

High Desert “Partnership in Academic Excellence” Foundation, Inc. dba
LEWIS CENTER FOR EDUCATIONAL RESEARCH

17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414 (760) 946-9193 fax

**Agenda for Regular Meeting of the Lewis Center for Educational Research Board
March 8, 2021 - Public Meeting – 4:00 p.m.**

NOTICE: This meeting will be conducted pursuant to the provisions of the Governor’s Executive Order N-29-20 Dated March 17, 2020 and will be held TELECONFERENCE ONLY. If you wish to participate in the meeting, please use the link or telephone number and access code set forth below:

**Register and join the meeting from your computer, tablet or smartphone at this link:
<https://attendee.gotowebinar.com/register/8328335899906171407>**

**Dial in using your phone:
United States: +1 (415) 930-5321 Access Code: 305-435-380**

If you wish to make a public comment at this meeting, please complete a “Registration Card to Address the Board” (located on the website) and email it to the Secretary at lcerboard@lcer.org. Your comment will be read at the meeting during public comments or as the agenda item is heard.

- 1. CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Rib
- 2. ROLL CALL:** Chairman Rib
- 3. PUBLIC COMMENTS:** Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes and/or 250 words shall be observed. If you wish to make a public comment at this meeting, please complete a “Registration Card to Address the Board” (located on the website) and email it to the Secretary at lcerboard@lcer.org. Your comment will be read at the meeting during public comments or as the agenda item is heard.
- 4. SPECIAL PRESENTATIONS:**
 - .01 Presentation of Certificate and Plaque to Retirees Kim Bunnell and Sandra Perea – David Rib
 - .02 AFJROTC Unit Presentation – Colonel Armstrong
 - .03 University of New Mexico Research Study – Jennifer Kong, Lee Swanson, Erin Mason
 - .04 2019-20 Audit Presentation – Jeff Nigro, Nigro and Nigro – Pg 3
- 5. DISCUSSION ITEMS:**
 - .01 Discuss AAE and NSLA Elementary Reopening and Plans for Secondary – Lisa Lamb
 - .02 Discuss Assembly Bill 86/Senate Bill 86 Regarding Increased Funding for In Person Instruction – Lisa Lamb
 - .03 Discuss NSLA March 18, 2021 Lottery and Projected 2021-22 Enrollment - Lisa Lamb
 - .04 Lewis Center Foundation Update – Jessica Rodriguez
- 6. ACTION ITEMS:**
 - .01 Approve BP 3500 Health and Safety Policy for COVID-19 Revision – Stacy Newman – Pg 49
 - .02 Approve 2022-2023 LCER Calendar to Include Alignment with AAE/NSLA – Lisa Lamb – Pg 67
 - .03 Approve College and Career Access Pathways Agreement between SBCCD and NSLA/LCER for 2021-22 – Fausto Barragan – Pg 68
- 7. CONSENT AGENDA:**
 - .01 Approve Minutes of February 8, 2021 Regular Meeting – Pg 88
 - .02 Approve AAE and NSLA Comprehensive School Safety Plans – Pg 91
 - .03 Approve AAE and NSLA COVID-19 Safety Plans and School Guidance Checklists – Pg 178
 - .04 Approve Continuing AAE ASB and Student Activities Spending Plans – Pg 241

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8. INFORMATION INCLUDED IN PACKET: *(Board members may ask questions on items for clarification.)*

.01 President/CEO Report – Lisa Lamb – Pg 243

.02 LCER Financial Reports

- Checks Over \$10K – Pg 251
- Budget Comparisons – Pg 252
- AAE and NSLA Cash Management Data Collection for Categorical Funds – Pg 254

.03 Lewis Center Foundation Financial Report

- January 2021 – Pg 260

.04 LCER Grant Tracking Sheet – Pg 261

.05 AAE and NSLA Enrollment Data – Pg 262

.06 LCER Board Attendance Log – Pg 264

.07 LCER Board Give and Get – Pg 265

9. BOARD/STAFF COMMENTS:

.01 Ask a question for clarification

.02 Make a brief announcement

.03 Make a brief report on his or her own activities

.04 Future agenda items

10. ADJOURNMENT: Chairman

**Lewis Center for Educational Research
Board Agenda Item Cover Sheet**

Date of meeting: March 8, 2021

Title: 2019-20 Annual Audit

Presentation: X Consent: Action: Discussion: Information:

Background:

To review and provide detailed information about the closing of the 2019/2020 Fiscal Year Annual Audit. This will allow the Board of Directors the opportunity to review and interpret organizational stability and growth with relationship to the Lewis Center for Educational Research and the oversight of Academy for Academic Excellence and Norton Science and Language Academy.

Fiscal Implications (if any):

N/A

Impact on Mission, Vision or Goals (if any):

Recommendation:

Submitted by: David Gruber, Director of Finance

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC
EXCELLENCE” FOUNDATION, INC.**

Includes the Following Charter Schools:

*Academy for Academic Excellence (Charter No. 0127); and
Norton Science and Language Academy (Charter No. 0903)*

**FINANCIAL STATEMENTS AND
INDEPENDENT AUDITORS’ REPORT**

**For the Fiscal Year Ended
June 30, 2020**

**NIGRO
& NIGRO^{PC}**

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

For the Fiscal Year Ended June 30, 2020

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Financial Section



INDEPENDENT AUDITORS' REPORT

Board of Directors
The High Desert "Partnership in Academic Excellence" Foundation, Inc.
Apple Valley, California

Report on the Financial Statements

We have audited the accompanying financial statements of the High Desert "Partnership in Academic Excellence" Foundation, Inc. (a California nonprofit Organization), which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, cash flows, and functional expenses for the fiscal year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

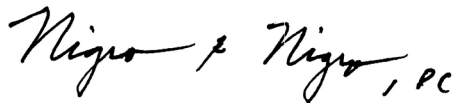
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the High Desert "Partnership in Academic Excellence" Foundation, Inc., as of June 30, 2020, and the changes in its net assets and its cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters*Other Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information is presented for purposes of additional analysis and is not a required part of the financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the financial statements. The supplementary information on pages 22 to 27 and the schedule of expenditures of federal awards on page 28 are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole. The information on page 21 has not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 27, 2021, on our consideration of the Foundation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Foundation's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Foundation's internal control over financial reporting and compliance.



Murrieta, California
January 27, 2021

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Statement of Financial Position

June 30, 2020

ASSETS

Current assets:

Cash and cash equivalents	\$	10,841,363
Accounts receivable		3,281,353
Prepaid expenses		105,247
Total current assets		<u>14,227,963</u>

Capital assets:

Non-depreciable assets		2,066,950
Depreciable assets		20,426,852
Accumulated depreciation		<u>(8,597,651)</u>
Total capital assets		<u>13,896,151</u>

Total Assets \$ 28,124,114

LIABILITIES AND NET ASSETS

Liabilities

Current liabilities:

Accounts payable	\$	580,520
Paycheck Protection Program loan		3,462,600
Unearned revenues		25,457
Total current liabilities		<u>4,068,577</u>

Long-term liabilities:

Portion due within one year		<u>62,598</u>
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Total liabilities 4,131,175

Net assets

Without donor restrictions:

Designated		91,680
Undesignated		23,584,622
With donor restrictions		<u>316,637</u>

Total net assets 23,992,939

Total Liabilities and Net Assets \$ 28,124,114

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Statement of Activities

For the Fiscal Year Ended June 30, 2020

	Without Donor Restrictions	With Donor Restrictions	Total
Revenues, gains, and other support			
LCFF revenues	\$ 20,807,674	\$ -	\$ 20,807,674
Federal revenues	-	1,387,694	1,387,694
State Special Education	-	1,025,088	1,025,088
STRS on behalf payment	-	1,098,636	1,098,636
Other state revenues	677,712	118,034	795,746
Other local revenues	5,456,118	-	5,456,118
Net assets released from restrictions	3,783,694	(3,783,694)	-
Total revenues, gains, and other support	30,725,198	(154,242)	30,570,956
Expenses			
Program Services:			
Education	15,994,629	-	15,994,629
Supporting Services:			
Management and general	11,149,581	-	11,149,581
Fundraising	23,116	-	23,116
Total expenses	27,167,326	-	27,167,326
Change in net assets from operations	3,557,872	(154,242)	3,403,630
Gain on sale of assets to LLC	681,980	-	681,980
Change in net assets	4,239,852	(154,242)	4,085,610
Net Assets			
Beginning of year	19,436,450	470,879	19,907,329
End of year	\$ 23,676,302	\$ 316,637	\$ 23,992,939

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Statement of Cash Flows
For the Fiscal Year Ended June 30, 2020*

CASH FLOWS FROM OPERATING ACTIVITIES

Change in net assets	\$	4,085,610
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities:		
Depreciation		709,722
Gain on sale of assets to LLC		(681,980)
(Increase) decrease in operating assets:		
Accounts receivable		409,473
Prepaid expenses		(20,530)
Increase (decrease) in operating liabilities:		
Accounts payable		(520,717)
Unearned revenues		(35,555)
Due to student groups		(21,864)
Net cash provided (used) by operating activities		<u>3,924,159</u>

CASH FLOWS FROM INVESTING ACTIVITIES

Proceeds from sale of equipment and building improvements		5,632,478
Purchase of equipment, construction costs and building improvements		<u>(1,144,388)</u>
Net cash provided (used) by investing activities		<u>4,488,090</u>

CASH FLOWS FROM FINANCING ACTIVITIES

Paycheck Protection Program loan proceeds		3,462,600
Payments on outstanding loans and leases		<u>(6,009,795)</u>
Net cash provided (used) by financing activities		<u>(2,547,195)</u>

Net increase (decrease) in cash 5,865,054

Cash and cash equivalents:

Beginning of year		<u>4,976,309</u>
End of year	\$	<u><u>10,841,363</u></u>

SUPPLEMENTAL DISCLOSURE

Interest paid	\$	<u><u>78,353</u></u>
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**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Statement of Functional Expenses

For the Fiscal Year Ended June 30, 2020

	<u>Program Services</u>	<u>Supporting Services</u>	<u>Supporting Services</u>	<u>Total</u>
	<u>Education</u>	<u>Management And General</u>	<u>Fundraising</u>	<u>Expenditures</u>
Certificated salaries	\$ 8,635,306	\$ 947,497	\$ -	\$ 9,582,803
Classified salaries	1,319,727	1,898,624	-	3,218,351
Benefits	4,187,565	1,468,683	-	5,656,248
Total Salaries and Benefits	<u>14,142,598</u>	<u>4,314,804</u>		<u>18,457,402</u>
Books & supplies	1,428,525	216,268	-	1,644,793
Services, other operating expenses	423,506	4,687,477	23,116	5,134,099
Depreciation	-	709,722	-	709,722
All other outgo	-	1,142,957	-	1,142,957
Debt service	-	78,353	-	78,353
Totals	<u>\$ 15,994,629</u>	<u>\$ 11,149,581</u>	<u>\$ 23,116</u>	<u>\$ 27,167,326</u>

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

The High Desert “Partnership in Academic Excellence” Foundation, Inc. (the “Foundation”), a nonprofit organization, was organized in the State of California. The Foundation was formed as an Internal Revenue Code (IRC) Section 501(c)(3) non-profit public benefit corporation. The Foundation operates two charter schools pursuant to California Education Code 47600. The Foundation for Academic Excellence (AAE) operates under a charter with Apple Valley Unified School District in Apple Valley, California. The other school, Norton Science and Language Academy, operates under a charter with San Bernardino County Board of Education in San Bernardino, California. The Foundation provides classroom-based instruction and receives most of its revenue from federal and state grants.

B. Promises to Give

Contributions are recognized when the donor makes a promise to give to the Foundation that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, donor-restricted net assets are reclassified to net assets without donor restrictions.

The Foundation uses the allowance method to determine uncollectible unconditional promises receivable. The allowance is based on prior years’ experience and management’s analysis of specific promises made. As of June 30, 2020, the Foundation determined that there were no uncollectible accounts.

C. Basis of Presentation and Accounting

The financial statements of the Foundation have been prepared on the accrual basis in accordance with accounting principles generally accepted in the United States of America. The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) “Audit and Accounting Guide for Not-for-Profit Organizations” (the “Guide”). ASC 958-205 was effective January 1, 2018 and addresses general-purpose external financial statements appropriate for not-for-profit organizations.

Under the provisions of the ASC 958-205, net assets and revenues, and gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the Foundation and changes therein are classified as follows:

Net assets without donor restrictions: Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the Foundation. The Foundation’s board may designate assets without restrictions for specific operational purposes from time to time.

Net assets with donor restrictions: Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met either by the actions of the not-for-profit organization to satisfy a particular purpose restriction, or by the passage of time. Some donor restrictions are perpetual (or permanent) in nature, whereby the donor has stipulated the funds be maintained in perpetuity, whereby the corpus of the donation must remain unspent.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Revenue and Revenue Recognition

Revenue is recognized when earned. Operating funds for the Foundation are derived principally from state and federal sources. The Foundation receives state funding based on each of the enrolled student’s average daily attendance (ADA) in its school. The Foundation receives federal grants, which are paid through the California Department of Education or other state agencies. Revenues related to these federal grants are recognized when qualifying expenses have been incurred and when all other grant requirements have been met. Unrestricted support given by the state is recognized as revenue when received. Any such funds received in advance are deferred to the applicable period in which the related services are performed, or expenditures are incurred, respectively.

E. Donated Materials and Supplies

Donated materials and supplies are recorded as contributions at their estimated fair market value at the date of donation if a value can be reasonably determined. Such donations are reported as increases in unrestricted net assets unless the donor has restricted the donated asset to a specific purpose.

F. Contributed Services

During the year ended June 30, 2020, the value of contributed services meeting the requirements for recognition in the financial statements was not material and has not been recorded. In addition, many individuals volunteer their time and perform a variety of tasks that assist the Foundation, but these services do not meet the criteria for recognition as contributed services.

G. Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and revenues and expenses during the reporting period. Significant estimates include the lives used for depreciation of property and equipment and allocation of costs between the various programs and expense categories. Actual results could differ from those estimates.

H. Income Taxes

The Foundation is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Foundation files information returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state tax purposes is generally three and four years, respectively.

I. Cash and Cash Equivalents

The Foundation considers certificates of deposit with a maturity date of 90 days or longer to be investments. At year-end and throughout the year, the Foundation’s cash balances were deposited in two financial institutions. As of June 30, 2020, the Foundation did not hold any cash as investments.

J. Custodial Credit Risk

The Foundation maintains its cash at two financial institutions. Cash balances are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). At various times during the year, the amount on deposit with a single financial institution may exceed federal depository insurance limits and be exposed to custodial credit risk. At June 30, 2020, the Foundation had cash in the amount of \$10,702,952, which was exposed to this risk.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

K. Accounts Receivable

Accounts receivable consists mainly of grants and contract payments from other public agencies. No allowance for uncollectable amounts has been estimated as creditworthiness of payors and industry experience provide evidence to support amounts as fully collectible.

L. Prepaid Expenses

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid expenses.

M. Capital Assets

Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Items that, as a whole, create an asset with a combined cost exceeding \$5,000 have also been capitalized. Other costs incurred for repairs and maintenance are expensed as incurred.

Depreciation on all assets is provided on the straight-line basis over the following estimated useful lives:

	<u>Estimated Useful Life in Years</u>
Furniture, Equipment and Leasehold Improvements	3-25
Buildings	10-39

Depreciation expense for 2019-20 was \$709,722.

N. Unearned Revenues

Unearned revenues represent payments received in advance for services that have not yet been performed or from cost-reimbursement grants for which expenses have not yet been incurred.

O. Fair Value Measurements

In accordance with fair value measurements, the Foundation categorizes its assets and liabilities measured at fair value into a three-level hierarchy based on the priority of the inputs to the valuation technique used to determine fair value. The fair value hierarchy gives the highest priority to quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). If the inputs used in the determination of the fair value measurement fall within different levels of the hierarchy, the categorization is based on the lowest level input that is significant to the fair value measurement.

Financial assets and liabilities recorded on the balance sheet are categorized based on the inputs to the valuation techniques as follows:

Level 1 – Inputs that reflect unadjusted quoted prices in active markets for identical investments, such as stocks, corporate and government bonds. The Foundation has the ability to access the holding and quoted prices as of the measurement date.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

O. Fair Value Measurements (continued)

Level 2 – Inputs, other than quoted prices, that are observable for the asset or liability either directly or indirectly, including inputs from markets that are not considered to be active.

Level 3 – Inputs that are unobservable. Unobservable inputs reflect the Foundation's own assumptions about the factors market participants would use in pricing an investment, and is based on the best information available in the circumstances.

P. Functional Allocation of Expenses

The financial statements report certain categories of expenses that are attributable to more than one program or supporting function, as shown in the Statement of Functional Expenses. Therefore, these expenses require allocation on a reasonable basis that is consistently applied. Such allocations are determined by management on an equitable basis.

The expenses that are allocated include the following:

<u>Expense</u>	<u>Method of Allocation</u>
Grants	Time and effort
Salaries and benefits	Time and effort
Occupancy / rent	Facilities square footage
Insurance	Policy type and nature of coverage
Utilities	Facilities square footage
Supplies	Time and effort
Depreciation	Facilities square footage
Amortization	Time and effort

NOTE 2 – LIQUIDITY AND AVAILABILITY

The Foundation’s financial assets available within one year of the Statement of Financial Position date for general expenditure are as follows:

Cash and cash equivalents	\$ 10,841,363
Accounts receivable	3,281,353
Prepaid expenses	105,247
Less: With donor restrictions	<u>(316,637)</u>
Total liquidity	<u>\$ 13,911,326</u>

The Foundation’s policy for liquidity management requires that it structure its financial assets to be available as its general expenditures, liabilities and other obligations come due.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2020

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2020, consisted of the following:

Federal Government:			
Special Education		\$	278,488
School lunch and breakfast program			33,109
Title I			99,218
Title II			522
MAA - MediCal Admin Activities			3,062
Title IV			24,696
State Government:			
LCFF			2,496,399
Special Education			38,505
Lottery			208,134
Other state			5,060
Local:			
Other			94,160
			<u>94,160</u>
Total		\$	<u><u>3,281,353</u></u>

NOTE 4 – CAPITAL ASSETS AND DEPRECIATION

A schedule of changes in capital assets for the year ended June 30, 2020, is shown below:

	Balance, July 1, 2019	Additions	Retirements	Balance, June 30, 2020
Capital assets not being depreciated:				
Land	\$ 798,729	\$ -	\$ -	\$ 798,729
Construction in progress	234,559	1,128,495	94,833	1,268,221
Total capital assets not being depreciated	<u>1,033,288</u>	<u>1,128,495</u>	<u>94,833</u>	<u>2,066,950</u>
Capital assets being depreciated:				
Buildings & improvements	19,298,068	-	5,537,646	13,760,422
Furniture & equipment	2,208,554	15,893	379,745	1,844,702
Leasehold improvements	4,822,476	-	748	4,821,728
Total capital assets being depreciated	<u>26,329,098</u>	<u>15,893</u>	<u>5,918,139</u>	<u>20,426,852</u>
Accumulated depreciation for:				
Buildings & improvements	(5,744,836)	(498,215)	(681,980)	(5,561,071)
Furniture & equipment	(1,532,536)	(64,834)	(379,745)	(1,217,625)
Leasehold improvements	(1,673,030)	(146,673)	(748)	(1,818,955)
Total accumulated depreciation	<u>(8,950,402)</u>	<u>(709,722)</u>	<u>(1,062,473)</u>	<u>(8,597,651)</u>
Total capital assets being depreciated, net	<u>17,378,696</u>	<u>(693,829)</u>	<u>4,855,666</u>	<u>11,829,201</u>
Total capital assets, net	<u>\$ 18,411,984</u>	<u>\$ 434,666</u>	<u>\$ 4,950,499</u>	<u>\$ 13,896,151</u>

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2020

NOTE 5 – LONG-TERM LIABILITIES

A schedule of changes in long-term liabilities for the year ended June 30, 2020, is shown below:

	Balance, July 1, 2019	Additions	Deductions	Balance, June 30, 2020	Amount Due Within One Year
Bonds payable					
Principal repayments	\$ 4,865,000	\$ -	\$ 4,865,000	\$ -	\$ -
Unamortized debt issuance costs	(362,480)	-	(362,480)	-	-
Total bonds payable	4,502,520	-	4,502,520	-	-
Capital leases	142,186	-	79,588	62,598	62,598
Interest rate swap	586,016	-	586,016	-	-
Other post employment benefits	6,500	-	6,500	-	-
Lease purchase - Tetra Financial Group	835,171	-	835,171	-	-
Total Long-Term Liabilities	\$ 6,072,393	\$ -	\$ 6,009,795	\$ 62,598	\$ 62,598

Capital Leases

The Foundation entered into various lease agreements with Apple, Inc. for iPads:

Phase I: The Foundation entered into a lease agreement in May 2017 to finance the purchase of iPad equipment to be used for instructional programs. The total cost of purchase was \$107,370, which is the amount represented in capital assets. Amortization expense is included in depreciation expense for the period.

The monthly lease payments commenced July 1, 2017 in the amount of \$3,223 for 36 months. The balance due at June 30, 2020, was \$0.

Phase II: The Foundation entered into a lease agreement in June 2018 to finance the purchase of iPad equipment to be used for instructional programs. The annual lease payments commenced August 2018 in the amount of \$54,788 for each of 3 years. The total cost of purchase was \$154,397, which is the amount represented in capital assets. Amortization expense is included in depreciation expense for the period. The balance due at June 30, 2020 was \$62,598. This amount will be paid in 2020-21.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2020

NOTE 6 – NET ASSET CLASSIFICATIONS

Net assets with donor restrictions consisted of the following at June 30, 2020:

	Balance June 30, 2020
Net assets subject to expenditure for specified purpose:	
Low-Performing Student Block Grant	\$ 126,786
Classified School Employee Professional Development	12,144
SB 117: COVID-19 funds	17,152
Restricted for capital campaigns	62,751
Restricted for Davis Aeronautics	1,031
Restricted for scholarships	21,944
Total	<u>241,808</u>
 Subject to spending policy and appropriation:	
HIDAS Endowment	63,829
Davis Aeronautics	11,000
Total	<u>74,829</u>
 Total net assets with donor restrictions	<u>\$ 316,637</u>

Net assets with internal board designations consisted of the following at June 30, 2020:

Designated by the board for:	
Capital campaigns	\$ 69,221
Scholarships	22,459
Total net assets with internal designations	<u>\$ 91,680</u>

NOTE 7 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS). The Foundation is a participant in the plans and its contributions do not exceed 5% of total plan-level contributions.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Notes to Financial Statements
June 30, 2020*

NOTE 7 – EMPLOYEE RETIREMENT PLANS (continued)

The details of each plan are as follows:

A. California State Teachers’ Retirement System (CalSTRS)

Plan Description

The Foundation contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2019, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/actuarial-financial-and-investor-information>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and non-employer contributing entity to the STRP. The Foundation contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2020, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire Date	December 31, 2012	January 1, 2013
Benefit Formula	2% at 60	2% at 62
Benefit Vesting Schedule	5 years of service	5 years of service
Benefit Payments	Monthly for life	Monthly for life
Retirement Age	60	62
Monthly Benefits as a Percentage of Eligible Compensation	2.0%-2.4%	2.0%-2.4%
Required Member Contribution Rate	10.25%	10.205%
Required Employer Contribution Rate	17.10%	17.10%
Required State Contribution Rate	10.328%	10.328%

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Notes to Financial Statements
June 30, 2020*

NOTE 7 – EMPLOYEE RETIREMENT PLANS (continued)

A. California State Teachers’ Retirement System (CalSTRS) (continued)

Contributions

Required member District and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In June 2019, California Senate Bill 90 (SB 90) was signed into law and appropriated approximately \$2.2 billion in fiscal year 2018–19 from the state’s General Fund as contributions to CalSTRS on behalf of employers. The bill requires portions of the contribution to supplant the amounts remitted by employers such that the amounts remitted will be 1.03 and 0.70 percentage points less than the statutorily required amounts due for fiscal years 2019–20 and 2020–21, respectively. The remaining portion of the contribution is allocated to reduce the employers’ share of the unfunded actuarial obligation of the DB Program.

The Foundation’s contributions to CalSTRS and required employer contribution rate for the last three fiscal years were as follows:

	Contribution	Required Contribution Rate
2019-20	\$ 1,514,620	17.10%
2018-19	\$ 1,267,750	16.28%
2017-18	\$ 1,315,861	14.43%

On-Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Foundation. These payments consist of State General Fund contributions to CalSTRS pursuant to Sections 22954 and 22955.1 of the Education Code and Public Resources Code Section 6217.5. In addition, for the 2018-19 fiscal year, California Senate Bill No. 90 (SB 90) was signed into law on June 27, 2019, and appropriated supplemental contributions. Under accounting principles generally accepted in the United States of America, these amounts are reported as revenues and expenditures in the fund financial statements. The total amount recognized by the Foundation for its proportionate share of the State’s on-behalf contributions is \$1,098,636.

B. California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the Foundations Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2018 annual actuarial valuation report, Schools Pool Accounting Report. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/employers/actuarial-resources/gasb>.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2020

NOTE 7 – EMPLOYEE RETIREMENT PLANS (continued)

B. California Public Employees Retirement System (CalPERS) (continued)

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor, and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2020, are summarized as follows:

	Schools Pool (CalPERS)	
	On or before December 31, 2012	On or after January 1, 2013
Hire Date	2% at 55	2% at 62
Benefit Formula	5 years of service	5 years of service
Benefit Vesting Schedule	Monthly for life	Monthly for life
Benefit Payments	55	62
Retirement Age	2.0 – 2.5%	2.0 – 2.5%
Monthly Benefits as a Percentage of Eligible Compensation	7.00%	7.00%
Required Employee Contribution Rate	19.721%	19.721%
Required Employer Contribution Rate		

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers are determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Foundation is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contribution rates are expressed as a percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2020 are presented above.

The Foundation's contributions to CalPERS for the last three fiscal years were as follows:

	Contribution	Required Contribution Rate
2019-20	\$ 709,699	19.721%
2018-19	\$ 624,094	18.062%
2017-18	\$ 523,612	15.531%

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2020

NOTE 7 – EMPLOYEE RETIREMENT PLANS (continued)

C. Alternative Retirement Program (APL)

Plan Description

The Alternative Retirement Program is a non-qualified Internal Revenue Code Section 457 plan. The plan covers part-time, seasonal and temporary employees and employees not covered by another retirement system, pursuant to the requirements of Internal Revenue Code Section 3121(b)(7)(f). The benefit provisions and contribution requirements of the plan members and the Foundation are established and may be amended by the Board of Trustees.

Funding Policy

The APL retirement is funded solely by employee contributions. The plan is administered by Midamerica Administrative Solutions, Inc. The allowable percentage of employee contributions is limited to 7.5% of their salary.

NOTE 8 – PAYCHECK PROTECTION PROGRAM LOAN

On June 29, 2020, the Foundation received a PPP loan in the amount of \$3,462,600 from the Small Business Administration (SBA). The SBA will forgive the loan if all employee retention criteria are met and the funds are used for eligible expenses. The Foundation expects to meet the criteria, at which time it will apply for forgiveness of the loan.

NOTE 9 – COMMITMENTS AND CONTINGENCIES

A. Litigation

The Foundation is involved in certain legal matters that arose out of the normal course of business. The Foundation has not accrued a liability for any potential litigation against it because it does not meet the criteria to be considered a liability at June 30, 2020.

B. Purchase Commitments

The Foundation has open contract purchase commitments for \$30.67 million related to various construction projects, most notably for the expansion and relocation of its Norton campus.

