41,524	41,524	41,524	41,524	
5510 Utilities-Gas and Electric	35,756	56,492	57,904	57,904	59,352	60,836	60,836	60,836	60,836	60,836	60,836	
5515 Janitorial, Gardening Services & Supplies	2,831	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	
5520 Security	287	500	500	500	500	500	500	500	500	500	500	
5525 Utilities- Waste	8,355	10,317	10,575	10,839	11,110	11,388	11,110	11,388	11,110	11,388	11,110	11,388
5530 Utilities - Water	16,427	20,039	20,540	21,053	21,580	22,119	21,580	22,119	21,580	22,119	21,580	22,119
5600 Space Rental/Leases												
5605 Equip Rental/Lease	14,051	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	
5610 Rent	98,122	109,248	111,979	114,778	117,648	120,589	117,648	120,589	117,648	120,589	117,648	120,589
5615 Repairs and Maintenance - Building	3,739	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	
5616 Repairs and Maintenance - Computers	1,245	3,075	3,152	3,231	3,311	3,394	3,231	3,311	3,311	3,394	3,231	3,394
5618 Repairs and Maintenance - Vehicles expense	2,353	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	
5800 Professional/ Consulting Services		-	-	-	-	-	-	-	-	-	-	-
5803 Accounting Fees	16,005	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	
5809 Banking Fees	3,187	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	
5811 AEC Expense		-	-	-	-	-	-	-	-	-	-	-
5812 Business Services	22,575	30,000	30,750	31,519	32,307	33,114	31,519	32,307	32,307	33,114	31,519	32,307
5824 District Oversight Fees	35,611	35,650	35,650	35,650	35,650	35,650	35,650	35,650	35,650	35,650	35,650	
5830 Field Trips	5,114	-	-	-	-	-	-	-	-	-	-	-
5833 Fines and Penalties	25	-	-	-	-	-	-	-	-	-	-	-
5836 Fingerprinting/ Livescan	548	200	205	210	215	221	210	215	215	221	210	215
5839 Fundraising Expenses	13,079	5,000	5,125	5,253	5,384	5,519	5,253	5,384	5,384	5,519	5,253	5,384
5843 Interest Expense	14,832	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	
5845 Legal Fees	15,783	15,000	15,375	15,759	16,153	16,557	15,759	16,153	16,153	16,557	15,759	16,153
5848 Licenses and Other fees	1,407	360	369	378	387	397	369	378	378	387	369	378
5851 Marketing and Student Recruiting	50	-	-	-	-	-	-	-	-	-	-	-
5854 Consultants - Other	48,935	36,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	
5855 Ed Consultants	6,594	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	
5856 Enterprise	41,673	-	-	-	-	-	-	-	-	-	-	-
5857 Payroll Services	12,550	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	
5860 Printing and Reproduction		200	200	200	200	200	200	200	200	200	200	
5861 PY Expenses (Unaccrued)	7,550	2,316	2,316	2,316	2,316	2,316	2,316	2,316	2,316	2,316	2,316	
5862 Professional Development	4,202	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	
5874 SPED Encroachment		-	-	-	-	-	-	-	-	-	-	-
5875 SPED Consultants	119,240	247,000	247,000	247,000	247,000	247,000	247,000	247,000	247,000	247,000	247,000	
5876 Sports		-	-	-	-	-	-	-	-	-	-	-
5877 Staff Recruiting/Hiring	450	413	413	413	413	413	413	413	413	413	413	
5878 Student Assessment	402	2,670	500	500	500	500	500	500	500	500	500	
5881 Student Information System	7,210	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	
5882 SPED SIS		-	-	-	-	-	-	-	-	-	-	-
5883 Subs	9,955	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	
5887 Technology Services	2,302	1,568	1,607	1,648	1,689	1,731	1,607	1,648	1,648	1,689	1,607	1,648
5893 Transportation- Student		-	-	-	-	-	-	-	-	-	-	-
5899 Misc Operating Expenses	4,248	2,719	2,787	2,857	2,928	3,002	2,719	2,787	2,787	2,928	2,719	2,787
5910 Communications- Internet/ Website Fees	4,648	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	
5915 Communications-Postage and Delivery	1,291	1,342	1,375	1,410	1,445	1,481	1,375	1,410	1,410	1,445	1,375	1,410
5920 Communications- Telephone & Fax	16,131	8,532	8,532	8,532	8,532	8,532	8,532	8,532	8,532	8,532	8,532	
5999 Uncategorized Expenses		-	-	-	-	-	-	-	-	-	-	-
<b>Total 5000 Services and Other Operating Expenditures</b>	<b>\$ 651,497</b>	<b>\$ 754,537</b>	<b>\$ 757,751</b>	<b>\$ 764,294</b>	<b>\$ 771,002</b>	<b>\$ 777,876</b>	<b>\$ 757,751</b>	<b>\$ 764,294</b>	<b>\$ 771,002</b>	<b>\$ 777,876</b>	<b>\$ 757,751</b>	<b>\$ 764,294</b>
<b>% Change from prior year</b>		<b>0</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>
<b>6000 Capital Outlay</b>												
6900 Depreciation Expense	31,490	31,490	31,490	31,490	31,490	31,490	31,490	31,490	31,490	31,490	31,490	31,490
6901 Amortization Expense		-	-	-	-	-	-	-	-	-	-	-
<b>Total 6000 Capital Outlay</b>	<b>\$ 31,490</b>	<b>\$ 31,490</b>	<b>\$ 31,490</b>	<b>\$ 31,490</b>	<b>\$ 31,490</b>	<b>\$ 31,490</b>	<b>\$ 31,490</b>	<b>\$ 31,490</b>	<b>\$ 31,490</b>	<b>\$ 31,490</b>	<b>\$ 31,490</b>	<b>\$ 31,490</b>
<b>TOTAL EXPENSE</b>	<b>\$ 4,229,590</b>	<b>\$ 3,946,149</b>	<b>\$ 3,757,360</b>	<b>\$ 3,764,172</b>	<b>\$ 3,771,153</b>	<b>\$ 3,778,310</b>	<b>\$ 3,757,360</b>	<b>\$ 3,764,172</b>	<b>\$ 3,771,153</b>	<b>\$ 3,778,310</b>	<b>\$ 3,757,360</b>	<b>\$ 3,764,172</b>
<b>% Change from prior year</b>		<b>(0)</b>	<b>-5%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>-5%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>-5%</b>	<b>0%</b>
<b>NET INCOME</b>	<b>26,155</b>	<b>\$ 465,119</b>	<b>30,845</b>	<b>\$ 21,213</b>	<b>\$ 14,231</b>	<b>\$ 7,075</b>	<b>26,155</b>	<b>\$ 465,119</b>	<b>30,845</b>	<b>\$ 21,213</b>	<b>\$ 14,231</b>	<b>\$ 7,075</b>

Aveson Charter Schools  
 BUDGET DETAIL - CONSOLIDATED  
 PREPARED BY CHARTERWISE MANAGEMENT  
 FISCAL YEAR 2020-2025



	2024		2025			
	FY19-20 UNAUDITED ACTUALS	FY20-21 BUDGET	FY21-22 BUDGET	FY22-23 BUDGET	FY23-24 BUDGET	FY24-25 BUDGET
<b>Enrollment</b>	824	711	711	711	711	711
<b>ADA</b>	782.54	780.04	668.99	668.99	668.99	668.99
<b>INCOME</b>						
<b>8011-8096 Local Control Funding Formula Sources</b>						
8011 Local Control Funding Formula	2,692,728	2,701,655	2,330,323	2,324,655	2,325,655	2,325,655
8011.1 Special Apportionment	-	-	-	-	-	-
8012 Education Protection Act EPA	220,485	220,485	186,513	186,513	186,513	186,513
8019 Charter Schools General Purpose - Prior Year	(8,658)	-	-	-	-	-
8096 In Lieu of Property Taxes	4,054,257	4,054,257	3,477,075	3,477,075	3,477,075	3,477,075
<b>Total 8011-8096 Local Control Funding Formula Sources</b>	<b>6,958,812</b>	<b>6,976,397</b>	<b>5,993,911</b>	<b>5,988,243</b>	<b>5,989,243</b>	<b>5,989,243</b>
<b>% Change from prior year</b>		<b>0</b>	<b>-14%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>8100-8299 Federal Income</b>						
8181 Special Education - Entitlement	138,169	138,169	138,169	138,169	138,169	138,169
8182 Special Ed: IDEA Mental Health	-	13,550	-	-	-	-
8220 Child Nutrition Programs	64,224	87,900	87,900	87,900	87,900	87,900
8291 Title I - Basic Grant	70,115	68,022	57,199	57,199	57,199	57,199
<b>CARES ACT (ESSER)</b>	-	57,741	-	-	-	-
8292 Title II - Teacher Quality	15,533	15,101	12,821	12,821	12,821	12,821
8294 Title IV - SDFSC	20,000	19,771	16,913	16,913	16,913	16,913
8290.1 One Time Loss Learning Mitigation Funds - SWD	-	54,741	-	-	-	-
8290.2 One Time Loss Learning Mitigation Funds - Supp/Conc	-	324,040	-	-	-	-
8297 Prior Year Federal Revenue	5,256	-	-	-	-	-
8299 All Other Federal Revenue	3,264	-	-	-	-	-
<b>Total 8100-8299 Federal Income</b>	<b>\$ 316,561</b>	<b>\$ 779,035</b>	<b>\$ 313,002</b>	<b>\$ 313,002</b>	<b>\$ 313,002</b>	<b>\$ 313,002</b>
<b>% Change from prior year</b>		<b>1</b>	<b>-60%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>8300-8599 State Income</b>						
8311 Special Education - Entitlement (State)	301,629	394,040	394,040	394,040	394,040	394,040
8312 Mental Health-SPED	61,941	55,271	-	-	-	-
8519 Prior Year Adjustment	(88,616)	-	-	-	-	-
8520 State Child Nutrition	4,385	5,461	5,461	5,461	5,461	5,461
8545 SB 740	343,753	325,874	325,874	325,874	325,874	325,874
8550 Mandated Block Grant	19,135	13,066	13,151	11,279	11,279	11,279
8560 State Lottery	153,816	154,448	132,460	132,460	132,460	132,460
8591 One Time Loss Learning Mitigation Funds - LCFF	-	59,380	-	-	-	-
8592 COVID-19 LEA response Funds	11,895	-	-	-	-	-
8590 All Other State Revenue	3,124	-	-	-	-	-
<b>Total 8300-8599 State Income</b>	<b>\$ 811,062</b>	<b>\$ 1,007,540</b>	<b>\$ 870,986</b>	<b>\$ 869,114</b>	<b>\$ 869,114</b>	<b>\$ 869,114</b>
<b>% Change from prior year</b>		<b>0</b>	<b>-14%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>8600-8799 Local Income</b>						
8634 Food Service Sales	215,415	100,000	100,000	100,000	100,000	100,000
8693 Field Trips	30,718	-	-	-	-	-
8694 Enterprise Revenue	61,295	-	-	-	-	-
8801 Donations - Parents	115,995	100,000	100,000	100,000	100,000	100,000
8802 Donations - Private	47,993	50,000	50,000	50,000	50,000	50,000
8803 Fundraising	107,321	40,000	40,000	40,000	40,000	40,000
8804 Computer Repair Fundraising	150	-	-	-	-	-
8699 All Other Local Revenue	59,888	-	-	-	-	-
8792 SPED State/County	-	-	-	-	-	-
<b>Total 8600-8799 Local Income</b>	<b>\$ 638,773</b>	<b>\$ 290,000</b>	<b>\$ 290,000</b>	<b>\$ 290,000</b>	<b>\$ 290,000</b>	<b>\$ 290,000</b>
<b>% Change from prior year</b>		<b>(1)</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>TOTAL INCOME</b>	<b>\$ 8,725,208</b>	<b>\$ 9,052,972</b>	<b>\$ 7,467,900</b>	<b>\$ 7,460,359</b>	<b>\$ 7,461,359</b>	<b>\$ 7,461,359</b>
<b>% Change from prior year</b>		<b>0</b>	<b>-18%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>EXPENSE</b>						
1100 Teachers' Salaries	2,662,514	2,659,296	2,511,047	2,511,047	2,511,047	2,511,047
1200 Substitute Expense	79,106	40,000	-	-	-	-
1300 Certificated Super/Admin	644,555	1,034,144	909,744	909,744	909,744	909,744
1900 Other Certificated	559,019	358,408	340,908	340,908	340,908	340,908
<b>Total 1000 Certificated Salaries</b>	<b>\$ 3,945,194</b>	<b>\$ 4,091,849</b>	<b>\$ 3,761,700</b>	<b>\$ 3,761,700</b>	<b>\$ 3,761,700</b>	<b>\$ 3,761,700</b>
<b>% Change from prior year</b>		<b>0</b>	<b>-8%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>2000 Classified Salaries</b>						
2100 Instructional Aide Salaries	794,149	166,660	145,260	145,260	145,260	145,260
2200 Classified Support Salaries	22,670	-	-	-	-	-
2300 Classified Supervisor and Administrator Salaries	361,118	247,740	235,740	235,740	235,740	235,740
2400 Clerical/Technical/Office Staff Salaries	-	-	-	-	-	-
2700 Classified Staff/ Maintenance	246,540	203,132	197,642	197,642	197,642	197,642
2900 Other Classified Salaries	212,264	87,145	84,145	84,145	84,145	84,145
<b>Total 2000 Classified Salaries</b>	<b>\$ 1,636,740</b>	<b>\$ 704,677</b>	<b>\$ 662,787</b>	<b>\$ 662,787</b>	<b>\$ 662,787</b>	<b>\$ 662,787</b>
<b>% Change from prior year</b>		<b>(1)</b>	<b>-6%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>3000 Employee Benefits</b>						
3313 OASDI - Social Security	334,533	297,385	273,512	273,512	273,512	273,512
3323 MED - Medicare	78,551	69,550	63,967	63,967	63,967	63,967
3401 H&W - Health & Welfare	333,661	366,350	244,165	244,165	244,165	244,165
3501 SUI - State Unemployment Insurance	8,656	31,800	28,769	28,769	28,769	28,769
3601 Worker Compensation	81,526	103,125	94,847	94,847	94,847	94,847
3901 403B	14,320	-	-	-	-	-
3800 Vacation Expense	10,358	-	-	-	-	-
<b>Total 3000 Employee Benefits</b>	<b>\$ 861,605</b>	<b>\$ 868,210</b>	<b>\$ 705,260</b>	<b>\$ 705,260</b>	<b>\$ 705,260</b>	<b>\$ 705,260</b>
<b>% Change from prior year</b>		<b>0</b>	<b>-19%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>4000 Books and Supplies</b>						
4100 Approved Textbooks and Core Curriculum Materials	-	-	-	-	-	-
4200 Books and Other Reference Materials	165	-	-	-	-	-
4300 Materials and Supplies	-	-	-	-	-	-
4315 Custodial Supplies	14,179	131,455	20,966	21,491	22,028	22,578
4320 Education Software	6,387	36,476	6,125	6,253	6,384	6,519
4325 Instructional Materials & Supplies	93,412	116,750	113,000	113,000	113,000	113,000
4326 SPED Instructional Materials	11,049	9,500	9,500	9,500	9,500	9,500
4330 Office Supplies	13,745	6,000	6,000	6,000	6,000	6,000
4342 Athletics	-	-	-	-	-	-
4381 Plant Maintenance	-	-	-	-	-	-
4400 Noncap Equipment	-	-	-	-	-	-

Aveson Charter Schools  
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 FISCAL YEAR 2020-2025



	2024		2025			
	FY19-20 UNAUDITED ACTUALS	FY20-21 BUDGET	FY21-22 BUDGET	FY22-23 BUDGET	FY23-24 BUDGET	FY24-25 BUDGET
<b>Enrollment</b>						
ADA	824	711	711	711	711	711
	782,54	780,04	668,99	668,99	668,99	668,99
4410 Software/Licensing	1,971	1,500	1,500	1,500	1,500	1,500
4420 Computers (individual items < \$5k)	8,279	132,786	20,000	20,000	20,000	20,000
4430 Office Furniture, Equipment & Supplies	4,463	1,500	1,500	1,500	1,500	1,500
4700 Food/Food Supplies	-	-	-	-	-	-
4710 Student Food Service	156,899	143,361	143,361	143,361	143,361	143,361
4720 Other Food	1,543	1,000	1,000	1,000	1,000	1,000
<b>Total 4000 Supplies</b>	<b>\$ 312,089</b>	<b>\$ 580,328</b>	<b>\$ 322,952</b>	<b>\$ 323,605</b>	<b>\$ 324,273</b>	<b>\$ 324,959</b>
<b>% Change from prior year</b>		<b>1</b>	<b>-44%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>5000 Services and Other Operating Expenditures</b>						
5210 Conference Fees	4,954	-	-	-	-	-
5300 Dues and Memberships	10,415	-	-	-	-	-
5400 Insurance	90,786	83,048	83,048	83,048	83,048	83,048
5510 Utilities- Gas and Electric	58,024	86,492	88,654	90,870	93,142	95,471
5515 Janitorial, Gardening Services & Supplies	4,629	4,250	4,250	4,250	4,250	4,250
5520 Security	612	2,000	2,000	2,000	2,000	2,000
5525 Utilities - Waste	12,644	14,317	14,675	15,041	15,417	15,803
5530 Utilities - Water	21,189	24,039	24,640	25,256	25,887	26,534
5600 Space Rental/Leases	-	-	-	-	-	-
5600.1 Space Rental/Leases - LLC	-	-	-	-	-	-
5601 Building Maintenance	-	-	-	-	-	-
5602 Other Space Rental	-	-	-	-	-	-
5605 Equip Rental/Lease	28,756	24,000	24,000	24,000	24,000	24,000
5610 Rent	641,635	629,120	644,848	660,969	677,493	694,431
5615 Repairs and Maintenance - Buildings	14,355	18,000	18,000	18,000	18,000	18,000
5616 Repairs and Maintenance - Computers	1,813	5,125	5,253	5,384	5,519	5,657
5618 Repairs and Maintenance - Vehicles expense	6,161	2,500	2,500	2,500	2,500	2,500
5800 Prof/Consulting	-	-	-	-	-	-
5803 Accounting Fees	32,010	12,546	12,546	12,546	12,546	12,546
5809 Banking Fees	6,253	4,000	4,000	4,000	4,000	4,000
5811 AEC	-	-	-	-	-	-
5812 Business Services	45,150	60,000	61,500	63,038	64,613	66,229
5824 District Oversight Fees	70,068	69,692	69,692	69,692	69,692	69,692
5830 Field Trips	40,351	-	-	-	-	-
5833 Fines and Penalties	50	-	-	-	-	-
5836 Fingerprinting/Livescan	621	450	461	473	485	497
5839 Fundraising Expense	30,349	10,000	10,250	10,506	10,769	11,038
5843 Interest Expense/Misc fee	29,664	30,000	30,000	30,000	30,000	30,000
5845 Legal Fees	26,361	30,000	30,750	31,519	32,307	33,114
5848 Licenses and Other Fees	2,813	3,970	1,394	1,429	1,464	1,501
5851 Marketing and Student Recruiting	384	500	500	500	500	500
5854 Consultants - Other	105,830	72,000	35,000	35,000	35,000	35,000
5855 Ed Consultants	7,094	50,000	50,000	50,000	50,000	50,000
5856 Enterprise	45,139	-	-	-	-	-
5857 Payroll Services	26,152	25,500	25,500	25,500	25,500	25,500
5860 Printing and Reproduction	-	400	400	400	400	400
5861 PY Expenses (Unaccrued)	(20,809)	6,262	6,262	6,262	6,262	6,262
5862 Professional Development	14,875	10,000	10,000	10,000	10,000	10,000
5874 SPED Encroachment	-	550	550	550	550	550
5875 SPED Consultants	332,451	459,928	459,928	459,928	459,928	459,928
5876 Sports	9,023	-	-	-	-	-
5877 Staff Recruiting/Hiring	725	826	826	826	826	826
5878 Student Assessment	7,717	9,948	7,778	7,778	7,778	7,778
5881 Student Information System	16,870	11,200	11,200	11,200	11,200	11,200
5882 SPED SIS	-	-	-	-	-	-
5883 Substitutes (Contracted)	17,207	26,500	26,500	26,500	26,500	26,500
5887 Technology Services	2,927	3,137	3,215	3,295	3,378	3,462
5893 Student Transportation	162	-	-	-	-	-
5899 Misc Operating Expenses	12,269	11,083	11,360	11,644	11,936	12,234
5910 Communications- Internet/Website Fees	12,598	47,800	17,200	17,200	17,200	17,200
5915 Communications- Postage and Delivery	2,747	2,749	2,782	2,817	2,852	2,888
5920 Communications- Telephone & Fax	29,971	16,476	16,476	16,476	16,476	16,476
5999 Uncategorized Expenses	-	-	-	-	-	-
<b>Total 5000 Services and Other Operating Expenditures</b>	<b>\$ 1,802,992</b>	<b>\$ 1,868,406</b>	<b>\$ 1,817,938</b>	<b>\$ 1,840,397</b>	<b>\$ 1,863,418</b>	<b>\$ 1,887,014</b>
<b>% Change from prior year</b>		<b>0</b>	<b>-3%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>
<b>6000 Capital Outlay</b>						
6900 Depreciation Expense	80,758	78,539	78,539	78,539	78,539	78,539
6901 Amortization Expense	-	-	-	-	-	-
<b>Total 6000 Capital Outlay</b>	<b>\$ 80,758</b>	<b>\$ 78,539</b>	<b>\$ 78,539</b>	<b>\$ 78,539</b>	<b>\$ 78,539</b>	<b>\$ 78,539</b>
<b>TOTAL EXPENSE</b>	<b>\$ 8,639,377</b>	<b>\$ 8,192,008</b>	<b>\$ 7,349,176</b>	<b>\$ 7,372,288</b>	<b>\$ 7,395,977</b>	<b>\$ 7,420,259</b>
<b>% Change from prior year</b>		<b>(0)</b>	<b>-10%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>NET INCOME</b>	<b>85,831</b>	<b>\$ 860,964</b>	<b>118,724</b>	<b>\$ 88,072</b>	<b>\$ 65,382</b>	<b>\$ 41,101</b>
		\$	0			

<b>Aveson School of Leaders - Demographics Comparison</b>					
	White, non-Hispanic	African American	Hispanic	Asian	Other/ Non-Report
City of Pasadena	35.4%	9.8%	34.8%	17.2%	
City of Altadena	40%	21.6%	28.1%	6.5%	
PUSD	17.3%	11.1%	59.9%	5.4%	0.4%
ASL 2019-20	59.1%	6.9%	23.4%	8.0%	2.7%
ASL 2020-21	59.07%	6.87%	23.35%	7.97%	2.74%

<b>Aveson Global Leadership Academy - Demographics Comparison</b>					
	White, non-Hispanic	African American	Hispanic	Asian	Other/ Non-Report
City of Pasadena	35.4%	9.8%	34.8%	17.2%	
City of Altadena	40%	21.6%	28.1%	6.5%	
PUSD	17.3%	11.1%	59.9%	5.4%	0.4%
AGLA 2019-20	45.8%	11.6%	34.1%	3.2%	5.3%
AGLA 2020-21	42.3%	11.78%	37.46%	3.63%	2.48%

**Table Sources**

U.S. Census Bureau (2019). QuickFacts: Pasadena city, California. Retrieved from <https://www.census.gov/quickfacts/pasadenacitycalifornia>.

U.S. Census Bureau (2019). QuickFacts: Altadena city, California. Retrieved from <https://www.census.gov/quickfacts/altadenacdpcalifornia>.

Pasadena Unified School District (2019). 2019-20 PUSD Enrollment by Student Race/Ethnicity. Retrieved from <https://www.pusd.us/site/handlers/filedownload.ashx?moduleinstanceid=12689&dataid=19141&FileName=2019-20%20Districtwide%20Norm%20Day%20Enrollment%20Trend%20by%20Student%20Ethnicity.pdf>.

Aveson Global Leadership Academy (2019). Internal report: unpublished.

## ASL DRAFT Learning Continuity and Attendance Plan (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan follow the template.