C. Impact of COVID-19

On March 13, 2020, a presidential emergency was declared due to the ongoing Coronavirus Disease 2019 (COVID-19) pandemic. The declaration made federal disaster assistance available through the Coronavirus Aid, Relief, and Economic Security (CARES) Act to the State of California to supplement the local recovery efforts by the K-12 education community. On that same date, Governor Newsom issued Executive Order N-26-20, guaranteeing continued State funding, holding LEAs harmless from several regulations, and providing guidelines for LEAs to operate under a “distance learning” environment.

In response, the Foundation announced the closing of all schools in mid-March. With nearly all schools in California shut down to stem the spread of COVID-19, officials statewide hastily put in place plans to deliver “grab and go” meals with minimal contact between cafeteria staff, volunteers and families in need. In addition, the schools worked to implement distance learning for all students for the remainder of the 2019-20 school year.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2020

NOTE 9 – COMMITMENTS AND CONTINGENCIES (continued)

C. Impact of COVID-19 (continued)

A companion bill to Executive Order N-26-20, Senate Bill 117 changed the method used by the schools to calculate average daily attendance (ADA) for both the P-2 and Annual period apportionment to include all full school months from July 1, 2019 to February 29, 2020. As events unfold and changes are made on a daily basis, the future impacts of COVID-19 on the Foundation’s operations are not fully known at this time.

NOTE 10 – RELATED PARTY TRANSACTIONS

A. 17500 Mana Road LLC

The Lewis Center for Educational Research refinanced its long-term debt during the 2019-20 Fiscal Year. The goal for the refinance was to consolidate all debt consisting of the TETRA lease-purchase and 2012 Series Bonds financed with Union Bank. This debt consists of the construction and development costs of the Academy for Academic Excellence.

In order to achieve this refinance, the Lewis Center for Educational Research created a separate limited liability company (LLC), 17500 Mana Road LLC, to include all current refinanced debt as well as new issuances totaling approximately \$3.5 million. Through the California Enterprise Development Authority, the LLC issued Charter School Revenue Bonds of \$9,365,000 with a final maturity date of July 1, 2055. The newly acquired debt, combined with lowered debt service payments on the existing debt, will provide the financing to build a multi-purpose space for lunch service and a stage for performances and awards.

The debt related to the bonds, as well as the facilities to be constructed from the proceeds, are in the name of the LLC, therefore, all assets acquired or constructed from the proceeds and related debt are recorded on the financial statements of the LLC. The LLC leases the facilities to the Foundation, with lease payments being made semi-annually to coincide with the debt service requirements on the bonds.

Future lease payments to be made by the Foundation to the LLC are as follows:

Fiscal Year	Principal Payment	Interest Payment	Total
2020-2021	\$ 110,000	\$ 463,150	\$ 573,150
2021-2022	115,000	458,200	573,200
2022-2023	120,000	453,025	573,025
2023-2024	125,000	447,625	572,625
2024-2025	130,000	442,000	572,000
2025-2030	735,000	2,116,750	2,851,750
2030-2035	930,000	1,919,000	2,849,000
2035-2040	1,185,000	1,662,250	2,847,250
2040-2045	1,520,000	1,334,250	2,854,250
2045-2050	1,930,000	915,250	2,845,250
2050-2055	2,465,000	382,000	2,847,000
	<u>\$ 9,365,000</u>	<u>\$ 10,593,500</u>	<u>\$ 19,958,500</u>

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2020

NOTE 10 – RELATED PARTY TRANSACTIONS (continued)

B. 230 South Waterman Avenue LLC

The development of a new campus for the Norton Science and Language Academy created the necessity to have new bonds issued for the campus. This project allows Norton to grow the educational program to a TK-12 campus consisting of approximately 85,000 square feet of teaching/office space. A TK-12 program is currently described in the Norton Charter with its authorizer.

In order to achieve this objective, the Lewis Center for Educational Research created a separate limited liability company (LLC), 230 South Waterman Avenue LLC. Through the California Enterprise Development Authority, the LLC issued Charter School Revenue Bonds of \$40,895,000 with a final maturity date of June 25, 2058. The newly acquired debt will provide the financing for the costs of the acquisition, renovation, improvement, furnishing and equipping of land and educational facilities to be leased to the Foundation for use as the school campus located at 230 S. Waterman Avenue, San Bernardino, California.

The debt related to the bonds, as well as the facilities to be constructed from the proceeds, are in the name of the LLC, therefore, all assets acquired or constructed from the proceeds and related debt are recorded on the financial statements of the LLC. The LLC leases the facilities to the Foundation, with lease payments being made monthly to coincide with the debt service requirements on the bonds.

Future lease payments to be made by the Foundation to the LLC are as follows:

Fiscal Year	Principal Payment	Interest Payment	Total
2020-2021	\$ -	\$ 2,662,435	\$ 2,662,435
2021-2022	-	2,555,937	2,555,937
2022-2023	305,000	2,555,938	2,860,938
2023-2024	320,000	2,536,875	2,856,875
2024-2025	340,000	2,516,875	2,856,875
2025-2030	2,055,000	12,236,250	14,291,250
2030-2035	2,780,000	11,509,688	14,289,688
2035-2040	3,760,000	10,525,312	14,285,312
2040-2045	5,095,000	9,193,750	14,288,750
2045-2050	6,905,000	7,389,063	14,294,063
2050-2055	9,345,000	4,944,375	14,289,375
2055-2058	9,990,000	1,445,312	11,435,312
	<u>\$ 40,895,000</u>	<u>\$ 70,071,810</u>	<u>\$ 110,966,810</u>

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2020

NOTE 11 – SUBSEQUENT EVENTS

Events subsequent to June 30, 2021, have been evaluated through January 27, 2021, the date at which the Foundation's audited financial statements were available to be issued.

Economic Conditions

At the end of the first quarter of calendar year 2020, the United States and global economy suffered a major decline due to the impact of the COVID-19 virus. This economic decline may affect the Foundation's operations and investment earnings for the remainder of calendar year 2020 and beyond. However, the potential impact to the Foundation is unknown at this time.

Supplementary Information

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Organizational Structure

June 30, 2020

The High Desert “Partnership in Academic Excellence” Foundation, Inc. (the “Foundation”) is a California nonprofit public benefit corporation under Internal Revenue Code Section 501(c)(3), whose purpose is to promote and support the educational needs of the students, teachers, and community members. The promotion and support is accomplished through several areas, including providing tours of the center for students and sponsoring various educational programs. Beginning in July 1997, the Foundation also became the umbrella organization for the Academy for Academic Excellence (Charter No. 0127), a charter school sponsored by Apple Valley Unified School District.

On September 21, 2006, the San Bernardino County Superintendent of Schools approved a second charter school to be operated by the Foundation, known as the Norton Science and Language Academy (Charter No. 0903). This school began instruction August 25, 2008. The Norton school began with classes in kindergarten through second grade. One grade level was added each subsequent school year until 8th grade was included. As of June 30, 2020, the Foundation included grades K-8

BOARD OF DIRECTORS

Member	Office	Term Expires
Kevin Porter	Chairman of the Board	December, 2022
Sharon Page	Vice Chairman	December, 2021
Jessica Rodriguez	Secretary	December, 2022
David Rib	Treasurer	December, 2021
Patricia Caldwell	Member	December, 2021
Omari Onyango	Member	December, 2021
James Morris	Member	December, 2020
Torii Gray	Member	December, 2022
Rick Wolf	Member, AVUSD Appointee	Not Applicable

ADMINISTRATORS

Lisa Lamb,
President/CEO

David Gruber,
Director of Finance

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Statement of Financial Position – Combined Charter Schools

June 30, 2020

	Academy for Academic Excellence	Norton Science and Language Academy	Lewis Center For Educational Research	Total
ASSETS				
Cash	\$ 4,749,785	\$ 5,008,685	\$ 1,082,893	\$ 10,841,363
Accounts receivable	2,027,729	1,207,915	45,709	3,281,353
Prepaid expenses	50,289	39,412	15,546	105,247
Capital assets:				
Non-depreciable assets	52,211	1,216,000	798,739	2,066,950
Depreciable assets	115,821	114,076	20,196,955	20,426,852
Accumulated depreciation	(28,306)	(44,415)	(8,524,930)	(8,597,651)
Total Assets	\$ 6,967,529	\$ 7,541,673	\$ 13,614,912	\$ 28,124,114
LIABILITIES AND NET ASSETS				
Liabilities				
Accounts payable	\$ 294,900	\$ 200,381	\$ 85,239	\$ 580,520
Paycheck Protection Program loan	1,901,700	1,050,900	510,000	3,462,600
Unearned revenues	736	24,721	-	25,457
Long term liabilities:				
Portion due within one year	25,711	25,711	11,176	62,598
Total liabilities	2,223,047	1,301,713	606,415	4,131,175
Net assets				
Without donor restrictions	4,615,683	6,149,957	12,910,662	23,676,302
With donor restrictions	128,799	90,003	97,835	316,637
Total net assets	4,744,482	6,239,960	13,008,497	23,992,939
Total Liabilities and Net Assets	\$ 6,967,529	\$ 7,541,673	\$ 13,614,912	\$ 28,124,114

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Statement of Activities – Combined Charter Schools
For the Fiscal Year Ended June 30, 2020*

	Academy for Academic Excellence	Norton Science and Language Academy	Lewis Center For Educational Research	Total
REVENUES, GAINS, AND OTHER SUPPORT				
LCFF revenues	\$ 12,666,849	\$ 8,140,825	\$ -	\$ 20,807,674
Federal revenues	602,925	709,778	74,991	1,387,694
State special education	733,569	291,519	-	1,025,088
STRS on behalf payment	726,109	372,527	-	1,098,636
Other state revenues	372,375	423,371	-	795,746
Other local revenues	465,055	1,486,096	3,504,967	5,456,118
Transfers in/(out)	(723,867)	(137,559)	861,426	-
Total Revenues, Gains, and Other Support	14,843,015	11,286,557	4,441,384	30,570,956
EXPENSES				
Certificated salaries	5,727,850	3,368,675	486,278	9,582,803
Classified salaries	1,204,148	804,466	1,209,737	3,218,351
Benefits	3,141,110	1,742,774	772,364	5,656,248
Books and supplies	949,636	609,861	85,296	1,644,793
Services, other operating expenses	2,816,256	1,876,775	441,068	5,134,099
Depreciation	14,153	28,571	666,998	709,722
All other outgo	-	-	1,142,957	1,142,957
Debt service	71,665	-	6,688	78,353
Total Expenses	13,924,818	8,431,122	4,811,386	27,167,326
Change in net assets from operations	918,197	2,855,435	(370,002)	3,403,630
Gain on sale of assets to LLC	-	-	681,980	681,980
Change in net assets	918,197	2,855,435	311,978	4,085,610
Net Assets				
Beginning of year	3,826,285	3,384,525	12,696,519	19,907,329
End of year	\$ 4,744,482	\$ 6,239,960	\$ 13,008,497	\$ 23,992,939

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Statement of Cash Flows – Combined Charter Schools
For the Fiscal Year Ended June 30, 2020*

	Academy for Academic Excellence	Norton Science and Language Academy	Lewis Center For Educational Research	Total
CASH FLOWS FROM OPERATING ACTIVITIES				
Increase (decrease) in net assets	\$ 918,197	\$ 2,855,435	\$ 311,978	\$ 4,085,610
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities:				
Depreciation	14,153	28,571	666,998	709,722
Gain on sale of assets to LLC	-	-	(681,980)	(681,980)
(Increase) decrease in operating assets:				
Accounts receivable	198,654	195,367	15,452	409,473
Prepaid expenses	(50,289)	(39,412)	69,171	(20,530)
Intracompany receivables	716,989	-	-	716,989
Increase (decrease) in operating liabilities:				
Accounts payable	21,699	(501,698)	(40,718)	(520,717)
Unearned revenues	(51,922)	16,367	-	(35,555)
Due to student groups	-	-	(21,864)	(21,864)
Intercompany payables	-	-	(716,989)	(716,989)
Net cash provided (used) by operating activities	<u>1,767,481</u>	<u>2,554,630</u>	<u>(397,952)</u>	<u>3,924,159</u>
CASH FLOWS FROM INVESTING ACTIVITIES				
Proceeds from sale of equipment and building improvements	-	-	5,632,478	5,632,478
Purchase of equipment, construction costs and building improvements	<u>(68,104)</u>	<u>(1,076,284)</u>	<u>-</u>	<u>(1,144,388)</u>
Net cash provided (used) by investing activities	<u>(68,104)</u>	<u>(1,076,284)</u>	<u>5,632,478</u>	<u>4,488,090</u>
CASH FLOWS FROM FINANCING ACTIVITIES				
Paycheck Protection Program loan proceeds	1,901,700	1,050,900	510,000	3,462,600
Payments on outstanding loans and leases	<u>(26,516)</u>	<u>(26,516)</u>	<u>(5,956,763)</u>	<u>(6,009,795)</u>
Net cash provided (used) by financing activities	<u>1,875,184</u>	<u>1,024,384</u>	<u>(5,446,763)</u>	<u>(2,547,195)</u>
Increase (decrease) in cash	3,574,561	2,502,730	(212,237)	5,865,054
Cash and cash equivalents:				
Beginning of year	<u>1,175,224</u>	<u>2,505,955</u>	<u>1,295,130</u>	<u>4,976,309</u>
End of year	<u>\$ 4,749,785</u>	<u>\$ 5,008,685</u>	<u>\$ 1,082,893</u>	<u>\$ 10,841,363</u>
SUPPLEMENTAL DISCLOSURE:				
Interest paid	<u>\$ 71,665</u>	<u>\$ -</u>	<u>\$ 6,688</u>	<u>\$ 78,353</u>

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Schedule of Average Daily Attendance
For the Fiscal Year Ended June 30, 2020*

ACADEMY FOR ACADEMIC EXCELLENCE		
	Second Period Report	Annual Report
	Certificate No. 72F07E04	Certificate No. 988FFA99
Regular ADA:		
TK/K-3	420.99	420.99
Grades 4-6	334.97	334.97
Grades 7-8	237.54	237.54
Grades 9-12	384.92	384.92
Total Regular ADA	1,378.42	1,378.42

NORTON SCIENCE AND LANGUAGE ACADEMY		
	Second Period Report	Annual Report
	Certificate No. 6CCDA89C	Certificate No. 07910FB0
Regular ADA:		
TK/K-3	430.73	430.73
Grades 4-6	242.32	242.32
Grades 7-8	108.00	108.00
Total Regular ADA	781.05	781.05

Note: All ADA for both schools is generated through classroom-based instruction.