*Revised 09/14/2020*

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aveson School of Leaders	Eva Neuer, Executive Director	<a href="mailto:evaneuer@aveson.org">evaneuer@aveson.org</a> 626-797-1440

### General Information

#### A description of the impact the COVID-19 pandemic has had on the LEA and its community.

On March 13, 2020 the LEA notified its community, the school would be closing due to the COVID-19 pandemic. The LEA was fully closed effective Monday, March 16, 2020 through Friday, March 27, 2020. The following two weeks, March 30, 2020 through April 10, 2020 the school continued to be closed due to the regularly scheduled spring break. This decision was made with an abundance of caution for the health and safety of our school community and with an eye towards sharing responsibility with the broader community to mitigate the spread of the coronavirus. The LEA resumed school in a distance learning format on April 11, 2020.

The LEA remained in distance learning through the end of the school year, which ended on June 2, 2020. During the spring and summer months the LEA began developing a hybrid model for the fall. On July 17, 2020 Governor Newsom announced school districts within counties on the governor’s monitoring list were required to begin the school year in distance learning. On August 19, 2020 the LEA began the school year in distance learning. At the time of this plan’s adoption in September, Los Angeles County COVID-19 metrics still prohibit K-12 schools from reopening. Furthermore, the State waiver process for elementary schools to reopen is not yet being offered/approved by the County Public Health Department.

The pandemic and our operating in 100% distance learning mode has placed additional stressors on students, families, and staff. Students are not able to benefit from frequent peer and teacher interaction and support. Families are not able to meet and support each other, or to support the teaching and learning on campus. Staff have been tasked with teaching remotely: pedagogy for which most had not prepared nor planned to do in their careers.

Aveson School of Leaders also operates an independent study program for three classrooms. Where different, independent study program details will be included in this document under the heading of Aveson Center for Independent Study (ACIS).

## Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback including efforts to reach students, families, educators, and other stakeholders who do not have internet or speak languages other than English, and a description of the overall stakeholder process and how the stakeholder engagement was considered before finalizing the Learning Continuity Plan.

### Timeline of Stakeholder Engagement

- May 10: A survey was sent to all students to gather their feedback on their distance learning experience.
- May 28: A survey was sent to all families to gather their feedback on their distance learning experience, as well as to determine their comfort level for the 2020-2021 school year.
- June 11: Leadership Team of Teachers and Administrators met to brainstorm for plan
- July 27: Aveson Charter Schools Executive Directors emailed parents to inform them a draft plan was being developed and announced the scheduling of a virtual town hall meeting to review the plan with parents and gather their feedback. This communication was translated to Spanish for families who do not speak English.
- July 29: Leadership Team of Teachers and Administrators met to draft plan
- August 10: ASL held a virtual town hall meeting to gather feedback from parents about the plan. ACIS held an SB98 update meeting to explain program changes to parents.
- August 12-18: ASL staff returned for professional development, which included a review of various aspects of the plan.
- September 8: ASL held a virtual town hall meeting to review the updated plan and gather feedback from parents about the plan.
- September 14: ACIS Town Hall Meeting to receive parent feedback on the middle school independent study program.
- September 17: Special hearing held to gather feedback from the community.
- September 24: Aveson Charter Schools Board of Directors approved the plan.

A description of the options provided for remote participation in public hearings.

### Public Hearings Remote Participation

- Public hearings are held virtually using Zoom.
- Each virtual zoom session is set up with a call in option.

A summary of the feedback provided by specific stakeholder groups.

**Feedback from surveys** from May showed that the majority of families did not want to send their children back for regular, full-time schooling while the pandemic continued. The majority of students had felt supported by school staff. A sampling of survey questions and results follow here:

*My child feels more engaged in their learning when interacting in real time with their Advisors: 67% very true; 27% somewhat true*

*My child learns best when they read, conduct research, and complete their work independently: 12% very true; 41% somewhat true*

*Advisor office hours to answer questions via email. 38% very important; 39% important*

*One-on-one phone calls with Advisors: 42% very important; 36% important*

*There is an Advisor or other adults at my school who really care about me: 65% very much true; 21% pretty much true*

*There is an Advisor or other adults at my school who provide me with interesting activities to do while I'm learning from home: 36% very much true; 39% pretty much true; 23% a little true*

*Preference of on-site and at-home learning with synchronous and asynchronous learning: 30% strongly preferred; 52% preferred*

**Feedback from Town Halls** revealed that parents and caregivers would like additional guidance from staff to know if their children are making satisfactory progress. Families requested teaching tips and support for tracking grade level progress. An ongoing question where different families hold different viewpoints is the question of how much screen time is best? Prior to returning to campus in hybrid form families will want further opportunities to review and understand safety protocols for on-site instruction.

ACIS held a town hall meeting on August 11 to discuss changes to the program based on SB98 regulations. While parents were still interested in having their students participate in ACIS synchronous online classes, they were overwhelmingly opposed to the idea of those classes being mandatory. Likewise, they were unhappy about the new requirements for tracking daily participation and weekly engagement. A number of families disenrolled due to the fact that non-classroom based schools are not being held to the same standard, and are therefore currently more appealing to our traditional ACIS population. Conversely, families who have not participated in independent study in the past, but rather transferred over from our regular ASL program, have expressed gratitude for the ACIS option and not minded the increase in required documentation, as they have no other previous experience. The majority of ACIS parents have expressed that they are not in a hurry to return to campus. Many will opt to keep their scholars home until such time and social distancing protocols are no longer needed. A second town hall meeting is scheduled for Tuesday, September 15th to request updated feedback now that we are nearly one month into the school year.

A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.



Stakeholder input requesting smaller group sizes and more frequent synchronous interaction with teachers were two priorities for our Learning Continuity Plan. Additionally, the need to support students with mental health and social-emotional learning was also voiced by all stakeholders and incorporated into our plan.

As a result of the staff survey, we purchased new laptops for staff working remotely. Every credentialed and licensed staff member was provided a summer stipend of \$3,000 to allow them the time to convert their curriculum to become distance learning compatible. Licensed/credentialed staff also received a discretionary tech supply budget of \$300 to better equip themselves for working remotely.

As the result of parent input, ACIS synchronous online classes have remained largely optional. We have strongly encouraged all students to participate in at least some of the class offerings. Further, online classes may be required of some students as a part of our tiered reengagement plan. Additionally, we have creatively used parent input to create a schedule of weekly class options that meets the requirement to provide daily synchronous engagement, while varying the goals of each session. Two days per week contain explicit content, including SEL, number talks, reading, writing, STEM and PBL. One day per week is focused on presentations and the sharing of student work. The other two days are advisory class meetings where advisors will address student needs for tutoring and personal academic goal setting.

## **Continuity of Learning**

### **In-Person Instructional Offerings**

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, **with an emphasis on students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.**

Hybrid instruction at ASL provides continuity between in-person and asynchronous learning for all students. Hybrid learning at ASL also emphasizes targeted instruction in order to support students with significant learning loss and is unique by grade level spans. During Hybrid learning, students would stay in their same small 10-12 student cohorts as they are in Distance Learning, either in Cohort A or B. Both cohorts would attend live, on-campus school two days per week and would participate in asynchronous learning two days per week. In addition, asynchronous days would include 30 minutes of synchronous instruction in the afternoon. All afternoons, M-Th includes targeted synchronous instruction for students who need extra support due to significant learning loss.

Fridays are reserved for synchronous social and emotional learning for all students in the morning with staff professional development taking place the rest of the day.

### **Self-contained Hybrid**

#### -On-campus time:

\*Same two lessons for groups A and B

#### -At-home time:

\*Same two lessons for groups A and B

\*Live online instruction in the afternoon (30 min)

\*\*Lessons are not chronologically dependent

### **TK/K Hybrid**

#### On-campus time:

- Math: guided lesson by advisor each day
- Literacy: Writers and Readers Workshop lessons
- SEL: guided lesson by advisor each day

#### At home time:

- Math: Eureka math lessons and workbook assignment
- Literacy: Independent lessons in handwriting, writing and reading
- STEM: STEM activity/Mystery Science lesson

\*Live online instruction in the afternoon (30 min)

### **1-2 Hybrid**

**-Math: Assign 2 Eureka videos and 5 practice lessons per week**

#### -On-campus time:

- Math: Watch 2 Eureka videos(for review and those who didn't watch at home), Live reteaching by homeroom advisor if needed and guided practice (not same practice for A & B)
- Literacy: Readers and Writer's workshop (planned by content specialist, but taught by homeroom advisor), possible video viewing of intro topic by content advisor

-At-home time:

- Math: Eureka video and independent practice 2 days (not the same lessons for A & B)
- Literacy: Spelling, Journal-writing, Reading 20 min
- SEL focused Live online instruction in afternoon (30 min)

### **3-5 Hybrid**

-On-campus time:

- content advisor lesson, homeroom advisor reteach/support/guided practice (Same two grade-level lessons for A & B)

-At-home time:

- Google classroom assignments
- SEL focused Live online instruction in afternoon (30 min)

### **Daily Schedule:**

TK/K=180 min. 3 hours per day

1-3=230 min. 4 hours per day -

4/5 =240 min. 4 hours per day

### **TK & K On Campus Daily Schedule (Group A two days, Group B two days)**

- 8:20 - 11:20

### **1-2 On Campus Daily Schedule**

- 8:20-12:30

### **3-5 On Campus Daily Schedule**

- 8:20 - 12:30

**1:30-2:00** Zoom Instruction for at home kids

**2:10-2:40** Zoom instruction in different subjects for identified students with learning loss

\*\*M-Th students on campus

\*\*Fridays, no students on campus

\*\*Fridays, all students participate in Zoom SEL in the morning. Rest of day devoted to staff PD, collaboration and meetings.

ACIS will also begin offering on-campus classroom experiences when health metrics allow. We have always been a hybrid independent study program. While ASL is on a hybrid schedule and observing social distancing measures, ACIS will begin by offering a half day on campus in addition to our synchronous online classes on the other four days of the week. This in-person class time will serve to build a stronger connection with the school family. Our focus will be on SEL, STEM challenges and student presentations/sharing of work. Core academics will continue to be personalized for each individual and largely completed remotely. While we will want to have ACIS students back on campus as soon as feasible, this will likely be the last group to return to campus due to the nature of independent study and the feedback we have received from parents. That said, ACIS students will have the same access to intervention and special education services provided on campus as their ASL peers, in order to prevent and address potential learning loss.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Personal Protective Equipment (PPE)	\$7,000	N
Cleaning/Disinfectant Supplies	\$3,500	N
Supplies/Equipment, e.g. sneeze guards, hand-washing stations, signage	\$18,500	N
Health Office Supplies	\$1,000	N
COVID-19 Testing for employees	\$25,500	N

**Distance Learning Program**

**Continuity of Instruction**

A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for **curriculum and instructional resources** that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

Distance Learning at Aveson School of Leaders includes:

- Structured daily schedules for students and teachers, with daily live interaction that meets AB 77 & SB 98 universal requirements for California school districts (Daily live instruction with credentialed teachers)
- Standards-based curriculum
- Combined ASL adopted core curriculum with a supplemental online resources (InSync and Seesaw)
- Tech survey was used to identify needs for devices. Every student with a need will be provided with a device to access online learning.

### **Systems**

The educational program is delivered through a virtual setting using a learning platform for delivering the core curriculum.

Delivery Method for Distance Learning via the following platforms:

Tk/K-2nd: SeeSaw

3rd-5: Google Classroom

Zoom - video conferencing tools for live classroom environment

### **Structure**

Daily schedules for students and teachers with increased live interaction

[Daily Schedule](#)

### **Instructional Resources**

Curriculum - Utilizing school core adoptions and pre-built online programs

*Math:* Eureka digital (In Sync) and print materials will be used. Every student will be provided with a workbook in addition to the online format of student materials.

*Literacy:* Handwriting Without Tears (TK/K-2nd), Lucy Calkins Units of Study, Words Their Way

*Social Studies/Science:* Standards aligned project based learning model

*Social Emotional:* Mind-up, Conscious Discipline, Diversity/Anti Racism Pollyanna curriculum

*Assessment tools:* Dibels for Literacy, Eureka Equip for Math

Supplemental Instructional Resources:

Eureka Equip data generates instructional plans to address learning loss in Math. Literacy assessments from Dibels are used to identify students at risk in learning to read. Small group instruction in literacy utilizing programs such as SIPPS and Barton are used to provide literacy intervention.