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts and charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Schedule of Instructional Time

For the Fiscal Year Ended June 30, 2020

ACADEMY FOR ACADEMIC EXCELLENCE				
Grade Level	Required	2019-20 Offered Minutes	Number of Days Traditional Calendar	Status
Kindergarten	36,000	64,650	180	Complied
Grade 1	50,400	56,730	180	Complied
Grade 2	50,400	56,010	180	Complied
Grade 3	50,400	54,960	180	Complied
Grade 4	54,000	54,960	180	Complied
Grade 5	54,000	56,340	180	Complied
Grade 6	54,000	65,782	180	Complied
Grade 7	54,000	65,782	180	Complied
Grade 8	54,000	65,782	180	Complied
Grade 9	64,800	65,782	180	Complied
Grade 10	64,800	65,782	180	Complied
Grade 11	64,800	65,782	180	Complied
Grade 12	64,800	65,782	180	Complied

NORTON SCIENCE AND LANGUAGE ACADEMY				
Grade Level	Required	2019-20 Offered Minutes	Number of Days Traditional Calendar	Status
Kindergarten	36,000	48,105	180	Complied
Grade 1	50,400	55,080	180	Complied
Grade 2	50,400	55,080	180	Complied
Grade 3	50,400	55,080	180	Complied
Grade 4	54,000	55,080	180	Complied
Grade 5	54,000	55,080	180	Complied
Grade 6	54,000	64,350	180	Complied
Grade 7	54,000	64,350	180	Complied
Grade 8	54,000	64,350	180	Complied

This schedule presents information on the amount of instructional time offered by the Schools and whether they complied with the provisions of Education Code Sections 47612 and 47612.5. The instructional time presented in this schedule includes the days that schools were closed due to the COVID-19 pandemic.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
For the Fiscal Year Ended June 30, 2020*

This schedule provides the information necessary to reconcile the net assets reported on the Unaudited Actual financial report to the audited financial statements.

	Academy for Academic Excellence	Norton Science and Language Academy	Lewis Center for Educational Research	Total
June 30, 2020, annual financial and budget report net assets	\$ 5,118,425	\$ 6,546,548	\$ 12,412,749	\$ 24,077,722
Adjustments and reclassifications:				
Increase (decrease) in total net assets:				
Accounts receivable	(52,659)	(92,289)	-	(144,948)
Accounts payable	-	(36,667)	-	(36,667)
PPP loan payable	(321,284)	(177,632)	(86,232)	(585,148)
Gain on sale of assets to LLC	-	-	681,980	681,980
Net adjustments and reclassifications	<u>(373,943)</u>	<u>(306,588)</u>	<u>595,748</u>	<u>(84,783)</u>
June 30, 2020, audited financial statement net assets	<u>\$ 4,744,482</u>	<u>\$ 6,239,960</u>	<u>\$ 13,008,497</u>	<u>\$ 23,992,939</u>

THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.

Schedule of Expenditures of Federal Awards

For the Fiscal Year Ended June 30, 2020

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	LCER Expenditures	AAE Expenditures	NSLA Expenditures	Total Cluster Expenditures	Total Federal Expenditures
Federal Programs:							
U.S. Department of Agriculture:							
Passed through California Dept. of Education (CDE):							
Child Nutrition Cluster:							
Especially Needy Breakfast	10.553	13526	\$ -	\$ 14,022	\$ -	\$ 14,022	
National School Lunch Program	10.555	13523	-	185,828	300,022	485,850	
Donated food commodities	10.555	13523	-	28,492	28,492	56,984	
Total Child Nutrition Cluster							\$ 556,856
Total U.S. Department of Agriculture			-	228,342	328,514		556,856
National Aeronautics and Space Administration (NASA):							
Passed through Southwest Research Institute:							
NASA Juno Project	43.001	N/A	74,991	-	-		74,991
Total NASA			74,991	-	-		74,991
U.S. Department of Education:							
Passed through California Dept. of Education (CDE):							
Every Student Succeeds Act (ESSA):							
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	-	172,737	169,304		342,041
Title II, Part A, Supporting Effective Instruction Local	84.367	14341	-	32,267	34,574		66,841
Title III, English Learner Student Program	84.365	14346	-	-	29,182		29,182
Title IV, Part A, Student Support and Academic Enrichment	84.424	15396	-	11,851	27,444		39,295
Passed through the Desert Mountain SELPA:							
Individuals with Disabilities Education Act (IDEA):							
Basic Local Assistance Entitlement, Part B, Section 611	84.027	13379	-	157,728	120,760		278,488
Total U.S. Department of Education			-	374,583	381,264		755,847
Total Expenditures of Federal Awards			\$ 74,991	\$ 602,925	\$ 709,778		\$ 1,387,694

Subrecipients

Of the Federal expenditures presented in the schedule, the Organization provided no Federal awards to subrecipients.

Notes to Schedule:

The schedule of expenditures of Federal awards includes the Federal grant activity of the Foundation and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the financial statements.

The Foundation did not elect to use the ten percent de minimis cost rate.

Other Independent Auditors' Reports



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
The High Desert “Partnership in Academic Excellence” Foundation, Inc.
Apple Valley, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the High Desert “Partnership in Academic Excellence” Foundation, Inc. as of and for the year ended June 30, 2020, and the related notes to the financial statements, and have issued our report thereon dated January 27, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Foundation’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

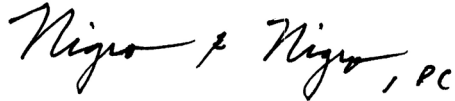
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Foundation's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Foundation's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Handwritten signature in black ink that reads "Nigro & Nigro, PC". The signature is written in a cursive, flowing style.

Murrieta, California
January 27, 2021



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR
EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of Directors
The High Desert “Partnership in Academic Excellence” Foundation, Inc.
Apple Valley, California

Report on Compliance for Each Major Federal Program

We have audited The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s compliance with the types of compliance requirements described in the OMB *Compliance Supplement* that could have a direct and material effect on each of The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s major federal programs for the year ended June 30, 2020. The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s compliance.

Opinion on Each Major Federal Program

In our opinion, The High Desert “Partnership in Academic Excellence” Foundation, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

Other Matters

The results of our auditing procedures disclosed an instance of noncompliance, which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as Finding 2020-001. Our opinion on each major federal program is not modified with respect to this matter.

The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s response to the noncompliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

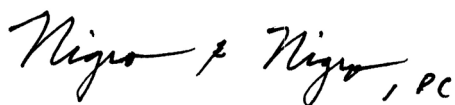
Management of The High Desert “Partnership in Academic Excellence” Foundation, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Foundation's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified a certain deficiency in internal control over compliance, as described in the accompanying schedule of findings and questioned costs as Finding 2020-001 that we consider to be a significant deficiency.

The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s response to the internal control over compliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Murrieta, California
January 27, 2021



INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
The High Desert "Partnership in Academic Excellence" Foundation, Inc.
Apple Valley, California

Report on State Compliance

We have audited The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with the types of compliance requirements described in the 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting that could have a direct and material effect on each of the The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s state government programs as noted on the following page for the fiscal year ended June 30, 2020.

Management's Responsibility

Management is responsible for compliance with state laws, regulations, and the terms and conditions of its State programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s state programs based on our audit of the types of compliance requirements referred to on the following page. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to on the following page that could have a direct and material effect on a state program occurred. An audit includes examining, on a test basis, evidence about The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each state program. However, our audit does not provide a legal determination of The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance.

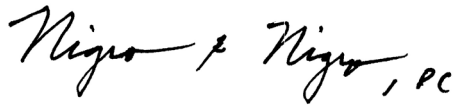
In connection with the audit referred to above, we selected and tested transactions and records to determine the Foundation's compliance with the State laws and regulations applicable to the following items:

Table with 2 columns: Description, Procedures Performed. Rows include School Districts, County Offices of Education, and Charter Schools; California Clean Energy Jobs Act; After/Before School Education and Safety Program; Proper Expenditure of Education Protection Account Funds; Unduplicated Local Control Funding Formula Pupil Counts; Local Control and Accountability Plan; Independent Study - Course Based.

Description	Procedures Performed
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

Unmodified Opinion on Compliance with State Programs

In our opinion, The High Desert “Partnership in Academic Excellence” Foundation, Inc. complied, in all material respects, with the types of compliance requirements referred to above for the year ended June 30, 2020.



Murrieta, California
January 27, 2021

Findings and Questioned Costs

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2020*

SECTION I - SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditors' report issued	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None Reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

Federal Awards

Internal control over major programs:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>Yes</u>
Type of auditors' report issued on compliance for major programs:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance, Section 200.516	<u>Yes</u>
Identification of major programs:	
<u>CFDA Numbers</u> <u>Name of Program/Cluster</u>	
10.553, 10.555 Child Nutrition Cluster	

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

State Awards

Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>
----------------------------------------------------------------------	-------------------

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2020*

SECTION II - FINANCIAL STATEMENT FINDINGS

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*. Pursuant to Assembly Bill (AB) 3627, all audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>AB 3627 Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Programs
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no financial statement findings in 2019-20.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2020*

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

This section identifies the audit findings required to be reported by the Uniform Guidance, Section 200.516 (e.g., significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs).

Finding 2020-001: Procurement Policy (30000, 50000)

**CFDA #10.553, 10.555 — U.S. Department of Agriculture
Passed through California Department of Education
Child Nutrition Cluster**

Criteria: Non-Federal entities other than States, including those operating Federal programs as subrecipients of States, must follow the procurement standards set out at 2 CFR sections 200.318 through 200.326. They must use their own documented procurement procedures, which reflect applicable state and local laws and regulations, provided that the procurements conform to applicable Federal statutes and the procurement requirements identified in 2 CFR part 200.

Condition: The Foundation’s written procurement and purchasing procedures and board policies do not reflect the requirements identified in 2 CFR part 200.

Questioned Cost: N/A

Context: N/A

Effect: Failure to adopt a clear written policy that conforms to applicable Federal statutes and the procurement requirements could lead to a lack of control over procurement transactions.

Cause: The Foundation was unaware of the requirement to maintain a documented policy that conforms to applicable Federal statutes and the procurement requirements.

Recommendation: We recommend that the Foundation adopt a written policy which reflects applicable state, local, and Federal statutes and the procurement requirements identified in 2 CFR part 200. In addition, it is recommended that the District maintain a detailed administrative regulation or procedures manual addressing the mandated components.

Views of Responsible Officials: The High Desert “Partnership in Academic Excellence” Foundation, Inc. dba Lewis Center for Educational Research has reviewed the stated audit finding. We understand and accept this finding due to the lack of an approved written Board Policy not reflecting the requirements identified in 2 CFR Part 200. This was due to being unaware of this requirement’s obligation on a public charter school that conforms to the applicable federal statutes and subsequent policy on procurement practices.

For the record, the Lewis Center for Educational Research did follow proper protocols in the issuance of our current contractual agreement with Preferred Meals. We posted the Request for Proposal in two local publications for the appropriate duration of time, and selected the lowest bidder’s contract that met the needs of both campuses (Norton Science & Language Academy and Academy for Academic Excellence).

As a result, we are developing BP 3230 to address the Organization’s responsibility when using funds awarded through federal grants and in compliance with 2 CFR Part 200. We will also look to incorporate an AR 3230 in coordination to this policy to ensure proper practices and transparency in the future.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2020*

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

This section identifies the audit findings pertaining to noncompliance with state program rules and regulations.

There were no state award findings or questioned costs in 2019-20.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Summary Schedule of Prior Audit Findings
For the Fiscal Year Ended June 30, 2020*

There were no findings or questioned costs in 2018-19.

Lewis Center for Educational Research
Board Packet Agenda Items
Meeting Date: March 8, 2021

Title: **Administration Board Policies**

BP 3500 Business and Non-Instructional Operations Health and Safety Policy for COVID-19 – Revised

Present as: **Discussion/Action items**

Background: As a result of the COVID-19 pandemic, the Board adopted BP 3500 on July 16, 2020 outlining the health and safety measures the Lewis Center will take to mitigate the spread of COVID-19 among students, staff and visitors. The policy included both mandatory measures as well as recommended measures intended to guide decisions in light of practical limitations.

The Board authorized the CEO to provide the Board with regular updates as to actions taken to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities. This update contains those revisions with changes tracked. We ask you to consider the revisions for discussion and approval.

Fiscal Implications (if any): None.

Impact on Mission, Vision or Goals (if any): Align with Board established Goals and Objectives.

Recommendation: Approve revisions to policy.

Respectfully Submitted by: Stacy Newman, Human Resources Director

Lewis Center for Educational Research

**BP 3500: BUSINESS AND NON-INSTRUCTIONAL OPERATIONS
HEALTH AND SAFETY POLICY FOR COVID-19**

Adopted: July 16, 2020

Revised: ~~February~~ March

It is the policy of the Lewis Center for Educational Research (“LCER”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students, staff and visitors at all of its campuses. In accordance with this policy, the LCER temporarily implements health and safety measures to mitigate the spread of COVID-19. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing the other measures can make up for the absence of another. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control (“CDC”), the California Department of Education (“CDE”), California Department of Public Health (“CDPH”), and several county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. In collaboration with the county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions, each LCER school must individually determine whether more or less stringent measures are necessary to align with the applicable public health order. Any reopening of LCER campuses will use a thoughtful, phased return to in-person instruction.