*Accommodations for students with disabilities, students with diverse learning needs, students who are medically vulnerable, and English Language Learners will be made as needed.*

*This section of the plan aligns to key aspects of our authorizing district's guidelines and recommendations: PUSD*  
[https://pusd.granicus.com/MetaViewer.php?view\\_id=15&clip\\_id=732&meta\\_id=118357](https://pusd.granicus.com/MetaViewer.php?view_id=15&clip_id=732&meta_id=118357)

ACIS students were already engaged in independent study prior to the pandemic, so for most families, learning remotely is not a big leap. In response to the pandemic, ACIS is ensuring that all students have access to their advisor and peers on a daily basis, through [Zoom Classroom offerings](#). Further, ACIS provides a lot of flexibility and support when it comes to providing curriculum and driving personalized learning. Each student receives access to our [Universal Curriculum Package](#). Furthermore, ACIS scholars may use available instructional funds to request additional hard copy or online curriculum materials. ACIS advisors meet individually with each family within every 5 school weeks to perform additional assessments and progress evaluations, set goals and determine the course of the student's instruction. When we are able to bring students back on campus, the focus of our in-person instruction on each weekly campus day will be on SEL and sharing student projects/work. Students will continue to use the same process of accessing curriculum and engaging in personalized academic learning at home for the remainder of the week.

### **Access to Devices and Connectivity**

A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.

- During Spring 2020 distance learning a tech survey was sent to each parent to ask them to inform the school if they had wifi at home and if their student had a dedicated device (i.e. chromebook) to access distance learning.
- For all students who did not have a dedicated device, they were provided one by the school. They were told to keep the device so they would have it for use for the 2020-2021 school year.
- For families who needed access to wifi, the IT Coordinator made phone calls to them to provide them with information about how to access free services.

- An updated survey was sent to all families in August to determine if any new families or continuing families need a device or need their Aveson owned Device replaced (i.e. due to not working properly).
  - This survey was developed in both English and Spanish.
  - All families who require a device will be provided with one. For consistency of student experience, it is preferred that students use a chromebook or laptop to access the distance learning curriculum since the learning experience on mobile devices (i.e., Smartphones/tablets) may be different.
- When campus re-opens in a hybrid model, students will continue to use devices for the days that are not on campus.
- The IT specialist is working with internet providers to provide families with wifi or hotspots to access wifi.

### **Pupil Participation and Progress**

A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.

#### **Pupil Participation**

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. In both the hybrid and distance learning models measures will include participation in live (on campus or virtual synchronous) instruction, completion of weekly asynchronous assignments, and other forms of contact/communication with the teacher (i.e. office hours, email or phone support).

With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

#### **Hybrid Attendance/Participation Tracking**

Teachers will input attendance directly into the Student Information System (Illuminate) each in person instructional day. For students who continue to participate in distance learning, teachers will document attendance/participation for each student in a distance learning attendance and participation tracking sheet. This information is tracked daily. Documentation of attendance in Illuminate is not unique to distance learning and is required when students are attending in-person or live synchronous classes.

#### **Distance Learning Attendance/Participation Tracking**

ASL will use the CDE template to track daily/weekly work and to assign full/partial credit.

### **ASL School-wide Assessments**

DIBELS - to be administered for all grades for ELA

Eureka Equip - to be administered for all grades for Math

Lucy Caulkins Writing Assessment (timed)

### **Progress Checks**

Optional per teacher discretion:

[San Diego Quick](#); BPST;

[EasyCBM](#) (Reading and Math)

Flipgrid for reflection

Kahoot, Pear Deck (Google Slides add-on), or Quizlet for fun in-person, informal, content knowledge checks (need to check how these work in a remote learning setting)

ACIS will track daily participation and weekly engagement through our [2020-21 Weekly Assignment and Work Record Form](#). This form will list all of the assignments completed by the student each day and will include work samples for the week. Advisors will review the work record and assign time value in full or partial days.

### **Distance Learning Professional Development**

A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.

ASL Leadership Team of Advisors and Directors planned the weeklong professional development prior to school opening. The team will continue to collaborate for P.D. throughout the year in the areas that follow:

#### **Online Teaching Pedagogy**

- \*\*\* EXCELLENT SOURCE with live recordings, webinars, slides incorporating Virtual Learning Strategies, student engagement and connection, and technologies FREE! <https://go.blackboard.com/virtual-teaching-academy#datesAnchor>
- Understanding online learning standards <https://www.nsqol.org/>
- Webinars on a variety of topics (online student engagement and more) <https://learningforward.org/webinars-2/>
- Best practices in Asynchronous Learning (and more topics) webinars <https://pogil.org/teaching-online-during-the-covid-19-crisis>
- Distance Learning Playbook <https://us.corwin.com/en-us/nam/the-distance-learning-playbook-grades-k-12/book275865>



## Technology

Zoom Tutorials to better acclimate with the program and to explore functions that will better student engagement:

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials>

3-5 educators: Google Classroom tutorials and fulfill Google Certification Level 1 and Level 2 (?)

[https://edu.google.com/teacher-center/certifications/educator-level1/?modal\\_active=none](https://edu.google.com/teacher-center/certifications/educator-level1/?modal_active=none)

3-5 Nearpod technology and implementation in to Google Classroom <https://nearpod.com/>

K-5 educators: Webinars on Transforming Learning via technological opportunites/apps

<https://www.edweek.org/ew/marketplace/webinars/webinars.html>

## Anti-Racism Education

- \*\*\* Teaching Tolerance Virtual Workshops (You can request a training that is done via Zoom). Some costs do apply.  
<https://www.tolerance.org/professional-development/workshops>
- \*\*\* Teaching Tolerance Webinars -- plethora of topics that can be watched independently and then group discussions/reflections/action plans <https://www.tolerance.org/professional-development/webinars>
- \*\*\* Pulitzer Center webinars/professional development on justice and race  
<https://pulitzercenter.org/pulitzer-center-education-resources-and-programs>
- Virtual training/conference "Talking about Race in the Classroom" workshop PD  
<https://centerracialjustice.org/register-for-a-training/>
- Webinar: Equipping educators with anti-racist strategies  
<https://learningforward.org/webinar/educating-for-racial-equity-equipping-oneself-with-anti-racist-strategies/>

## SEL for staff and students

- ASCD's talking points/discussion/reflection on Whitewashing Social Emotional Learning:  
[http://www.ascd.org/publications/newsletters/education\\_update/apr19/vol61/num04/Why\\_We\\_Can't\\_Afford\\_Whitewashed\\_Social-Emotional\\_Learning.aspx](http://www.ascd.org/publications/newsletters/education_update/apr19/vol61/num04/Why_We_Can't_Afford_Whitewashed_Social-Emotional_Learning.aspx)
- Mindful Schools offers a variety of programs (Some free!) that speak to teachers and students. Certification courses available
- \*\*\*\*K-5: Understanding Digital Citizenship Webinar for teachers (lessons are also provided)  
<https://www.common sense.org/education/training/teaching-digital-citizenship>
- \*\*\* Mind Up How-to videos to refresh mind up curriculum and adapt to digital platform: <https://mindup.org/category/videos/>

- Webinars that support SEL in Distance Learning Environment <http://info.apertureed.com/archived-resources>
- Self-Compassion for Educators - Kristen Neff 2-part videos (1 hr long)  
[https://greatergood.berkeley.edu/video/item/kristin\\_neff\\_on\\_self\\_compassion\\_for\\_educators\\_part\\_1](https://greatergood.berkeley.edu/video/item/kristin_neff_on_self_compassion_for_educators_part_1)

### **Eureka math implementation**

### **Staff Roles and Responsibilities**

A description of the new roles and responsibilities of affected staff as a result of COVID-19.

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are some of the key roles and responsibilities of staff, organized by area.

#### **Health Office Assistant**

ASL has hired a Health Office Assistant who is being trained in school health clerk responsibilities, and is being trained as a member of the COVID compliance team for ASL.

#### **Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:**

- Executive Directors: Consult with Pasadena City Public Health Department to verify all information. Provide guidance to the school site regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- Teachers: Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- Front Office Staff: Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with Executive Directors to follow protocols that lower the risk of infectious students being on campus.
- Support Staff: Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children.

- Custodial Staff: Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis.
- Food Service Staff: Implement one-way passageways through meal delivery. Ensure workspace has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

### **Additional Staff Expectations for Distance Learning**

#### Advisors

- Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.
- Invite site administrators to join Google Classrooms.
- Collaborate with other grade level or department teachers and administrators to develop and administer regular, common formative assessments.
- Track distance learning attendance and participation.

#### Special Education Staff

- Provide virtual services for all students assigned to their caseload.
- Develop and administer regular, common formative assessments.
- Join live virtual classes and host individual or group zoom sessions.
- Collaborate with Advisors to support student access to distance learning curriculum.

#### Administrators

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to Advisors to improve student learning.
- Engage in collaborative time with teachers and special education staff virtually and facilitate regular virtual staff meetings.
- Ensure that special education service providers can work as co-teachers in Google Classroom.

### **Supports for Pupils with Unique Needs**

A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

**English Learners**

English Learners will be invited for PML small group instruction as needed based on assessment results and teacher and family feedback.

**Students with Disabilities**

Per new legislation, IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days for emergency situations. Given the current emergency situation, an individual emergency services plan for distance learning will be developed for all students with an Individualized Education Program (IEP). The emergency services plan will remain in effect until school resumes in a hybrid model.

Most supplementary aids/support can be offered in distance learning. If a supplementary aid/support needs to be modified for distance learning, the support will be added to the individual emergency services plan and the plan will indicate how the support will be modified and who will deliver the support.

Most IEP goals can be appropriately addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals that are not able to be addressed in distance learning will be indicated on the individual emergency services plan.

The emergency services plan will also detail the delivery model for all services, the goals the services will address and the frequency of the service. The delivery models are:

- Teacher-posted lessons, asynchronous (online or other media)
- Virtual class meetings, synchronous
- Personalized learning tools (virtual or paper packets, as available)
- Scheduled teacher/staff appointments (virtual or in-person, if allowed)
- Scheduled email check-ins (parent of student)

- Virtual office hours (parent or student)

For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. These Master Contracts will address distance learning.

**Homeless Youth**

Distance Learning supports specific to Homeless Youth will include:

- Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.
- Communication with teachers & parents/students to locate ‘missing’ students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.

**Foster Youth**

Distance Learning supports specific to Foster Youth will include:

- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.

**Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Student Chromebooks	\$15,000	Y
On-line assessments	\$3,000	Y
Software licenses/Digital curriculum materials (great minds	\$8,000	Y
Staff laptops and tech supplies	\$26,000	N

**Pupil Learning Loss**

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years, including **how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.**

Assessments will be key to identifying learning loss and providing data to inform instruction to address learning loss. The following assessments will be utilized:

Math: Eureka Module assessments, Eureka Equip Assessments which creates suggested learning loss plans for each student demonstrating a gap in grade level skills.

English Language Arts: Dibel reading assessments, Units of Study Writing Assessments, and the Words Their Way Spelling inventory.

In August, ACIS advisors wanted to get to know each child as a whole person and build connections, so we began the school year with SEL in the online classrooms and informal assessments of where students are in their learning through individual intake meeting discussions and evaluation of student work products. In September, we are administering online EasyCBM assessments for math and reading comprehension. For grades TK-1, this includes assessment of phonemic awareness and phonics development that will be conducted live one on one by the advisor. In early October, all students will take a Words Their Way spelling inventory assessment and Writer’s Workshop timed writing assessment. Simultaneously, we’ll be administering DIBELS reading assessments to students on the basis of need. With some young or struggling students, we’ll use additional reading assessments to gather more data. These benchmark assessments for reading and math will take place at the beginning, middle and end of the year. Where intervention is required, we will set up an individualized plan for each student which may include goal setting, intervention resources/assignments, and/or progress monitoring.

### **Pupil Learning Loss Strategies**

A description of the actions and strategies the LEA will use to address learning loss and accelerated learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth, or are in foster care; pupils with exceptional needs; and pupils experiencing homelessness.

Aveson School of Leaders also has an Advisor (Credentialed Teacher) on special assignment. To oversee the administration of assessments and data collection. Data collection is prioritized for pupils who are English learners; low-income; foster youth, or are in foster care; pupils with exceptional needs; and pupils experiencing homelessness as well as students new to our school This data is

then analyzed to identify learning loss and create instructional plans to address the identified needs for identified students. The Director of Personalized Mastery Learning will hold data meetings with advisors (teachers) to support planning instruction to address learning loss. Our distance learning and hybrid schedules include small group instruction opportunities in addition to the regular time-value attendance day to implement instruction which addresses learning loss..