The LCER offers distance learning as an alternative to in-person instruction. Distance learning will also remain available for students who are medically fragile, or would be put at risk by an in-person instructional model once in-person instruction resumes. For example, students with a health condition, students with family members with a health condition, students who cohabit or regularly interact with high-risk individuals, or are otherwise identified as “at-risk” by the parents or guardians are students whose circumstances otherwise merit distance learning.

1. Limited Campus Access:

- The LCER will allow only necessary visitors and volunteers on the LCER campus and limit the number of students and staff with whom they come into contact.
- The LCER will exclude from the campus any staff member, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms shall be provided with distance learning opportunities to support academic success to the greatest extent possible during exclusion.
- Students and staff who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify the teacher or supervisor, respectively, and the LCER will work with them to ensure that CDC recommended precautions are followed.
- If allowed on campus, any community groups and other third-party users of campus facilities

shall be subject to applicable health and safety plans and restrictions.

- The LCER will minimize close contact between students, staff, families, and the broader community at arrival and departure through one or more of the following methods:
 - Designate routes for entry and exit, using as many entrances and exits as can be supervised appropriately to decrease crowding at entry and exit points.
 - Instruct drivers to remain in the vehicle, to the extent possible, when dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off the child.
 - Require adults entering campus for in-person pick-up or drop-off to wear a face covering.
 - Provide supervision to disperse student gatherings during school arrival and departure.
 - Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. The LCER will prioritize minimizing contact between adults at all time.
 - Stagger arrival and drop-off times and locations as consistently as practicable as to minimize scheduling challenges for families.
 - Designate routes for entry and exit, using as many entrances as feasible.
 - Implement health screenings of students and staff upon arrival at school (see Section 2).
- In the event that LCER campuses do not offer in-person instruction, all employees will be allowed to work on-campus, where feasible, and where consistent with this policy, public health guidance, and applicable law.

2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms*. Currently, the CDC has identified the following as potential symptoms of COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- In-person wellness checks administered under this Policy shall:
 - Confirm that the subject has not experienced COVID-19 symptoms in the prior 24 hours, or potentially been exposed to COVID-19, by asking the following questions:
 - Have you had any one or more of these symptoms today or within the past 24 hours? Are these symptoms new or not explained by another reason?
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose

- Nausea or vomiting
- Diarrhea
- Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means being within six feet of someone, who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the patient is isolated.¹
- Conduct all wellness checks safely and respectfully, in a manner that maintains physical distancing within lines, by providing multiple screening entries into the campus if possible.
- In-person wellness checks do not need to be performed by a nurse or other health professional.
- Staff members performing in-person wellness checks shall wear appropriate Personal Protective Equipment (“PPE”).
- *Home Screening (Students)*. Parents shall be instructed to screen the student before leaving the house for school. The LCER will provide all families with a list of COVID-19 symptoms. Before leaving the house, a parent should confirm that the student has a temperature below 100.4 degrees Fahrenheit and does not exhibit any other COVID-19 symptoms.
 - Any student who has a fever or other COVID-19 symptoms must stay home from School and should seek COVID-19 testing. Symptomatic students should isolate and quarantine pursuant to CDPH and SBCDPH guidance, which generally last for at least 10 days after the onset of symptoms, 24 hours since they were fever free without the use of fever reducing medication, and after symptoms have improved.
 - If a student with potential COVID-19 symptoms tests negative, the student may return 24 hours after their fever has passed without the use of fever reducing medication and symptoms have improved. Symptomatic students may alternatively return after such period as required by local health orders or directives, or if a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition.
- *Home Screening (Staff)*. All staff who report to work (in-person) are required to perform a self-administered wellness check for COVID-19 symptoms before leaving home for work. The LCER will provide all staff with a list of COVID-19 symptoms. Active symptom screening shall be conducted at the worksite if required by a local order.
 - Any staff member who has a fever of 100.4 degrees Fahrenheit or higher and/or any of the COVID symptoms is directed to notify the supervisor and stay home from work and await further instructions.
 - If symptoms are secondary to an underlying condition (i.e., allergies or asthma) and have not worsened, then the staff member can report to work and follow hygiene practices.
- *Campus Screening (Students)*. Staff shall actively monitor each student for COVID-19 symptoms

¹ The CDC has provided the following additional criteria regarding close contacts analysis: “*individual exposures added together over a 24-hour period (e.g., three 5-minute exposures for a total of 15 minutes). Data are limited, making it difficult to precisely define “close contact;” however, 15 cumulative minutes of exposure at a distance of 6 feet or less can be used as an operational definition for contact investigation. Factors to consider when defining close contact include proximity (closer distance likely increases exposure risk), the duration of exposure (longer exposure time likely increases exposure risk), whether the infected individual has symptoms (the period around onset of symptoms is associated with the highest levels of viral shedding), if the infected person was likely to generate respiratory aerosols (e.g., was coughing, singing, shouting), and other environmental factors (crowding, adequacy of ventilation, whether exposure was indoors or outdoors). Because the general public has not received training on proper selection and use of respiratory PPE, such as an N95, the determination of close contact should generally be made irrespective of whether the contact was wearing respiratory PPE. At this time, differential determination of close contact for those using fabric face coverings is not recommended.*”

when the student enters the school site, which shall include a visual wellness check and a temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible.

- Complete an in-person wellness check for signs and symptoms of COVID-19.
 - If student answers “no” to all questions and appears well, and temperature is below 100.04 degrees Fahrenheit, student will be allowed to remain on campus.
 - If student answers “yes” to any question or upon visual check, and the screener feels the student may be exhibiting signs and symptoms of illness, the student’s temperature should be taken, preferably using a touchless infrared thermometer.
 - If the student’s temperature is 100.4 or above or they have verbally confirmed symptoms or appear to have symptoms, they shall don a face covering and go to the isolation area; office staff shall contact the parent to pick up the student.
- *Campus Screening (Visitors)*. Each visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
 - The staff member who greets the visitor at the entrance shall administer an in-person wellness check and temperature check (confirming temperature below 100.4 degrees Fahrenheit) prior to escorting the visitor to the destination:
 - If the visitor answers “no” to all questions, they may enter the school.
 - If the visitor answers “yes” to any of the questions, they may not enter the school.
- *Transportation Screening (Staff and Students)*. The driver or a staff member shall conduct a wellness check of each individual prior to entering the vehicle, which should include a temperature check using a no-touch thermometer, if possible. In the event that a temperature or wellness check confirms that an individual is exhibiting symptoms of COVID-19, the individual shall not be permitted to ride.
- To prevent stigma and discrimination, student and staff health screenings should be kept as private as possible to maintain the confidentiality of student and staff medical and student records. Race, nationality and country of origin should never be used as a basis for particularized health screening.
- Consult the local county health order to determine whether temperature checks are required.
- To the extent feasible or when required, a no-touch thermometer should be used for temperature checks if possible.
 - If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners such as gloves, eye protection, and face covering.
 - Thermometers must be properly cleaned and disinfected after each use.
 - The LCER will not penalize students and families for missing in-person instruction due to COVID-19
- Any student or staff member who develops any COVID-19 signs or symptoms shall stay home, unless and until all conditions have been met pursuant to CDPH and local guidance.

3. COVID-19 Testing and Reporting:

- Consistent with CDPH Guidance, the LCER will implement surveillance testing of staff as directed by the San Bernardino County Department of Public Education (“SBCDPH”) and the following standards.
 - Surveillance testing is either 1) in response to an outbreak at a school site, and/or 2) on a staff-wide basis when instructed by SBCDPH based upon local disease trends.
 - In response to an outbreak, only one (1) test per symptomatic person or close contact is required. A repeat test may be necessary if the initial test is positive or if symptoms later develop.

- For staff-wide testing, all staff shall be tested, other than any staff who only work remotely and have no contact with students or other staff and do not report to campus. However, the ability to test all staff may not be possible if laboratory capacity is limited (see below).
 - The goal of staff-wide testing is to test 100% of staff within two (2) months. This could be implemented as 50% one month and 50% the next month, or 25% every two (2) weeks.
 - If SBCDPH orders ongoing staff-wide testing, then repeated testing must be continued every two (2) months as directed by SBCDPH.
 - Additional levels of employee COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the SBCDPH or CDPH, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance.
 - The LCER can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
 - If County-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
 - The LCER’s liaison must be made aware of the staff test results and report those results to SBCDPH.
 - Staff who refuse to take a test or to report the test results to the LCER will not be allowed to return to in-person instruction or otherwise enter the LCER campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
 - The LCER does not retaliate against an employee for disclosure of a positive test, diagnosis or order to self-quarantine or isolate. Any employee who believes that the LCER has violated this policy may file a complaint under the LCER’s Uniform Complaint Procedures.
 - The LCER must maintain confidentiality of test results, other than reporting the results to SBCDPH. All medical information about any employee must be stored separately from the employee’s personnel file in order to limit access to this confidential information. The LCER must have a separate confidential medical file for each employeewhere the LCER stores employee medical information. Medical information includes COVID-19 test results, an employee’s statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing an employee needs time off due to COVID-19, etc. For students, the LCER will take similar precautions to safeguard the students’ privacy and confidentiality, consistent with FERPA and all relevant legal requirements.
- Students and family members are strongly encouraged to be tested for COVID-19 before returning to the school facility and monthly while receiving in-person instruction.
- In the event of a positive test result of a student or family member:
 - The LCER requires that parents/guardians notify school administration or supervisor immediately if the student tested positive for COVID-19 or if one of the household members or non-household close contacts tested positive for COVID-19.
 - Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the LCER will take actions as required and set forth in Section 4 below.

4. Response to Suspected or Confirmed Cases and Close Contacts:

- In the event of notice of potential exposure,² the LCER will take the following actions within one (1) business day of the notice of potential exposure:
 - Provide a written notice to all employees who were on the premises in the same worksite³ as the qualifying individual⁴ within the infectious period⁵ that they may have been exposed to COVID-19.⁶
 - Provide a written notice to the exclusive representative, if any, of the above employees.⁷
 - Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
 - Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including COVID-19-related leave, LCER sick leave, state-mandated leave, supplemental sick leave, or negotiated leave provisions, as well as anti-retaliation and antidiscrimination protections applicable to employees.
- Records of the above notices shall be retained for a minimum of three (3) years.
- In the event of a suspected COVID-19 case(s):
 - The LCER will identify isolation rooms and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
 - Any students or staff exhibiting symptoms should immediately be required to wear a face covering and wait in a separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
- In the event of one or more confirmed COVID-19 case(s), in addition to the steps required in response to a notice of potential exposure, the LCER will follow the COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year, including implementation of the following practices:

² Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the LCER's testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the schoolsite. (Labor Code § 6409.6, subd. (d)(3).)

³ The "worksite" does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the LCER operates multiple worksites, the LCER must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

⁴ A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) an individual who has died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

⁵ The "infectious period" means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

⁶ Written notice will be provided in the same manner that the LCER ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one (1) business day of sending and shall be in both English and the language understood by the majority of the employees.

⁷ Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the LCER. This requirement does not apply if the LCER's employees do not have an exclusive representative.

- Notify the SBCPHD of any known case of COVID-19 among any student or employee who was present on the LCER campus within the 10 days before a positive test result.
- The notification to the SBCPHD must include:
 - The full name, address, telephone number, and date of birth of the individual who tested positive;
 - The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
 - The full name, address, and telephone number of the person making the report.
- Notify all staff in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
- Notify exposed families as relevant while maintaining confidentiality as required by state and federal laws.
- Close off areas used by any sick person and do not use before cleaning and disinfection. Follow cleaning and ventilation procedures in Section 6 and 7.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
- Implement communication plans for exposure at school and potential school closures to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
- Maintain regular communications with the local public health department.
- Where stable classroom cohorts have been maintained: All students and staff should be instructed to get COVID-19 testing and remain quarantined at home for 14 days.
- Identify school contacts, inform the LHD of identified contacts, and exclude contacts (possibly the entire stable group from school for 10 days after the last date the case was present at school while infectious.
- Close contact means being within six feet of someone, who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the patient is isolated.
- Close contacts should be instructed to get COVID-19 testing and should remain quarantined at home for 14 days.
- For all settings: Provide information regarding close contacts to the county public health department.
- If the COVID-19 case was present on the LCER campus, the individual must be excluded from campus for at least 10 days from COVID-19 symptom onset, or if asymptomatic, 10 days from the date the specimen was collected for the positive COVID-19 test.
- In the event of a cluster (three or more cases within 14 days), the LCER will contact SBCPHD officials, as necessary, and work closely with such officials to determine whether the cluster is an outbreak, requiring outbreak response.

- In the event of an outbreak, as defined by CDPH, at the school site:
 - Within forty-eight (48) hours, the Executive Director or designee shall notify SBCDPH of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.⁸ The Executive Director shall also report the address and North American Industry Classification System (“NAICS”) code of the worksite where the qualifying individuals work.⁹ Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.
 - The LCER will notify students, families, employees, and stakeholders that the LCER and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
 - In accordance with state guidance regarding closing schools in response to confirmed cases,¹⁰ and in consultation with the local public health department, the appropriate school official may decide whether school closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including the length of time necessary, based on the number of cases at the school and the risk level within the specific community as determined by the local public health officer.
 - If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using distance learning. Consistent with the LCER’s adopted Distance Learning Policy and Procedures, distance learning shall include all of the following:
 - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;
 - Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;
 - Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;
 - Special education, related services, and any other services required by a student’s individualized education program, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment;
 - Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
 - Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness in the form of internet or telephonic communication, or by other means permissible under public health orders; and
 - Continuing to provide school meals.

⁸ A “qualifying individual” means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) an individual who has died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

⁹ The NAICS code for a K-12 school is 611110.

¹⁰ California Department of Public Health: COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year (July 17, 2020).

- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- Close contacts to confirmed COVID-19 case(s):
 - Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately, instructed to get COVID-19 testing instructed to get COVID-19 testing five (5) to seven (7) days from the last exposure. . Even if they test negative, they should remain in quarantine for a full 10 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.
 - No actions need to be taken for persons who have not had direct contact with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.
 - Those who test positive should not return until they have met county health department criteria to discontinue home isolation.
 - The LCER will consider a notification to the LCER community regarding the close contacts exposure.
 - People who have tested positive for COVID-19 within the past 3 months and recovered do not have to quarantine or get tested again as long as they do not develop new symptoms. People who develop symptoms again within 3 months of their first bout of COVID-19 may need to be tested again if there is no other cause identified for their symptoms.
- Returning to school after home isolation:
 - Symptomatic individuals who test positive for COVID-19 can return:
 - At least twenty-four (24) hours have passed since last fever without the use of fever-reducing medications,
 - After other symptoms have improved, and
 - They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.
 - Asymptomatic individuals who never had symptoms but were tested due to a close contact with a laboratory-confirmed case patient, and who tested negative may return ten (10) days after the last known close contact with the case patient.
 - Symptomatic individuals who test negative for COVID-19, can return after no fever for 24 hours, without the use of fever-reducing medications, AND have felt well for 24 hours.
 - Individuals in close contacts to confirmed COVID-19 cases can return 10 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes the isolation However, if the individual develops COVID-19 symptoms, they must not return until all quarantine and isolation criteria have been met pursuant to CDPH and SBCDPH guidance.
- School Closure Criteria:
 - If the LCER campus is open for in-person instruction, it may subsequently and temporarily close for in-person instruction based on the following criteria:
 - 1) An outbreak has occurred in 25% or more stable groups at the School in 14-day period,
 - 2) 3 outbreaks have occurred in a 14-day period AND 5% of school population in infected, or
 - 3) As determined by the local health department

- After closure, may reopen after 14 days, cleaning, disinfection, public health investigation, and local health department consultation.

5. Sanitizing/Hygiene Materials and Practices:

- The LCER will develop routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- Sanitation routines will enable students and staff to regularly wash hands at staggered intervals.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The LCER shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application.
- If soap and water are not readily available, the LCER shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol (Note: frequent handwashing is more effective than the use of hand sanitizers).
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- The LCER shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Staff should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

6. Routine Cleaning and Disinfecting: The LCER will incorporate the CDPH and CDC Guidance for Cleaning, Disinfection and Ventilation as appropriate to maintain a high level of cleanliness throughout the year and reduce the risk of exposure to and the spread of COVID-19 at the school site.

- Custodial staff may perform thorough cleaning when students are not present. When cleaning, the space will be aired out before children arrive.
- Staff should wait twenty-four (24) hours before cleaning and disinfecting any area that was used by a person who was experiencing COVID-19 symptoms. If it is not possible to wait twenty-four (24) hours, then staff should wait as long as possible.
- The LCER will ensure proper ventilation during cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, bathroom surfaces and door handles, will be routinely cleaned.
- Students and staff are discouraged from sharing desks, computers, books, phones, pens, art supplies, or other work tools and equipment, when possible.
- When sharing is allowed, the items and equipment will be cleaned between uses.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the LCER will use those approved for use against COVID-19 on the Environment Protection Agency (EPA) approved list "N" and require staff to follow product instructions.

- To reduce the risk of asthma and other health effects related to disinfecting, the LCER will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
- The LCER will avoid products that contain peroxyacetic (paracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
- Staff should follow label directions for appropriate dilution rates and contact times.
- The LCER will establish a cleaning and disinfecting schedule in order to avoid both under and over use of cleaning products.
- Subject to available resources, disposable disinfecting wipes shall be made available so that staff can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.
- To the extent feasible, site resources that necessitate sharing or touching items (e.g. drinking fountains) will not be used and replacement items (e.g. reusable water bottles) will be used to the extent practicable.
- Each student’s belongings will be kept in an individually labeled storage container, cubby, or locker. Students are encouraged to take belongings home each day to be cleaned.

7. Facility Measures: The LCER will incorporate CDE guidance for maintaining a healthy facility to include some or all of the following:

- Facilities staff will ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
 - The LCER will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- Facilities staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires’ disease and other diseases associated with water.
- If possible, suspend or modify use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and installing hydration stations; encourage the use of reusable water bottles.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

8. Physical Distancing (Staff): The LCER will incorporate CDE guidance with respect to physical distancing between staff.

- The LCER will consider arranging work schedules and providing telework options to limit the total number of staff on campus each day.
- The LCER will arrange desks and workspaces to create a minimum of six (6) feet between individuals.
- Break rooms, staff rooms and conference rooms will have posted occupancy limits. Staff should minimize use of staff rooms, break rooms and other indoor settings. Encourage staff to eat meals outdoors or in large, well ventilated spaces.

- Where possible, trainings and other meetings will be conducted virtually or in a manner that accommodates physical distancing.

9. Physical Distancing (Students): The LCER will incorporate CDE guidance with respect to physical distancing between students on campus, to include some or all of the following:

- The LCER will consider different options for instructional scheduling models, including using a blended learning model to limit the total number of students on campus each day.
- The LCER will establish a maximum occupancy of each classroom. Desks will be arranged to minimize face-to-face contact and maintain a minimum of six (6) feet between students and teacher
- To reduce possibilities for infection, students will remain in the same space and in cohorts¹¹ and stable groups¹² for in-person education services as small and consistent as practicable, including for recess and lunch.
- **Stable Groups:**
 - Elementary Schools:
 - Stable groups in elementary schools will stay together all day with their core teacher. Any electives or counseling should be conducted virtually to the maximum extent practicable.
 - Stable groups should complete daily activities together, including lunch and recess, and should be staggered from other groups.
 - The LCER will consider rotating groups which are present on campus at any one time, including staggering attendance on certain days, or during different parts of the day.
 - Middle and High Schools:
 - To the maximum extent possible, the LCER will place students in groups that remain together all day for in-person instruction.
 - The LCER will consider implementing the following strategies to separate stable groups:
 - Rotating teachers between stable groups,
 - Implementing block schedules to reduce the number of courses students take in any one day,
 - Offering electives virtually,
 - Dividing the school year into smaller time units, such as four (4) to eight (8) week periods, where students intensively student one or two subjects during that period.
- The LCER will take the following additional precautions to maintain physical distancing between students and prevent possibilities for infection:
 - Ensure students and staff remain in stable classroom cohorts by keeping the same students and teacher or staff together for the entire school day. Students should not mix with other stable classroom cohorts.
 - Prioritize the use and maximization of outdoor space for activities where practicable.
 - Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.

¹¹ Cohorts are defined by the CDPH as “a cohort is a stable group of no more than 14 children or youth and no more than two supervising adults (or a configuration of no more than 16 individuals total in the cohort) in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting.”

¹² A “stable group” is defined as “a group with fixed membership that stays together without mixing with any other groups for any activities.”

- In secondary grades or in situations where students have individualized schedules, plan for ways to reduce mixing among cohorts and to minimize contact.
- Maximize space between seating and desks.
 - Distance teacher and staff desks at least six feet away from students.
 - Implement measures to maintain physical distancing of six (6) feet between students in classrooms, as practicable. Where six (6) feet of physical distancing cannot be maintained, the LCER may allow no less than four (4) feet of physical distancing between students. If the LCER determines in good faith that six (6) feet cannot practicably be maintained, the LCER will document the reasons physical distancing is not practicable for each setting and describe the measures that will be used to maximize the space between students.
 - Consider ways to establish separation of students through other means if practicable, such as, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- The LCER will implement measures to maintain physical distancing while students move between classrooms, that are easy for students to understand and are developmentally appropriate, including one or more of the following recommendations.
 - Hallways: Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, stagger passing times when necessary or when students cannot stay in one room, and establish designated one-way walking/passage areas.
 - Restrooms: Stagger restroom use by groups of students to the extent practicable, and/or assign certain groups of students to use certain restrooms.
 - Libraries: Stagger group use of libraries.
 - Outdoors: Consider holding recess activities in separated areas designated by class.
- Outdoor and large format spaces (e.g., auditoriums) may be used for instructional activities where physical distancing cannot be maintained in classrooms.
- Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band (i.e. wind instruments) and choir practice and performances are not permitted indoors.
- The LCER will implement procedures for turning in assignments and materials to minimize contact.
- The LCER will implement a plan to maintain physical distancing during meals (serving meals in the classroom or outdoors, staggering cafeteria use, etc.). Food will be distributed in single-service meals instead of buffet, salad bar or family-style formats.
- The LCER will implement appropriate physical distancing measures during physical activities.
 - Sporting Events and Gatherings: Outside and indoor sporting events and competitions, assemblies, dances, rallies, field trips, and other activities that require close contact or that would promote congregating are not permitted.
 - Playgrounds and Recess: The LCER will consider holding recess activities in separated areas designated by class and/or staggered throughout the day and limiting use of shared playground equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.
 - Youth Sports and Physical Education: The LCER will conduct sports and physical education classes only when the following can be maintained (1) physical distancing of at least six (6) feet and (2) a stable cohort, such as a class, that limits the risk of transmission. Activities should take place outside to the maximum extent practicable.

- For sports that cannot be conducted with sufficient distancing or cohorting, only physical conditioning and training is permitted and only where physical distancing can be maintained. Conditioning and training should focus on individual skill building (e.g., running drills and body weight resistance training) and should take place outside, where practicable. Indoor physical conditioning and training is allowed only in counties where gyms and fitness centers are allowed to operate indoors.
- Avoid equipment sharing, and if unavoidable, clean and disinfect shared equipment between use by different people to reduce the risk of COVID-19 spread.
- Consistent with guidance for gyms and fitness facilities, ~~cloth~~-face coverings must be worn during indoor physical conditioning and training or physical education classes (except when showering). Activities that require heavy exertion should be conducted outside in a physically distanced manner, with face coverings as tolerated. Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering. Players should take a break from exercise if any difficulty in breathing is noted and should change their mask or face covering if it becomes wet and sticks to the player's face and obstructs breathing. Masks that restrict airflow under heavy exertion (such as N-95 masks) are not advised for exercise.

10. Use of ~~cloth~~-face coverings: The LCER will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on ~~cloth~~-face coverings; face coverings must be used in accordance with CDPH Guidelines and this Policy unless a person is exempt as explained in this Policy, particularly in indoor environments and areas where physical distancing alone is not sufficient to prevent disease transmission.

- Until such time as the statewide or local health order is lifted, all adults and all children age two and older must wear a face covering in accordance with current CDPH, CDE and CDC guidance, except while actively eating or drinking.
 - Staff excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.
- Staff ~~should~~shall wear a clean minimum three-ply disposable face covering to work every day.
- Staff should avoid touching the face covering and should wash their hands frequently, including after removing the face covering.
- Staff are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- Staff may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations to enable students to see faces and avoid potential barriers to phonological instruction as long as the wearer maintains a physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- The LCER will post signs regarding the proper use, removal, and washing of face coverings.
- The LCER will post signs to remind staff that CDC recommends maintaining social distancing of at least six (6) feet, and that the State of California currently requires face coverings to be worn in public settings with certain limited exceptions.
- All students who are not prevented from doing so by a breathing problem or disability should wear a clean ~~cloth~~-face covering:
 - While waiting to enter the school campus.
 - In any area outside of the classroom (except when eating or drinking).
 - While leaving school.

- A face shield may be an acceptable alternative for children under the age of two or who otherwise have an exemption to wearing a mask.
- Proper use of ~~cloth~~-face coverings by student will be strictly enforced. The LCER will exclude from campus, anyone who refuses to wear a face covering. Students excluded from face covering requirements include anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance.
- The LCER shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- A ~~cloth~~-face covering or face shield may be removed for meals, snacks, or outdoor recreation, or when it needs to be replaced. When a ~~cloth~~-face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The LCER will provide face coverings for students and staff who lose them or forget to bring them to school.

11. Use of Gloves and PPE: The LCER requires staff to wear gloves and other Personal Protective Equipment (“PPE”) in accordance with the following standards.

- The LCER will provide surgical masks, face shields, and disposable gloves for staff engaging in Wellness and Temperature Screenings.
- Workers or other persons handling or serving food must use gloves in addition to ~~cloth~~-face coverings.
- The LCER will provide a clear plastic barrier or face covering and disposable gloves for front office and food service staff.
- The LCER will provide equipment and PPE to custodial staff for cleaning and disinfecting, including:
 - For regular surface cleaning, gloves appropriate for all cleaning and disinfecting.
 - For classified staff engaged in deep cleaning and disinfecting, proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and face mask or respirator) in addition to PPE as required by product instructions.
 - Cleaning and disinfecting products must be kept out of children's reach and stored in a space with restricted access.
- As required by Cal/OSHA, the LCER will provide training on the proper use of PPE to protect staff from the hazards of the cleaning products used.
- Staff must wash hands after removing gloves.

12. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness:

- The LCER Registered Nurse will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The LCER Registered Nurse will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The LCER will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness including the following:
 - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
 - Individuals who have trouble understanding information or practicing preventative measures, such as hand washing and physical distancing; and
 - Individuals who may not be able to communicate symptoms of illness.

13. Maintaining Healthy Operations: The LCER will follow local public health orders and CDPH Guidance for maintaining health operations, including the following practices:

- Monitor, on a weekly basis, COVID-19 Guidance from SBCDPH, CDPH, and the San Bernardino County Office of Education.
- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly as needed.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Workers should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records.
- Implement COVID-19 testing of staff and students as directed by local county health officers, the CDPH, and where required by law. Encourage students and families to receive testing from community testing sites before returning to school for in-person instruction and regularly while attending school in person.
- Consult with local health departments when routine testing is being considered by a local educational agency. The role of providing routine systematic testing of staff or students for COVID-19 (e.g., PCR swab testing for acute infection, or presence of antibodies in serum after infection) is currently unclear.
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as virtual learning or independent study.

14. Protection of Higher Risk Staff:

- The LCER recognizes that older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19.¹³
- Consistent with operational needs, the LCER shall support options to telework, if available and reasonable.
- The LCER shall attempt to limit vulnerable staff duties to minimize their contact with visitors and other employees.

15. COVID-19 Vaccinations:

- Pursuant to CDPH guidance, the LCER will strongly recommend that all person eligible to receive COVID-19 vaccines receive them at the first opportunity.

16. Communications to the LCER community:

- The LCER will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Beginning January 25, 2021, the LCER shall notify the CDPH whether it is serving students in person.

¹³ This includes staff with any one or more of the following high risk factors: age 65 years and older, chronic lung disease, moderate to severe asthma, serious heart conditions, immune deficiency, severe obesity (body mass index of 40 or higher), diabetes, chronic kidney disease undergoing dialysis, or liver disease.

- The LCER will provide and report the following information:
 - In-person instruction is being provided full-time, and for specific grades,
 - In-person instruction is being provided part-time (hybrid model),
 - In-person instruction only being provided on cohort basis, or
 - No in-person instruction is being provided.
- Reporting must continue every other Monday. Reporting can be completed on the Safe Schools for All Hub.
- Prior to the start of the school year, the LCER will communicate to staff, students, and parents about new, COVID-19-related protocols, including
 - Enhanced sanitation practices.
 - Physical distancing requirements and recommendations.
 - Proper use, removal and washing of face coverings
 - Proper hygiene, cleanliness and disinfection protocols.
 - Screening practices.
 - How COVID-19 is spread. Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID-19.
 - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including testing arranged by the LCER.
 - Guidelines for staff regarding COVID-19 specific symptom identification and when to seek medical attention.
 - Guidelines for families about when to keep students home from school.
 - Systems for self-reporting symptoms.
 - Criteria and plan to close schools again for physical attendance of students.
- The LCER will train staff and students on protocols for physical distancing for both indoor and outdoor spaces.
- The LCER will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- Communications will be targeted to the most vulnerable members of the LCER community.
- The LCER will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDE guidelines.

The President/CEO is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the LCER’s charter schools’ petitions. The President/CEO shall provide the Board with regular updates as to actions taken pursuant to this section.

Lewis Center for Educational Research 2022-2023 SCHOOL YEAR

LCER School CALENDAR

180 School Days

AAE Ceremonies

Kindergarten Recognition June 6
 5th Grade Recognition June 7
 8th Grade Recognition June 8
 HS Graduation June 9

NSLA Ceremonies

Kindergarten Recognition June 8
 5th Grade Recognition June 7
 8th Grade Recognition June 6

No School
 Holiday
 Early Release
 Teacher In-Service, No Sch
 Min Day Schedule, (November 7-10 is grades TK-5 ONLY)

Gr 6-12 ~ 1st Semester Finals, December 15-16

2nd Semester Finals, June 8-9

July-22

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

School Days 0

August-22

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

School Days 21

September-22

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days 21

October-22

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

School Days 16

November-22

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

School Days 16

December-22

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days 11

85 Day Semester

January-23

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

School Days 16

February-23

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

School Days 18

March-23

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

School Days 13

April-23

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

School Days 20

May-23

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

School Days 22

June-23

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days 6

95 Day Semester

Total Student School Days 180
 Teacher in Service Days 5

**Lewis Center for Educational Research
LCER Board Agenda Item Cover Sheet**

Date of meeting: March 8, 2021

Title: College and Career Access Pathways (CCAP) Partnership Agreement

Presentation: _____ Consent: X Action: _____ Discussion: _____ Information: _____

Background:

AB 288 provided added flexibility for Dual Enrollment college coursework through a College and Careers Pathways (CCAP) Partnership Agreement. This allows a college course to be taught by college faculty on the NSLA school site during the school day. NSLA students earn both college credit and high school a-g course credit towards graduation.

Fiscal Implications (if any):

The school will provide instructor-selected textbooks for students. This would be the main fiscal consideration.

Impact on Mission, Vision or Goals (if any):

Prepares students for likely success after graduation. Students learn the structure and rigor of college courses before entering a post-secondary institution.

Recommendation:

Approval of the College and Careers Access Pathways (CCAP) Partnership Agreement.

Submitted by:

Fausto Barragan, Principal

**COLLEGE AND CAREER ACCESS PATHWAYS
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT
2021-2022**

This College and Career Access Pathways Partnership Agreement (“CCAP Agreement”) is between the San Bernardino Community College District (“SBCCD”), 550 E. Hospitality Lane, Ste. 200, San Bernardino, California 92408, on behalf of one of its colleges, San Bernardino Valley College (“COLLEGE”), and Norton Science and Language Academy/Lewis Center for Educational Research (“PARTNER SCHOOL”), 503 E. Central Avenue, San Bernardino, CA 92408.

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within SBVC; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, PARTNER SCHOOL is a public charter school serving grades 9-12 located in San Bernardino County and within the regional service area of SBCCD, unless otherwise specified and agreed to as specified in Sec. 2 (e); and

WHEREAS, SBCCD and PARTNER SCHOOL desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” as specified in Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office, SBCCD and COLLEGE;

NOW THEREFORE, SBCCD, the COLLEGE and PARTNER SCHOOL agree as follows:

1. TERM OF AGREEMENT

1.1 The term of this CCAP Agreement shall begin on January 1, 2022, will be reviewed annually, and will remain in effect until cancelled or amended by either party unless otherwise terminated in accordance with Section 19 of this Agreement.

1.2 This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall also establish protocols for information sharing in compliance with all

applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1)

1.3 The CCAP Agreement Appendix shall identify a point of contact for the participating community college district (COLLEGE and SBCCD) and PARTNER SCHOOL partners. Sec. 2 (c)(2)

1.4 A copy of the COLLEGE AND PARTNER SCHOOL CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and California Department of Education before the start of the CCAP partnership. Sec. 2 (c)(3)

2. DEFINITIONS

2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the PARTNER SCHOOL have been approved in accordance with the policies and guidelines of SBCCD and applicable law. Sec. 2 (a)

2.2 Consistent with AB 288, this CCAP Agreement may include “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

2.3 Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150 Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

3.1 Student Eligibility - Students who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will

be determined by COLLEGE and shall be in compliance with applicable law and SBCCD standards and policies.

- 3.3 College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and SBCCD policy.
- 3.4 Student Records – It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.
- 3.5 Priority Enrollment - A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g)
- 3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)
- 3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.
- 3.8 Minimum School Day - The PARTNER SCHOOL shall certify that it shall teach PARTNER SCHOOL students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

- 4.1 The COLLEGE will be responsible for processing student applications.
- 4.2 The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and PARTNER SCHOOL will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3 The PARTNER SCHOOL agrees to assist COLLEGE in the admission and registration of PARTNER SCHOOL students as may be necessary and requested by COLLEGE.
- 4.4 The PARTNER SCHOOL and COLLEGE understand and agree that successful COLLEGE admission and registration requires that each participating student has completed the COLLEGE enrollment application process.

- 4.5 Participating students enrolled in a course offered through a CCAP Agreement shall not be assessed any fee described in the following California Education Code Sections: 49011 Pupil fees; 76060.5 Student representation fee; 76140, 76141, and 76142 Nonresident tuition and corresponding permissible “capital outlay” fee and/or “processing fee”; 76223 Transcript fees; 76300 Course enrollment fees; 76350 Apprenticeship course fees; and 79121 Child development center fees. Sec. 2 (f)(q)

5. PARTICIPATING STUDENTS

- 5.1 A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011 Pupil fees. See also Sec. 2 (f)(q). The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5 Student representation fee; 76140, 76141 and 76142 Nonresident tuition and corresponding permissible “capital outlay” fee and/or “processing fee”; 76223 Transcript fees; 76300 Course enrollment fees; 76350 Apprenticeship course fees; and 79121 Child development center fees.
- 5.2 The total cost of books and instructional materials for PARTNER SCHOOL students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by PARTNER SCHOOL.
- 5.3 Participating students must meet all COLLEGE prerequisite requirements as established by the COLLEGE and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement.
- 5.4 Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official COLLEGE transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the COLLEGE catalog.
- 5.5 Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the COLLEGE for information regarding applicable policies and procedures.
- 5.6 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the COLLEGE or through the PARTNER SCHOOL. COLLEGE shall ensure that student support services, including counseling and guidance, assistance with assessment and placement, and tutoring are available to participating students at the COLLEGE. SCHOOL DISTRICTS shall ensure that support services, including counseling and guidance, and assistance with assessment and placement are available to students at the SCHOOL DISTRICT.
- 5.7 Students who withdraw from courses offered as part of this CCAP Agreement will not receive COLLEGE credit. Students must comply with, and submit appropriate information/paperwork, by all published deadlines. Transcripts will be annotated according to COLLEGE policy.

- 5.8 A course dropped within the SBCCD drop “without a W” deadline will not appear on the PARTNER SCHOOL or the COLLEGE transcript.

6. CCAP AGREEMENT COURSES

- 6.1 A COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Sec. 2 (o)(1)
- 6.2 Courses offered as part of this CCAP Agreement at the COLLEGE may not limit enrollment in the course. Sec. 2 (o)(1)
- 6.3 The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and education program is offered on site at the PARTNER SCHOOL or at the COLLEGE.
- 6.4 The scope, nature, time, location, and listing of courses offered by a COLLEGE shall be determined by COLLEGE with the approval of the Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)
- 6.5 Courses offered as part of a CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be jointly reviewed and approved
- 6.6 Courses offered as part of this CCAP Agreement at the PARTNER SCHOOL shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with COLLEGE academic standards.
- 6.7 Courses offered as part of this CCAP Agreement at the PARTNER SCHOOL shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.8 Courses offered as part of this CCAP Agreement at the PARTNER SCHOOL shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.
- 6.9 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to SBCCD and COLLEGE as well as any corresponding policies, practices, and requirements of the PARTNER SCHOOL. In the event of a conflict between SBCCD and/or COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the SBCCD regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.10 Site visits and instructor evaluations by one or more representatives of the COLLEGE and or SBCCD shall be permitted by the PARTNER SCHOOL to ensure that courses offered as part of this CCAP Agreement in the PARTNER SCHOOL are the same as the courses offered on the COLLEGE campus and in compliance with SBCCD academic standards.

- 6.11 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with SBCCD and COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with SBCCD guidelines, policies, pertinent statutes, and regulations.
- 6.13 COLLEGE has the sole right to control and direct the instructional activities of all instructors.
- 6.14 This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering PARTNER SCHOOL, and shall involve collaborative effort between the PARTNER SCHOOL and the COLLEGE to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

7. INSTRUCTOR(S)

- 7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by SBCCD.
- 7.2 Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code §121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a PARTNER SCHOOL site.
- 7.3 The COLLEGE shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction, subject to approval by SBCCD.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the PARTNER SCHOOL shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the PARTNER SCHOOL shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the PARTNER SCHOOL shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.

- 8.4 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the PARTNER SCHOOL shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1 The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and PARTNER SCHOOL in conformity with SBCCD policies and standards. Sec. 2 (c)(2)
- 9.2 The PARTNER SCHOOL shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between the PARTNER SCHOOL and COLLEGE in conformity with PARTNER SCHOOL policies and standards. Sec. 2 (c)(2)
- 9.3 The COLLEGE will provide PARTNER SCHOOL personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach/recruitment activities and compliance with SBCCD policy and COLLEGE procedures and academic standards.
- 9.4 The PARTNER SCHOOL shall provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student assessment and college applications, the enrollment of eligible students and other related services as deemed necessary.
- 9.5 The PARTNER SCHOOL's personnel will perform services specified in 9.4 as part of their regular assignment. PARTNER SCHOOL personnel performing these services will be employees of PARTNER SCHOOL, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.
- 9.6 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and PARTNER SCHOOL on all the following information: Sec. 2 (t)(1)(A-D)
- The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
 - The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)
 - The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C)
 - The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)

10. APPORTIONMENT

- 10.1 SBCCD shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 10.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)
- 10.3 The PARTNER SCHOOL agrees and acknowledges that SBCCD will claim apportionment for the PARTNER SCHOOL(S) students enrolled in community college course(s) under this CCAP Agreement. PARTNER SCHOOL shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)
- 10.4 The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s)
- 10.5 Effective January 1, 2017, AB 2364, amended California Education Code 76140 to exempt specific nonresident students who live and attend high school in California from nonresident tuition for community college dual enrollment coursework. With the passage of AB 2364 Districts are allowed to claim apportionment for students eligible for nonresident tuition exemption.

11. CERTIFICATIONS

- 11.1 The PARTNER SCHOOL certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.
- 11.2 SBCCD certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
- 11.3 The PARTNER SCHOOL agrees and acknowledges that SBCCD will claim apportionment for the PARTNER SCHOOL students enrolled in community college course(s) under this CCAP Agreement.
- 11.4 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a PARTNER SCHOOL campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)
- 11.5 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an

existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)

11.6 The COLLEGE certifies that:

- A community college course offered for college credit at the participating PARTNER SCHOOL does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)
- A community college course that is oversubscribed or has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)
- The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)

11.7 This Agreement certifies that the PARTNER SCHOOL and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

12. PROGRAM IMPROVEMENT

12.1 The COLLEGE and the PARTNER SCHOOL may annually conduct surveys of participating PARTNER SCHOOL pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

13. RECORDS

13.1 Permanent records of student attendance, grades and achievement will be maintained by PARTNER SCHOOL for PARTNER SCHOOL students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for COLLEGE students shall be maintained by COLLEGE.

13.2 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

14. REIMBURSEMENT

14.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

15. FACILITIES

15.1 The PARTNER SCHOOL will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to SBCCD or students. PARTNER SCHOOL agree to clean, maintain, and safeguard

PARTNER SCHOOL's premises. PARTNER SCHOOL warrant that its facilities are safe and compliant with all applicable building, fire, and safety codes.