Eureka Equip data generates instructional plans to address learning loss in Math. Literacy assessments from Dibels are used to identify students at risk in learning to read. Small group instruction in literacy utilizing programs such as SIPPS and Barton are used to provide literacy intervention.

### **Effectiveness of Implemented Pupil Learning Loss Strategies**

A description of how the effectiveness of the services or supports provided to address learning loss will be measured.

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. The use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness.

### **Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Teacher On Special Assignment: assessments and small group support	\$73,756	Y
SpecEd Staff	\$31,486	Y

### **Mental Health and Social and Emotional Well-Being**

A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including any professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

The social and emotional well-being of pupils and staff has always been at the forefront of Aveson’s commitment to serving the whole child and the staff as adult learners. Aveson is keenly aware that the effects of COVID-19 are far reaching and potentially long lasting. Aveson will monitor and support mental health and social and emotional well-being of pupils and staff by taking a school-wide,

multi-layered approach. Any and all mental health and Social and emotional actions will necessarily be inclusive of diversity, inclusion and antiracist practices.

Students:

1. Provide 5 days per week of direct mental health and SEL instruction via our advisory based learning model. Teachers and students will thoughtfully engage in topics such as Self-Awareness, Self-Management, Growth Mindset, Relationship with Others and Social Problem Solving. Teachers will use school-wide adopted curriculum such as Conscious Discipline, MindUp, and The Zones of Regulation. School developed resources such as our School Family Agreements, SEL Learning Outcomes and our founding Guiding Principles will also be used.
2. Provide students increased opportunities to connect with their peers via school-wide programming efforts such as Lunch Club (a fun, SEL based “hang-out” time for students guided by a credentialed staff member), Buddy Day (a morning each week where younger students and older students get to connect and learn from each other) and School Family Assemblies (a time for our whole school to come together and discuss our school-wide SEL focus areas of Safety, Connection and Composure).
3. Provide opportunities for students (especially in grades 3-5) to share their SEL successes, challenges and needs via anonymous SEL student surveys. Surveys to be administered at least twice per year. The data collected from these surveys will help drive SEL advisory instruction and identify students at risk who will need referrals to other school or community resources.
4. Provide increased outreach efforts to those students and families who appear less connected as indicated by attendance, participation/engagement and work completion measures. Weekly check-ins via phone, Zoom and/or email will be conducted by teachers and/or other support staff.
5. Provide increased access to our school-based counseling program to those students identified as at risk. The MFT supervisor and the Director of Student Support will collaborate regularly to determine student need and space available in the program.

Staff:

1. Provide opportunities for staff to share their SEL successes, challenges and needs via anonymous SEL staff surveys. Surveys to be administered at least twice per year. The data collected from these surveys will help drive SEL professional development and identify staff at risk who might need referrals to other school or community resources.
2. Provide mental health and SEL professional development no fewer than one time per month for all staff members. PD will be largely planned by the Joint Leadership Team (composed of 6 teachers and administration) and in response to staff SEL surveys. In addition, PD will focus on staff mental health and self-care and how to provide SEL instruction to students utilizing our school-wide curriculum.



3. Provide staff increased opportunities to connect with their colleagues via monthly self-care programming efforts. Such opportunities will include, but not be limited to yoga, art, mindfulness, breathing and meditation.
4. Provide staff increased coaching via weekly coaching meetings by which staff will be able to set SEL goals, express their personal and professional needs and co-develop an action plan to meet those needs with their coach.
5. Create a new Healthy Living Coordinator staff position dedicated to assisting students and staff with SEL supports.

## **Pupil and Family Engagement and Outreach**

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like. ASL does not only want students to be present or “logged in,” we want them to be engaged: interacting, thinking and connecting.

The district’s Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Senate Bill 98. The district has created a plan to monitor student attendance and participation and provide support to students and families when needed.

The components of engagement will be monitored and assessed through regular monitoring of attendance, completion of class exit tickets, frequency of use of various online tools (i.e. Google classroom), participation in online discussions, percentage of assignments completed, participation in support opportunities. When students are not engaging during distance learning a tiered approach to reengagement will be followed for pupils who miss three days or 60% of any school week:

Tier 1: Advisor will email and/or call the family and offer support.

Tier 2: Director of PML and/or Director of Student Support will email and/or call the family to offer additional support.

Tier 3: Executive Director, Advisor, and Directors of PML/Student Support will meet with family to determine and individual support plan for reengagement.

ACIS will implement a tiered re-engagement strategy for pupils who miss 3 days or 60% of any school week.

Tier 1: School personnel will contact the student and guardian by phone call or video chat to determine the student's connectivity and accessibility.

Tier 2: School personnel will contact the student and guardian by phone call or video chat to implement daily Zoom check-ins with the advisor.

Tier 3: School personnel will schedule a Zoom meeting between the student, parent, advisor and ACIS Director to determine whether ACIS is an appropriate placement for the student. If it is determined that the student will continue in independent study, a plan will be written to provide additional support.

## School Nutrition

A description of how the LEA will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in both in person instruction and distance learning, as applicable.

Aveson will ensure families who apply and qualify for Free and Reduced-Priced meals will receive breakfast and lunch from the Aveson kitchen throughout the school year whether the students are attending school in person or are learning from a distance. Aveson recognizes the effect the current economy and loss of jobs has on our families, and the Front Office and food services staff are contacting families to reevaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are being served. Additionally, the Free or Reduced-Priced meal program information flyers and applications have been distributed in English and Spanish.

Recently, the USDA's Food and Nutrition Service (FNS) extended a suite of nationwide waivers for the Summer Food Service Program (SFSP) and Seamless Summer Option (SSO) through the end of 2020, or until available funding runs out. Aveson has secured the appropriate waivers to ensure ALL students have the opportunity to receive breakfast and lunch through the fall months.

The distribution of meals will look different depending on whether students are attending school at home through distance learning or on campus.

In Distance learning, to ensure social distancing and "no-touch" pick up, families line up six feet apart, wear a mask, and then pick up pre-assembled weekly meal kits. The kits include the makings of 5 breakfasts and 5 lunches per student in the family. Each kit has

fresh produce, grains, proteins, dairy and ready-made meals to be reheated at home. Families can pick up their meal packs at two locations located on the east and west ends of Altadena.

When students attend in-person instruction, meals will be delivered in a to-go meal bag for the student to consume at home.

**Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Food Service Director including hazard pay	\$31,140	Y
Part-time Registered Associate MFT	\$15,182	Y
Consultant for support with Diversity/Equity/Inclusion/Anti-RacitstEducation	\$25,000	Y

**Increased or Improved Services for Foster Youth, English Learners, and Low Income Students**

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and LowIncome students
20.10%	\$137,789

**Required Descriptions**

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

**Class Size**

One of the key choices we made to support their success in a distance learning model was choosing to assign students to small cohort groups so that each teacher has a Cohort A and Cohort B.

**Devices and Connectivity**

The provision of devices and connectivity access is being applied across the district, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed chromebooks to any student in need. On a case-by-case basis, Wi-Fi hotspots will be provided.

**Nutrition Services and Supplies**

The Food Services team implemented weekly meal pick-ups during school closures and throughout the summer and the focus was primarily intended to provide food access to students and families facing food insecurity. Implementation of the action included a change in our weekly meal program menu, kitchen equipment, PPE, sanitation supplies, and staff time to operate meal distribution across multiple charter school sites. These services and supplies were above and beyond the department’s normal operations level and were used specifically to provide meals during school closures and the continued pandemic conditions over the summer.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

- Foster Youth Supports
- Multilingual Staff
- Homeless Youth Supports
- Curriculum, Instruction and Assessment Specialists
- Social Emotional Learning (SEL)
- Home kits to provide students with supplies and materials

## Learning Continuity and Attendance Plan (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aveson Global Leadership Academy	Keith Simmons, Co-Executive Director Kelly Jung, Co-Executive Director	<a href="mailto:keithsimmons@aveson.org">keithsimmons@aveson.org</a> <a href="mailto:kellyjung@aveson.org">kellyjung@aveson.org</a>

### General Information

#### A description of the impact the COVID-19 pandemic has had on the LEA and its community.

On March 13, 2020 the LEA notified its community, the school would be closing due to the COVID-19 pandemic. The LEA was fully closed effective Monday, March 16, 2020 through Friday, March 27, 2020. The following two weeks, March 30, 2020 through April 10, 2020 the school continued to be closed due to the regularly scheduled spring break. This decision was made with an abundance of caution for the health and safety of our school community and with an eye towards sharing responsibility with the broader community to mitigate the spread of the coronavirus. The LEA resumed school in a distance learning format on April 11, 2020.

The LEA remained in distance learning through the end of the school year, which ended on June 4, 2020. During the spring and summer months the LEA began developing a hybrid model for the fall. On July 17, 2020 Governor Newsom announced school districts within counties on the governor’s monitoring list must begin the school year in distance learning. The school campus can open when the county they are in is off the monitoring list for 14 consecutive days. On August 19, 2020 the LEA began the school year in distance learning.

For many students and their families, the nationwide COVID-19 measures, such as business closures and lack of essential supplies, have placed new stressors on the family unit. Therefore, supporting the mental health needs of students is also of paramount importance in AGLA’s distance learning model. The School Counselor and tutors will reach out to students to continue guiding students on the path toward graduation and college and career readiness.

Aveson Global Leadership Academy also operates an independent study program for roughly 15 middle school students. Where different, independent study program details will be included in this document under the heading of Aveson Center for Independent Study (ACIS).

Due to our high level of students with identified needs (20%) and socioeconomically disadvantaged students (32.2%), we knew that we were going to be uniquely impacted by this event. This Learning Continuity and Attendance Plan will address our plan to assist these students and the rest of our affected community.

## Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback

### Timeline of Stakeholder Engagement

- May 10: A survey was sent to all students to gather their feedback on their distance learning experience.
- May 28: A survey was sent to all families to gather their feedback on their distance learning experience, as well as to determine their comfort level for the 2020-2021 school year.
- July 17: Co-Executive Directors held a teacher leadership meeting to discuss hybrid and distance learning plans. Decisions made at this meeting were used to develop this plan.
- July 23 & 24: Additional teacher leadership meetings were held to gather educator input to develop the plan.
- July 27: Aveson Charter Schools Executive Directors emailed parents to inform them a draft plan was being developed and announced the scheduling of a virtual town hall meeting to review the plan with parents and gather their feedback. This communication was translated to Spanish for families who do not speak English.
- July 30: Co-Executive Directors held another teacher leadership meeting to gather input to be used to develop the plan.
- August 7: An overview of the plan was emailed to parents in advance of the town hall meeting.
- August 11: AGLA held a virtual town hall meeting to gather feedback from parents about the plan. ACIS held an SB98 update meeting to explain program changes to parents.
- August 12-18: AGLA staff returned for professional development, which included a review of various aspects of the plan.
- September 9: AGLA held a virtual town hall meeting to review the updated plan and gather feedback from parents about the plan.
- September 14: ACIS Town Hall Meeting to receive parent feedback on the middle school independent study program.

- September 17: Special hearing held to gather feedback from the community.
- September 24: Aveson Charter Schools Board of Directors approved the plan.

A description of the options provided for remote participation in public hearings.

**Public Hearings Remote Participation**

- Public hearings are held virtually using Zoom.
- Each virtual zoom session is set up with a call in option.

A summary of the feedback provided by specific stakeholder groups.

**Student Survey**

According to the student survey administered May 10, 2020, 52% of students rated their distance learning experience as a three on a five point rating scale. Students identified advantages such as “I get to set my own schedule,” and “I can work at my own pace.” Students identified disadvantages such as “I am not always able to work when I want, because other people need the [computer],” and “We don’t have actual lessons for our assignments.” When asked which live platform they preferred, 68.6% of students identified Zoom as their preferred virtual class platform. The final question on the survey asked students what they suggest to improve distance learning. Answers included suggestions such as “If there were not so many different schedule times that keep changing for zoom and different passwords and we had more help,” “more online meetings with teachers and students,” and “I think that it would be fun to have more zoom classes.”

**Family Survey**

According to the family survey administered May 28, 2020, families felt more comfortable with a structured distance learning model for the 2020-21 school year than in person instruction, or a hybrid model. When asked about their willingness to send their student back to Aveson, 75.7% of families chose that they were either going to send their student back regardless of instructional plan, or that they would only send their student back if an online/distance learning option was available. Only 19.3% of families would only send their students back to Aveson if some form of on campus instruction was offered. 16% of families opposed an online synchronous/asynchronous schedule, with 84% of families preferring or strongly preferring this model over other proposed models, including a traditional every day schedule administered online, a hybrid online/in person model, and full time independent study. The main reason for this choice was student interest (41.3%), followed by health reasons (29.2%), and parent preference (15.4%).

**Staff Survey**

According to the staff survey administered May 27, 2020, staff had a variety of technology concerns. Several advisors were running classes off of their phones or personal computers. School issued chromebooks did not have the capacity to run Zoom meetings successfully. Over half of advisors were concerned that their current technology setup would not allow them to successfully lead class.

**Public Stakeholder Feedback**

52 stakeholders attended the public hearing on September 9, 2020. Staff, family, and students were in attendance. According to the Zoom poll, when asked how easy it has been for students to follow the synchronous bell schedule, 81.4% of the meeting participants indicated their student has been able to follow the schedule with ease. When asked how easy it is to understand how to use google classroom, 79.1 reported their student was having success with this. Participants who answered the devices and connectivity support poll indicated 93% received the support they needed. Participants reported at a 93.3% rate, the fall distance learning program is more rigorous than the spring distance learning program. When presented with the budgeted supports for mental health and social emotional supports, 77.8% of families felt these measures would help to create a safe and supportive school environment and currently 91.2% of families report they and their student(s) feel supported.

A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.

**Student Survey**

Based on the results of the student survey administered May 10, 2020, several decisions were made about the Learning Continuity and Attendance Plan. Since 68.5% of students preferred Zoom, the LEA elected to make Zoom the default platform for live instruction. Due to the suggestions for clear schedules and live instruction, regular Zoom classes on a standardized schedule were established with unchanging links and passwords.

**Family Survey**

The results of the family survey administered 5/28/20 bolstered the decisions made based on the student survey, and solidified the LEA's decision to choose a structured distance learning model for at least the first semester. We will solicit additional stakeholder feedback and use public health department guidance to inform our decisions for the second semester.



**Staff Survey**

Based on the results of the staff survey administered May 28, 2020, the decision was made to purchase a Windows computer for every staff member. They were also provided a technology budget of \$500 out of the Learning Loss Funds to allow them to make the purchases they deemed necessary, since the needs were diverse. Every credentialed and licensed staff member was provided a summer stipend of \$3,000 to allow them the time to convert their curriculum to become distance learning compatible.

**Public Stakeholder Feedback**

Based on the results of the polls and feedback received during the meeting, the continuity plan was updated to provide more clarity with on-campus hygiene practices. Additionally, more professional development will be offered to the staff regarding the use of Google classroom and a streamlined approach to using google classroom school-wide will be implemented.

**Continuity of Learning****In-Person Instructional Offerings**

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, with an emphasis on students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.

**Hybrid Overview**

Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss. This is especially important for those groups of students who are disproportionately impacted by school closures. When LA county is removed from the monitoring list and remains off the monitoring list for 24 consecutive days, Aveson Global Leadership Academy will take a phased approach to returning students to campus, with a focus on the most vulnerable students first.

- Students with an IEP who are placed in the learning center (moderate needs);
- English language learners;
- Students who are struggling to access online curriculum (connectivity concerns at home);
- Students who need to recover credits to graduate from high school;
- Students whose parents are essential workers.

Eventually all students will return to campus in a hybrid model to limit the number of students on campus at one time and ensure social distancing in the classrooms. 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, their 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.

Access to campus will be limited to individuals who are required to be on site. The LEA will continue to hold meetings with parents electronically to limit large groups of individuals gathering. When students are on campus, they will remain with a group of students within their cohort in one classroom for the entirety of the bell schedule while staff rotates among classrooms to provide instruction. For middle school students, lunch will be delivered to their classroom in a brown lunch sack for consumption at home. High school students will receive their brown lunch sack in the classroom for consumption prior to period 5.

**Hybrid Schedule**

**Hybrid Model Schedule**

	Cohort A	Cohort B
<b>Synchronous Days</b>	M/W	T/TH
<b>Asynchronous Days</b>	T/TH	M/W
<b>Advisory Days</b>	M/W/F*	T/TH/F*
<b>Ind. Work/Support</b>	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 Remote support available upon request.			Independent work day Remote support available upon request.		

**The LEA’s plan to mitigate risk of transmission between students and staff includes, and is not limited to, the following:**

- Physical distancing: Everyone must practice physical distancing, keeping at least six feet away from other people at all times. This includes arrangement of desks within classrooms.
- Face Coverings: Wearing a cloth face covering is required for all AGLA staff, students, and visitors unless it is not recommended by a physician. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- Ventilation and Air Flow: Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24-hour cycle, including when windows and doors are open.
- Windows and doors will be kept open, if possible, to increase airflow.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

- Designated 'Care Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Good hygiene will be modeled and reinforced and frequent hand washing and sanitizing breaks will be offered to students. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, provide reminders of mask protocols, and help maintain cohorts.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.

Staff and students will be encouraged and provided instructions to self-screen for symptoms at home. Active screening, in which students and staff entering the school site are screened with a temperature check and review of signs/symptoms, will be implemented. Staff will work with Pasadena County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

As state and county public health guidelines evolve, specific activities may be allowed and the district will evaluate the viability of each. Activities that are potentially allowable include:

- 1:1 Assessments and Evaluations
- English Language Proficiency Assessments for California (ELPAC) Administration

AGLA recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in June. Details about this survey are provided in the Stakeholder Engagement section of this plan.

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 bell schedule and all students will maintain their cohort schedule from home for the duration of the closure and distance learning will resume again.

**Actions Related to In-Person Instructional Offerings**

Description	Total Funds	Contributing
<p><b>Personal Protective Equipment</b> Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.</p>	\$7,000	N
<p><b>Health Materials</b> Additional Thermometers to screen student temperature and mitigate potential spread of COVID.</p>	\$1,000	N
<p><b>Disinfecting Materials</b> Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.</p>	\$3,500	N
<p><b>Visual Cues and Materials to Maximize Social Distancing:</b> Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.</p>	\$500	N
<p><b>Handwashing Stations</b> Additional handwashing stations for locations where sink access is insufficient. Portable sinks will improve access to handwashing to help mitigate transmission of COVID-19.</p>	\$8,000	N
<p><b>Hydration Stations</b> Current drinking fountains are to remain turned off during the pandemic in order to reduce the spread of COVID-19. The installation of touchless hydration stations will provide students and staff safe access to drinking water when on campus.</p>	\$10,000	N
<p><b>Covid Testing</b> Staff Covid testing</p>	\$25,500	N

## Distance Learning Program

### Continuity of Instruction

A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

#### Distance Learning Overview

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.

#### Distance Learning Features

- Zoom will be used to host synchronous virtual classrooms and/or meetings to discuss content, engage in dialogue and answer questions and/or address misconceptions. Expectations around frequency of meetings and flow of meeting will be provided.
- Structured daily schedules for students and teachers, with increased live interaction that meet AB 77 & SB 98 universal requirements for California school districts (Daily live instruction with credentialed teachers)
- Standards-based curriculum
- Combines AGLA's adopted core curriculum with supplemental online resources, which include the following, but are not limited to these listed below:
  - Edgenuity
  - Edgenuity MyPath
  - Thrively
  - Kesler Science
- Daily live instruction with credentialed teachers
- All assignments will be pushed out through Google Classroom.

**Schedule Overview**

**Distance Learning Model  
Schedule**

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

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

**Bell Schedule**

<b>Monday - Thursday</b>					
<b>Middle School</b>			<b>High School</b>		
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.

<b>Friday</b>					
<b>Middle School</b>			<b>High School</b>		
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 Remote support available upon request.			Independent work day Remote support available upon request.		

**Instruction and Curriculum**

- Math: Eureka digital (In Sync) and electronic worksheets, CPM, Delta Math, Outcome Trackers
- English Language Arts: Lucy Calkins Readers & Writers workshops, Outcome Trackers, CommonLit
- Social Studies: C3 Frameworks
- Science: NGSS Integrated Project Based Learning model utilizing Kesler Science curriculum
- Social Emotional: Advisory including weekly circles according to standards set by IIRP International Institute for Restorative Practices)
- Assessment tools:
  - ELA
    - Timed Writing
    - Commonlit pre-reading assessment
    - easyCBM fluency assessment
    - Edgenuity benchmark assessment
    - Edpuzzle
    - Quizizz
    - Kahoot
    - Outcome Tracker Master Check (High School)
  - Math
    - Course Study “Mastery Checks”
    - Mini quizzes
    - Periodical course study assessments
    - Edgenuity benchmark assessment
    - Delta Math Quiz and Assessments

**Distance Learning for ACIS (Grades 6-8 Independent Study)**

ACIS students were already engaged in independent study prior to the pandemic, so for most families, learning remotely is not a big leap. In response to the pandemic, ACIS is ensuring that all students have access to their advisor and peers on a daily basis, through [Zoom Classroom offerings](#). Further, ACIS provides a lot of flexibility and support when it comes to providing curriculum and driving personalized learning. Each student receives access to our [Universal Curriculum Package](#). ACIS advisors meet individually with each family within every 5 school weeks to perform additional assessments and progress evaluations, set goals and determine the course



of the student's instruction. When we are able to bring students back on campus, the focus of our in-person instruction on each weekly campus day will be on the continuation of our "Pathways for Middle School" enrichment program, currently offered online. Those students who've opted into one or two classroom-based core classes, will attend those on campus, as well. Students will continue to use the same process of accessing curriculum and engaging in personalized academic learning at home for the remainder of the week.

### **Access to Devices and Connectivity**

A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.

- During Spring 2020 distance learning a tech survey was sent to each parent to ask them to inform the school if they had wifi at home and if their student had a dedicated device (i.e. chromebook) to access distance learning.
- For all students who did not have a dedicated device, they were provided one by the school. They were told to keep the device so they would have it for use for the 2020-2021 school year.
- For families who needed access to wifi, the IT Coordinator made phone calls to them to provide them with information about how to access free services.
- An updated survey was sent to all families on August 4, 2020 to determine if any new families or continuing families need a device or need their Aveson owned Device replaced (i.e. due to not working properly).
  - This survey was developed in both English and Spanish.
  - All families who require a device will be provided with one. For consistency of student experience, it is preferred that students use a chromebook or laptop to access the distance learning curriculum since the learning experience on mobile devices (i.e., Smartphones/tablets) may be different.
- When campus re-opens in a hybrid model, all students will receive a 1:1 chromebook device. A dedicated device reduces the likelihood of spreading germs that can happen with shared devices.
- The AGLA IT department is working with internet providers to provide families with wifi or hotspots to access wifi.

### **Pupil Participation and Progress**

A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.

#### **District Common Assessments**

Student learning needs will be assessed through frequent classroom assessment practices and period benchmark assessments. Appropriate instruction and intervention has been identified to improve student outcomes. The district has emphasized these assessments should be low stakes. Their purpose is to inform teaching and learning and to monitor student progress on grade level content. The results should not be confused with students' capacity to learn. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson design, unit design, and most importantly, identification of specific support needs for students. Where a student demonstrates significant gaps in a specific skill or cluster of skills, targeted support can be provided. This can include differentiation of instruction during live or synchronous instructional minutes and provision of tiered intervention support through small group or individual opportunities, such as tutoring sessions. English Language Learners will take the ELPAC and the data gathered from the results of their assessment will be used to analyze progress.

**Pupil Participation**

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. In both the hybrid and distance learning models measures will include participation in live (on campus or virtual synchronous) instruction, completion of weekly asynchronous assignments, and other forms of contact/communication with the teacher (i.e. office hours, email or phone support).

With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

**Hybrid Attendance/Participation Tracking**

Teachers will input attendance directly into the Student Information System (Illuminate) each in person instructional day. For students who continue to participate in distance learning, teachers will document attendance/participation for each student in a distance learning attendance and participation tracking sheet. This information is tracked daily. Documentation of attendance in Illuminate is not unique to distance learning and is required when students are attending in-person or live synchronous classes.

**Distance Learning Attendance/Participation Tracking**

Teachers will document attendance/participation for each student in a distance learning attendance and participation tracking sheet. This information is tracked daily. Every Monday of the following week, the attendance and support staff input live synchronous

attendance information into Illuminate. Documentation of attendance in Illuminate is not unique to distance learning and is required when students are attending in-person or live synchronous classes.

**Time Value of Work**

Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

**Distance Learning Professional Development**

A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.

AGLA will provide professional development opportunities and resources that support staff in implementing the distance learning program described in this plan. These will include, but are not limited to:

- Social Justice Standards - Teaching Tolerance
- Black Minds Matter Webinar - 5 part series
- Anti-Racist Education - developed in partnership with an outside educational consultant and our new Diversity, Equity and Anti-Racism Team
- Universal Design for Learning (UDL)
- Google Classroom
- Zoom Training
- SnagIt Training
- Kami Training

**Staff Roles and Responsibilities**

A description of the new roles and responsibilities of affected staff as a result of COVID-19.

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are some of the key roles and responsibilities of staff, organized by area.

**Attendance and Participation**

Within distance learning and blended models, teachers will be responsible for monitoring attendance and participation using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments (Google classroom), attendance at live synchronous instruction, and other forms of contact. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous attendance/participation each day.

Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. The staff will follow-up with teachers who are not documenting attendance/engagement, support any new attendance coding/entry specific to distance learning, and engage in outreach/intervention to connect students and families with resources. A key new responsibility of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Sacramento County Health Department. This will include entry of detailed attendance data into the student information system.

**Special Education**

All staff supporting students with disabilities will continue performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- Inclusion Specialists will set-up and conduct virtual IEP meetings. Inclusion Specialists will facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- Behavior Intervention Specialists will be available for consultation on behavioral strategies that can be implemented in a distance learning model.
- Behavior Intervention Implementators (BIs): BIs that are assigned to individual students will assist those students during distance learning by attending zoom sessions. BIs will provide support in virtual breakout rooms and, as appropriate, during targeted synchronous instruction.

**Health and Safety Protocols**

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information

- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Immediately contact the Support team and Executive Directors if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.
- Actively model and support all required public health measures.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

- Executive Directors: Consult with Pasadena City Public Health Department to verify all information. Provide guidance to the school site regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- Teachers: Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- Front Office Staff: Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with Executive Directors to follow protocols that lower the risk of infectious students being on campus.
- Support Staff: Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children.
- Custodial Staff: Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis.
- Food Service Staff: Implement one-way passageways through meal delivery. Ensure workspace has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

#### **Additional Staff Expectations for Distance Learning**

##### Advisors

- Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.
- Invite site administrators to join Google Classrooms.

- Collaborate with other grade level or department teachers and administrators to develop and administer regular, common formative assessments.
- Track distance learning attendance and participation.

#### Special Education Staff

- Provide virtual services for all students assigned to their caseload.
- Develop and administer regular, common formative assessments.
- Join live virtual classes and host individual or group zoom sessions.
- Collaborate with Advisors to support student access to distance learning curriculum.

#### Administrators

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to Advisors to improve student learning.
- Engage in collaborative time with teachers and special education staff virtually and facilitate regular virtual staff meetings.
- Ensure that special education service providers can work as co-teachers in Google Classroom.

#### School Counselor

- Build upon the structures that have been put in place over the past few years to support a range of student needs within the distance learning and in-person contexts.
- Counselors will increase collaboration with college access partners so that all students receive one on one or small group support with the submission of college applications and the Free Application for Federal Student Aid (FAFSA).
- Post their virtual and/or in-person office hours to ensure parents/guardians and students are aware of their availability.

#### Support Staff

- Support families and students with access to the distance learning program.
- Monitor attendance concerns.

### **Supports for Pupils with Unique Needs**

A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

**English Language Learners****Students with Disabilities**

Per new legislation, IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days for emergency situations. Given the current emergency situation, an individual emergency services plan for distance learning will be developed for all students with an Individualized Education Program (IEP). The emergency services plan will remain in effect until school resumes in a hybrid model.

Most supplementary aids/support can be offered in distance learning. If a supplementary aid/support needs to be modified for distance learning, the support will be added to the individual emergency services plan and the plan will indicate how the support will be modified and who will deliver the support.

Most IEP goals can be appropriately addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals that are not able to be addressed in distance learning will be indicated on the individual emergency services plan.

The emergency services plan will also detail the delivery model for all services, the goals the services will address and the frequency of the service. The delivery models are:

- Teacher-posted lessons, asynchronous (online or other media)
- Virtual class meetings, synchronous
- Personalized learning tools (virtual or paper packets, as available)
- Scheduled teacher/staff appointments (virtual or in-person, if allowed)
- Scheduled email check-ins (parent of student)
- Virtual office hours (parent or student)

For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. These Master Contracts will address distance learning.

**Homeless Youth**

Distance Learning supports specific to Homeless Youth will include:

- Coordination & communication with shelters and homeless agencies to engage students and expand awareness of Homeless Services.
- Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.
- Communication with teachers & parents/students to locate ‘missing’ students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.
- Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

**Foster Youth**

Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.

**Actions related to the Distance Learning Program**

Description	Total Funds	Contributing
<p><b>Devices and Connectivity - Students</b> Computers made available for all students who need a device to access distance learning at home and Wi-Fi hotspots on an as needed basis.</p>	\$45,000	Y



<p><b>Counselors, Master Scheduling, and Credit Recovery</b> The School Counselor will provide students academic, college, and other supports, including referral to appropriate services.</p>	<p>\$67,508</p>	<p>Y</p>
<p><b>Special Education Staffing</b> Continue providing appropriate staffing for both 1:1 aides, school psychologists and behavior specialists, and adapt delivery of services and supports to distance learning context.</p>	<p>\$92,025</p>	<p>Y</p>
<p><b>Curriculum</b> Kesler Science subscription was purchased for the science department, Edgenuity comprehensive subscription was purchased for school-wide use, CPM ebooks were purchased for all HS math students, school supply packets were distributed to MS and HS students, and Eureka. These purchases will be used by all of the AGLA programs (Site-Based, ACIS, and Flexible Studies)</p>	<p>\$32,000</p>	<p>Y</p>

**Pupil Learning Loss**

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.

AGLA will measure learning status through the regular administration of benchmark assessments over the course of the 2020-21 school year. As discussed in an earlier section of this plan, English Language Arts (ELA) and mathematics scope include specific guidance for administration of common assessments. These benchmarks will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

**Pupil Learning Loss Strategies**

A description of the actions and strategies the LEA will use to address learning loss and accelerated learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth, or are in foster care; pupils with exceptional needs; and pupils experiencing homelessness.

The primary means of addressing learning loss and accelerating learning for pupils will be through a tiered instructional delivery approach during synchronous instructional time. The strategies at each Tier of Instruction are:

**Tier 1:** All students will receive standards-aligned instruction focused on essential common core state standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

**Tier 2:** Supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable them to schedule small group or individual sessions to provide additional support.

**Tier 3:** Students who require support that is even more intensive will be provided 1 on 1 instruction through individual sessions. The focus will be on the key prerequisite skills that students need to successfully master the content rather than broad reviews.

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted support to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. As noted in other sections of this plan, a range of staff are regularly monitoring students' progress, and ensuring that students are referred to and receiving the appropriate support.

For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this might involve collaboration with additional staff. For foster youth and homeless youth, this might involve collaboration with Homeless Youth Services or Foster Youth Services staff to coordinate services for the student and family, including other tutoring that has been made available.

### **Effectiveness of Implemented Pupil Learning Loss Strategies**

A description of how the effectiveness of the services or supports provided to address learning loss will be measured.

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. The use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness.

AGLA will follow the following protocol and procedure:

1. Standardized three assessment windows during which time students are administered benchmark assessments during the 2020-2021 school year.
2. Teacher access to individual and class data. Administrator access to school wide data.
3. Professional time set aside to review, assess, and plan. This time will include monitoring a comparison of student levels currently and data from previous years (for returning students).

This will include the interim/benchmark assessments for Math and ELA administered over the course of the 2020-21 school year. Based upon the results of assessments for students (individual and overall), advisors will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student’s IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student’s IEP.

**Actions to Address Pupil Learning Loss**

Description	Total Funds	Contributing
<b>Curriculum</b> Edgenuity Intervention online curriculum subscription	\$23,600	Y
<b>Staffing</b>	\$145,363	Y

<p>Two tutor roles and a Director of Curriculum, Instruction and Assessment role was created. Behavior interventionists to support with one to one sessions with students who have been identified with that need through the IEP process.</p>		
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**Mental Health and Social and Emotional Well-Being**

A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including any professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

<p>Aveson has been championing social emotional support and learning since its founding. AGLA will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on exemplifying the characteristics of R.I.S.E.:</p> <ul style="list-style-type: none"> <li>● Responsibility</li> <li>● Integrity</li> <li>● Safety</li> <li>● Equity</li> </ul> <p>Each student is assigned to a grade level specific Advisory led by a credentialed advisor. This year, Advisories meet tri-weekly live on Zoom. The goal of these Advisories is solely mental health support, community building and social emotional learning. Prior to the shut down, half of the staff was trained by the International Institute for Restorative Practices on leading restorative circles. The plan to train the entire staff was halted due to the pandemic, but will resume as soon as safely possible. However, the staff that attended the multi-day training led a series of Professional Development opportunities for the other staff members in how to implement these circles in their Advisory practice. This training has become even more valuable as the pandemic has unfolded. Advisors are leading restorative circles in their Advisories at least once per week to address the well-being of students and give them support in a non-academic setting.</p> <p>Our Licensed Marriage Family Therapist (LMFT) and School Counselor will provide training and support to all general education and specialized teaching and support staff on how to integrate restorative circles, social and emotional learning, and mental health into daily lessons and approaches to the Universal level of support. Marriage Family Therapy Trainees, under the supervision of the</p>
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Licensed Marriage Family Therapist, began providing Telehealth services to ensure continuity of mental health services to students needing more targeted or intensive levels of interventions. Additionally, the LMFT and School Counselor will provide resources to families to access support in their areas. Finally, AGLA budgeted to employ a Registered Associate Marriage Family Therapist in addition to the Marriage Family Therapy interns assigned to AGLA this year.

Our board certified behavior analysts (BCBAs) will provide training and support to all general education and specialized teaching and support staff on managing challenging behaviors within the classroom (both remote and in person) setting as well as teaching functionally equivalent replacement behaviors. Our behavior support team has implemented a process to submit virtual behavior incident reports. The response to behaviors will be based on a tiered approach.

- Tier 1: Advisor communication/conference with students and parents
- Tier 2: Behavior support team conference with students and parents. Coaching support provided to advisors.
- Tier 3: Admin meetings with students and parents.

Our student support team will work with the team of advisors to identify families who are experiencing barriers to accessing distance learning and work to ameliorate those barriers. There are several ways that a family or student can receive additional support. When an advisor identifies a family or student in need of support, they can reach out to our student support team, who can contact the family over the phone, through email, or with a home visit. Support staff will also regularly review attendance data, and independently contact families and students who are chronically absent or not participating.

## **Pupil and Family Engagement and Outreach**

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like. AGLA does not only want students to be present or “logged in,” we want them to be engaged: interacting, thinking and connecting.

The district's Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Senate Bill 98. The district has created a plan to monitor student attendance and participation and provide support to students and families when needed.

**Student Participation Defined**

- Virtual class attendance and participating in classroom discussions.
- Interacting with the learning material such as attending, writing, reading, studying, or watching and submitting assignments.
- Meta cognitive reflection on the process of learning.
- Emotional engagement reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus or in virtual sessions.
- Participating in office hours for additional support.

**Monitoring Engagement**

The components of engagement will be monitored and assessed through regular monitoring of attendance, completion of class exit tickets, frequency of use of various online tools (i.e. Google classroom), participation in online discussions, percentage of assignments completed, participation in support opportunities, and participation in co-curricular and extracurricular activities (i.e. Student Ambassadors, Debate, GSA Club, lunch club).

AGLA is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. Teachers, administrators, and staff across the school site have a shared responsibility in ensuring the engagement of all students.

**The core expectations for each stakeholder group for attendance/participation are:**

- Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.
- Advisors: Document attendance/participation every school day for each scheduled class period, regardless of the instructional model.
- Front Office and Support Staff: Monitor attendance/participation, work with teachers and families, and provide tiered interventions when necessary.

- Administrators: Ensure that attendance/participation is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the Front Office and Support Staff.

### **Outreach**

Throughout the spring school closures, advisors and support staff, made efforts to contact every student and family that was not attending or engaged. This contact included connecting students and families to resources (nutrition services, technology, etc.) and supporting reengagement with the learning process. As school reopened this fall, school communications were sent out in English and Spanish via email and follow up phone calls were made to families who required additional support. Additionally, AGLA hired an additional Student Support Coach to support families with access.

### **Tiered Reengagement - Advisor**

- Tier 1: Students attending school regularly. (81-100%)
  - Positive relationships, engaging school climate, clear and consistent communication between school and families
- Tier 2: Students who attend/engage moderately (51-80%)
  - Advisors email or phone the student and parent to check in.
  - If the advisor is unable to make contact with the parents of a student who is absent at least two times during the week, the teacher will alert the support team.
  - Provide device for distance learning (as needed)
  - Contact made in families home language
- Tier 3: Students who attend 50% of the time or less
  - Advisors will schedule a zoom conference with the parent to develop an attendance plan.
  - Advisors will share the attendance plan with the behavior support team.
  - If the support team is unable to make contact with the parents, administrators will be alerted.
  - Contact made in the family's home language.

### **Tiered Reengagement - Support Team and Administration**

The support team will monitor attendance reports in Illuminate and continue to follow the truancy policy.

- Tier 1: When a student reaches 5 unexcused absences truancy letter #1 will be sent via email to parents.
- Tier 2: When a student reaches 10 unexcused absences, truancy letter #2 will be sent via email to parents.
  - A meeting will be scheduled with the parents and behavior support team.

- Tier 3: When a student reaches 15 unexcused absences, truancy letter #3 will be sent via email to parents.
  - A meeting will be scheduled with parents, co-executive directors and behavior support staff team.
  - Behavior support support team will start to plan home visits
    - Wellness checks by local authorities
    - AGLA staff home visits.
    - Referrals to outside agencies
- Tier 4: When a student reaches 20 unexcused absences, they will be reported to their home district.

To support implementation of the above strategies, the support team will conduct weekly data reviews.

### **ACIS Reengagement Plan**

ACIS will implement a tiered re-engagement strategy for pupils who miss 3 days or 60% of any school week.

- Tier 1: School personnel will contact the student and guardian by phone call or video chat to determine the student's connectivity and accessibility.
- Tier 2: School personnel will contact the student and guardian by phone call or video chat to implement daily Zoom check-ins with the advisor.
- Tier 3: School personnel will schedule a Zoom meeting between the student, parent, advisor and ACIS Director to determine whether ACIS is an appropriate placement for the student. If it is determined that the student will continue in independent study, a plan will be written to provide additional support.

### **Additional Resources and Outreach Efforts**

Multiple supports exist for families in their communities. These resources will be shared with families on a case by case basis based on individual need.

## **School Nutrition**

A description of how the LEA will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in both in person instruction and distance learning, as applicable.



Aveson will ensure families who apply and qualify for Free and Reduced-Priced meals will receive breakfast and lunch from the Aveson kitchen throughout the school year whether the students are attending school in person or are learning from a distance. Aveson recognizes the effect the current economy and loss of jobs has on our families, and the Front Office and food services staff are contacting families to reevaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are being served. Additionally, the Free or Reduced-Priced meal program information flyers and applications have been distributed in English and Spanish.

Recently, the USDA's Food and Nutrition Service (FNS) extended a suite of nationwide waivers for the Summer Food Service Program (SFSP) and Seamless Summer Option (SSO) through the end of 2020, or until available funding runs out. Aveson has secured the appropriate waivers to ensure ALL students have the opportunity to receive breakfast and lunch through the fall months.

The distribution of meals will look different depending on whether students are attending school at home through distance learning or on campus.

In Distance learning, to ensure social distancing and "no-touch" pick up, families line up six feet apart, wear a mask, and then pick up pre-assembled weekly meal kits. The kits include the makings of 5 breakfasts and 5 lunches per student in the family. Each kit has fresh produce, grains, proteins, dairy and ready-made meals to be reheated at home. Families can pick up their meal packs at two locations located on the east and west ends of Altadena.

When students attend in-person instruction, meals will be provided through meal purchases or the Free or Reduced-Priced meal program. For middle school students attending in-person instruction, meals will be delivered in a to-go meal bag for the student to consume at home. For high school students attending in-person instruction, meals will be delivered to their classroom for consumption.

**Additional Actions to Implement the Learning Continuity Plan**

Description	Total Funds	Contributing
<p><b>School Nutrition</b>                      Dochub license subscription for food services staff to send electronic Free or Reduced meal program applications.</p>	<p>\$41.00</p>	<p>N</p>

<p><b>Essential Worker</b> Hazard pay for the Food Services Director being onsite as an essential worker.</p>	<p>\$30,918</p>	<p>N</p>
<p><b>Mental Health and Social Emotional Well-Being</b> Hired an outside educational consultant to work in partnership with to conduct an audit, review of the audit, and recommendations for corrective actions. The consultant will also work with us to develop our new Diversity, Equity and Anti-Racism Team and professional development. Hired a Registered Associate Marriage Family Therapist to provide additional counseling services.</p>	<p>\$37,638</p>	<p>N</p>
<p><b>Multiple Areas</b> Computers made available for all staff, reimbursements for Wi-Fi and cell service was added to staff payroll, tech budgets were provided to licensed and credentialed staff to make additional tech purchases (i.e. wifi booster, document camera), Zoom educator licenses were purchased for all staff, and SnagIt screen recording software was purchased for all staff.</p>	<p>\$70,000</p>	

**Increased or Improved Services for Foster Youth, English Learners, and Low Income Students**

<p>Percentage to Increase or Improve Services</p>	<p>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and LowIncome students</p>
<p>32.92%</p>	<p>\$210,708</p>

**Required Descriptions**

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Aveson Global Leadership Academy believes in providing the right instruction to every student, every day. We extend this mission to all students, including foster youth, English learners, and socioeconomically disadvantaged students. We realized that this pandemic would hit these students the hardest, and developed the following strategies to support these students:

**Student statistics**

- 0.2 % of our students are foster youth,
- 1.9 % of our students are homeless youth
- 32.2% of our students are socioeconomically disadvantaged
- 4.7% of our students are English learners

**Class Size**

One of the key choices we made to support their success in a distance learning model was choosing to keep class sizes extremely small. The largest classes this year are 16 students, which allows for instruction that fits each student and their language needs. We also pushed Google Read & Write onto all Chromebooks, allowing English learners to choose how they access their material.

**Devices and Connectivity**

The provision of devices and connectivity access is being applied across the district, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed chromebooks to any student in need and will continue to distribute devices to new and returning students in grades 6-12. On a case-by-case basis, Wi-Fi hotspots will be provided.

**Nutrition Services and Supplies**

The Food Services team implemented weekly meal pick-ups during school closures and throughout the summer and the focus was primarily intended to provide food access to students and families facing food insecurity. Implementation of the action included a change in our weekly meal program menu, kitchen equipment, PPE, sanitation supplies, and staff time to operate meal distribution across multiple charter school sites. These services and supplies were above and beyond the department's normal operations level and were used specifically to provide meals during school closures and the continued pandemic conditions over the summer.

**School Counselor**

Implementing robust and predictable academic counseling services is intended to provide all students, and in particular unduplicated students, guidance to support their successful navigation of high school and the path to college and career. Particularly for students who will be the first in their family to go to college, many of whom are unduplicated students, consistent access to counseling is a critical support for their success.

**Teacher Collaboration Time**

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction.

**Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)**

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

- Foster Youth Supports
- Multilingual Staff
- Homeless Youth Supports
- Curriculum, Instruction and Assessment Specialists
- School Counselor
- Teacher Collaboration Time
- Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)
- Home kits to provide students with supplies and materials
- Home Visits

## JAMES A. PERREAULT

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September 13, 2020

Jeiran Lashai  
1558 Glenmont Dr.  
Glendale, CA 91207

Dear Ms. Lashai:

Thank you for your consideration of my nomination to the Aveson Charter Schools Board of Directors. I have been interested in joining the Aveson Board since my children, Aiden (4<sup>th</sup> grade) and Beckett (3<sup>rd</sup> grade), first enrolled in the School for Leaders. Over that time, my wife and I have attempted to support Aveson through aiding our classroom advisors, participating in forums, and assisting in fundraising endeavors. I have the desire to do more, though, and my experience as a member of the Board of Directors for the Central Altadena Little League, in which many of our Aveson students play, has convinced me that I can have the biggest impact on Aveson as a member of the Aveson Board. For the past thirty years, I have worked as a teacher and school administrator in the Los Angeles Unified School District and believe that, while my general knowledge of school and district logistics and instructional pedagogy would be of assistance, my addition to the Board would be especially beneficial in two areas, special education and systems of positive behavior support.

Since I began teaching as member of the first Teach For America cohort back in 1990, I have taught at the elementary, middle and high school levels. I have enjoyed working with general education students and students with disabilities. As a Lead Teacher, I helped to oversee the opening of the new Roybal Learning Center, and as an Instructional Coach, I guided our faculty through the adoption of the Common Core standards. As an administrator, I have managed the special education programs at four elementary schools and supported their operations and logistics while serving as a liaison to both the school district and to our parents. I have a great deal of knowledge about how schools and districts are supposed to work and how instruction in the classroom can be most effective.

My area of focus since 2002 has been special education, however. Over these eighteen years, I have taught students with special needs on the general education curriculum and the alternate curriculum. I have overseen the programs of LAUSD students enrolled in NonPublic Schools (NPS) and have managed the special education programs at four elementary schools. I am a strong advocate for the inclusion of students with disabilities in the general education classroom and for providing them with rigorous instruction that supports their learning and does not teach down to them. Although neither of my sons have an IEP anymore, Aveson's approach to special education was one of the reasons we chose to enroll our children there. Special education mandates and laws are complicated, however, and there are many misconceptions that hamper the parent/school partnership that is essential to assisting students with needs to access the curriculum and progress. One of my goals as a board member would be to help clarify federal and state special education laws and guidelines so that all parties are clear as to what our schools can and cannot do within special education.

As a teacher and as an administrator, I have also been a passionate facilitator of Positive Behavior Intervention and Support. As a Lead Teacher at Roybal Learning Center, I led the design of a PBIS system for the opening of this high school. The comprehensive system involved a combination of proactive teaching and positive reinforcement of behavioral expectations, a curriculum of explicit social-emotional learning, and the use of restorative justice to address chronic behavior problems. The Roybal faculty and students all came from Belmont High School, which at the time was grossly overcrowded and where there had been an entrenched punitive discipline policy. When we opened the new school, both groups were skeptical about the PBIS system, but soon realized that once in place, the system was effective in helping students to feel both safe and comfortable at the school, which in turn allowed the teachers to focus almost entirely on their instruction. When I became an assistant principal, one of the schools I was assigned to was Rowan Avenue Elementary, which had over 1200 students. It also had traditionally embraced a punitive approach to behavior management. Through a collaboration of the administration and teachers, we rebuilt the system to one that supported our students in learning to behave instead of punishing them for their mistakes. Again, the cornerstones of this program were proactive instruction for students, teachers, and parents; using positive reinforcement and social emotional instruction to encourage appropriate behavior; and utilizing restorative justice as the basis to correct inappropriate behavior. Unfortunately, there are also many misconceptions about PBIS and, especially, about restorative justice. Thus, it would be another goal of mine, should I be allowed to join the Aveson Board of Directors, to be sure our parents and our educators understand the components of Positive Behavior Intervention and Support and the rationales behind their use and effectiveness.

Thank you again for considering me for the Aveson Charter Schools Board of Directors. My wife and I believe in the Aveson approach to education, which is why both our children attend the School of Leaders. However, I have found in my experience as an educator that no school can rest on its laurels and that all schools should continually endeavor towards improving. As a member of the Aveson Board, my mindset would always be one that will question whether or not decisions that are being made work to improve our schools and if that improvement is the best we can do within the budgetary and legal constraints that constrain every school. If you have any questions of me, please contact me at 323-383-4931 or at [jamesperreault@yahoo.com](mailto:jamesperreault@yahoo.com).

Sincerely,



James A. Perreault