15.2 The PARTNER SCHOOL will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are PARTNER SCHOOL's sole property. The instructor shall determine reasonable books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understand that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.

15.3 The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

16. INDEMNIFICATION

16.1 The PARTNER SCHOOL agree to and shall indemnify, save and hold harmless the COLLEGE and SBCCD and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of PARTNER SCHOOL's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the PARTNER SCHOOL, its officers, employees, independent contractors, subcontractors, agents and other representatives.

16.2 The SBCCD agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SBCCD and COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SBCCD and COLLEGE its officers, employees, independent contractors, subcontractors, agents and other representatives.

17. INSURANCE

17.1 The PARTNER SCHOOL, in order to protect the SBCCD, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE and 4CD, its agents, employees and officers as an additional insured for the purposes of this Agreement. A

certificate of insurance including such endorsement shall be furnished to the COLLEGE and to SBCCD.

- 17.2 For the purpose of Workers' Compensation, PARTNER SCHOOL shall be the "primary employer" for all its personnel who perform services as instructors and support staff. PARTNER SCHOOL shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT personnel made in connection with performing services and receiving instruction under this Agreement. PARTNER SCHOOL agree to hold harmless, indemnify, and defend COLLEGE and SBCCD, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by PARTNER SCHOOL personnel connected with providing services under this Agreement. PARTNER SCHOOL are not responsible for non-PARTNER SCHOOL personnel who may serve as instructors or students who are not affiliated with the PARTNER SCHOOL.

18. NON-DISCRIMINATION

- 18.1 Neither the PARTNER SCHOOL nor the COLLEGE and SBCCD shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

19. TERMINATION

- 19.1 Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 20 below.

20. NOTICES

- 20.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

COLLEGE
San Bernardino Valley College
701 South Mount Vernon Avenue
San Bernardino, CA 92410
Attn: Patricia Quach

SBCCD
San Bernardino Community College District
114 South Del Rosa Drive
San Bernardino, CA 92408
Attn: Steve Sutorus

PARTNER SCHOOL
Norton Science and Language Academy/

Lewis Center for Educational Research
503 E. Central Ave.
San Bernardino, CA 92408
Attn: _____

21. INTEGRATION

- 21.1 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

22. MODIFICATION AND AMENDMENT

- 22.1 No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

23. GOVERNING LAWS

- 23.1 This agreement shall be interpreted according to the laws of the State of California.

24. COMMUNITY COLLEGE DISTRICT BOUNDARIES

- 24.1 For locations outside the geographical boundaries of SBCCD, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

25. SEVERABILITY

- 25.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

26. COUNTERPARTS

- 26.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on _____ (date)

Norton Science and Language Academy/Lewis Center for Educational Research

Lisa Lamb
President/CEO
Norton Science and Language Academy/Lewis Center for
Educational Research
17500 Mana Rd.
Apple Valley, CA 92307

Date

San Bernardino Community College District

Steve J. Sutorus
Business Manager
San Bernardino Community College District
550 E. Hospitality Lane, Suite 200
San Bernardino, CA 92408

Date

San Bernardino Valley College

Diana Rodriguez
President
San Bernardino Valley College
701 South Mount Vernon Avenue
San Bernardino, CA 92410

Date

APPENDIX

**COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT**

WHEREAS, the College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between (“COLLEGE”) a college of the San Bernardino Community College District (SBCCD), 550 E. Hospitality Lane, Ste 200, San Bernardino, CA 92408 and Norton Science and Language Academy/Lewis Center for Educational Research (“PARTNER SCHOOL”), 503 E. Central Avenue, San Bernardino, CA 92408.

WHEREAS, the COLLEGE and the PARTNER SCHOOL agree to record COLLEGE and PARTNER SCHOOL specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE, SBCCD, the COLLEGE and PARTNER SCHOOL agree as follows:

1. CCAP AGREEMENT

- a. COLLEGE and PARTNER SCHOOL shall ensure that one public meeting is held in the review and approval of this CCAP Agreement. Sec. 2 (b)
- b. COLLEGE shall file this CCAP Agreement with the office of the Chancellor of the California community colleges prior to the start of the partnership. Sec. 2 (c)(2)
- c. COLLEGE and PARTNER SCHOOL shall review and establish new or amended CCAP Agreements annually on or before March 1 and follow the protocols set forth in (a) and (b) of this section.
- d. SBCCD, COLLEGE and PARTNER SCHOOL point of contact: Sec. 2 (c)(2)

LOCATION	NAME	TELEPHONE	EMAIL
SBCCD	Steve Sutorus	909-382-4031	ssutorus@sbccd.cc.ca.us
COLLEGE	Patricia Quach	909-384-8996	pquach@valleycollege.edu
PARTNER SCHOOL	1.		

2. STUDENT SELECTION

- a. PARTNER SCHOOL shall certify that all participating students meet the minimum school day reporting requirements as specified in California Education Code 46114 and 41146. In all circumstances the COLLEGE shall claim allowable FTES for the enrollment of high school students in a CCAP Agreement community college course.
- b. PARTNER SCHOOL shall select students consistent with the intent of AB 288 to include: high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- c. COLLEGE and PARTNER SCHOOL shall certify that participating students will have a signed parental consent form on file with the COLLEGE. Preamble and Sec. 2 (c)(1)
- d. COLLEGE and PARTNER SCHOOL shall certify that participating students may enroll in up to a maximum of 15 unit load per term, the units may not constitute more than four courses per term, the units are part of an academic (educational) program identified as part of this CCAP Agreement and the units are part of an academic (educational) program designed to award students both a high school diploma and an associate degree or a certificate or credential. Sec. 2 (p)(1-3)

3. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. COLLEGE is responsible for all educational program(s) and course(s) and offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the PARTNER SCHOOL or the COLLEGE.

4. CCAP AGREEMENT PROGRAM YEAR 2021-22 - college has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2021-2022
COLLEGE:	San Bernardino Valley College
EDUCATIONAL PROGRAM:	Valley Now!
PARTNER SCHOOL:	Norton Science and Language Academy/Lewis Center for Educational Research
HIGH SCHOOL(S):	Norton Science and Language Academy

TOTAL NUMBER OF STUDENTS TO BE SERVED: 60	TOTAL PROJECTED FTES: 7.77
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COURSE NAME	COURSE NUMBER	TERM	NO. OF SECTIONS	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD*	LOCATION
COURSE 1	ASL-109	2022SP 2022FA	1	1:30-2:20 12:30-2:20	MT F	TBD	SBCCD	Norton Science and Language Academy
COURSE 2	ASL-110	2023SP	1	1:30-2:20 12:30-2:20	MT F	TBD	SBCCD	Norton Science and Language Academy
COURSE4								
COURSE 5								
COURSE 6								

**Pursuant to 4CD Business Procedure 2.02, Instruction Service submit an ISA if the Employer of Record is the PARTNER SCHOOL for the instructor teaching the course(s) listed.*

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (Sec. 2 (c)(1):

Evaluation of high school transcript to determine progress toward high school diploma. Recommendations from high school teachers and counselor regarding academic and socio/emotional readiness to succeed in a college environment.

6. MANDATED ANNUAL STATE REPORTING

- a. COLLEGE and PARTNER SCHOOL shall ensure accurate and timely reporting of the total number of full-time equivalent students generated by CCAP partnership community college district participants.
- b. COLLEGE and PARTNER SCHOOL shall report the annual total number of unduplicated high school student headcount by school site enrolled in each CCAP Agreement are aggregated by gender and ethnicity and reconciled on or before date established by the district and shall be reported annually in compliance with all applicable state and federal privacy laws. The 4CD shall annually report the student data to the office of the Chancellor of the California Community Colleges. Sec. 2 (t) (1)(A)
- c. COLLEGE and PARTNER SCHOOL shall report the annual total number of community college courses by category and type and by school site enrolled in by this CCAP Agreement. Sec. 2 (t) (1)(B)
- d. COLLEGE and PARTNER SCHOOL shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. Sec. 2 (t)(1)(C)
- e. COLLEGE and PARTNER SCHOOL shall report the annual total number of full-time equivalent students generated by this CCAP Agreement. Sec. 2 (t)(1)(D)
- f. COLLEGE and PARTNER SCHOOL shall ensure that the point of contact for each site establish protocols for the collection and dissemination of participating student data each semester within 30 days of the end of the term.

7. CCAP AGREEMENT DATA MATCH AND REPORTING

- a. COLLEGE and PARTNER SCHOOL shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

8. PRIVACY OF STUDENT RECORDS

- a. COLLEGE and PARTNER SCHOOL understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). COLLEGE and PARTNER SCHOOL agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)
- b. Limitation on Use. COLLEGE and PARTNER SCHOOL shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for

a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)

- c. Recordkeeping Requirements. COLLEGE and PARTNER SCHOOL shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

9. FACILITIES USE

- a. COLLEGE and PARTNER SCHOOL shall adhere to the terms outlined in Section 15, Facilities, of this CCAP Agreement.
- b. COLLEGE, as part of Section 15.3 of this CCAP Agreement, shall extend access and use of the following COLLEGE facilities:

10. INSURANCE

- a. The SBCCD, in order to protect the PARTNER SCHOOL, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the PARTNER SCHOOL, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the PARTNER SCHOOL.
- b. For the purpose of Workers' Compensation, COLLEGE and SBCCD shall be the "primary employer" for all its personnel who perform services as instructors and support staff. COLLEGE and/or SBCCD shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective personnel made in connection with performing services and receiving instruction under this Agreement. COLLEGE AND SBCCD agree to hold harmless, indemnify, and defend PARTNER SCHOOL, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by COLLEGE and/or SBCCD personnel connected with providing

services under this Agreement. COLLEGE and SBCCD are not responsible for non-COLLEGE and/or non-SBCCD personnel who may serve as instructors or students who are not affiliated with the COLLEGE and/or SBCCD.

**Regular Meeting of the
Lewis Center for Educational Research Board of Directors**

**Minutes
February 8, 2021**

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Rib called the meeting to order at 4:03 p.m.
2. **ROLL CALL:** LCER Board Members Pat Caldwell, Torii Gray, Jim Morris, Sharon Page, Kevin Porter, David Rib, Jessica Rodriguez and Rick Wolf were in attendance.

LCER Board Member Omari Onyango was absent.

Staff members Valli Andreasen, Fausto Barragan, Marcelo Congo, Jisela Corona, Ryan Dorcey, Teresa Dowd, David Gruber, Lisa Lamb, Stacy Newman were also in attendance.

3. **PUBLIC COMMENTS:** Marcia Vargas, Lewis Center Foundation Board Chair, thanked the LCER Board and let them know the Foundation has a special gift for them. She asked the Board for referrals for the Foundation Board and to be on the lookout to support upcoming events. Torri Gray, LCER Board Secretary read public comments from an AAE parent regarding reopening, Ken Sockwell regarding the 2022-23 LCER Calendar, and AAE Parent Marie Sovitsky regarding the 2022-23 LCER Calendar.

4. **SPECIAL PRESENTATIONS:**

.01 LCER 2022-2023 Calendar Alignment – Lisa Lamb presented the first Presentation of the LCER Calendar Alignment that would include both AAE and NSLA School Calendars. Each school has some nuances, such as parent conference dates. The alignment maximizes HS learning opportunities and is based on historical attendance data. Valli Andreasen reviewed the highlights and breaks.

5. **DISCUSSION ITEMS:**

.01 Discuss AAE and NSLA School Reopening Plans –Lisa Lamb reported that all staff will be returning back in person on February 16. Furloughed staff will return as well. Some Special Education Cohorts will return on February 16 at both schools. AAE Elementary will return on February 22 on a minimum day schedule. NSLA was not considered “open” even though the waiver was approved, so they are not able to reopen until SB City Unified data allows. The goal is to return March 1 for TK-2, and March 7 for 3-5. We hope to bring back MS/HS April 5 if the County is out of the purple tier. Families will have the choice to continue distance learning. Rick Wolf asked if parents will be required to sign a disclaimer. Yes, we did that when AAE opened in the fall. We already have them from most elementary families for both schools. Also, educators may be eligible for vaccines. We have partnerships with St. Mary’s and Redlands to help get staff vaccinated if they wish to do so. Torri Gray read a public comment by Andrea Lanyon regarding the reopening plan.

.02 Update on AAE/NSLA Construction Budget and Timeline – Larry Rieder updated the Board on construction. The Head Start Certificate of Occupancy is expected by June 1. NSLA is expected to have some buildings ready for occupancy in July and some in August. He reviewed the budget and the contingencies, which usually range between 3-5% of the total project budget. There were increases in costs due to contaminated soil, electrical lines, traffic lights and the sewer line. For AAE’s MPR, it came in under budget. We expect to have occupancy by early May. Impact fees were also discussed. Jim Morris will send Larry some info. on this.

.03 Discuss NSLA Bond Reserve Fund Investment – John Phan presented an opportunity to increase funding – the NSLA bonds have a reserve of 2.8 million set aside in case of default which will be returned at maturity of bonds or at refinance of the bonds. Options for investing these funds are money market funds, treasuries, or an investment agreement. Interest from these options could

bring in funding. He recommends the investment agreement. The CEO will pursue this option, with the Board in agreement.

- .04 Discuss 2019-20 Draft Audit – David Gruber discussed we are working with Jeff Nigro for the audit. The draft was included in the packet and the final audit will be presented at the next meeting by Jeff Nigro. Our cash position is better than ever. There was one finding which was in regards to going out to bid. A policy must be in place. Pat Caldwell commented that it is a great audit.
- .05 Lewis Center Foundation Update – Jessica Rodriguez reiterated Marcia’s call to recruit new Foundation Board members. The \$30 for 30 campaign resulted in 20 new donors. There will also be more details for upcoming fundraisers.

6. ACTION ITEMS:

- .01 Approve Revision of BP 3500: Health and Safety Policy for COVID-19 – Lisa Lamb reported that the policy was revised as we get more updates. It has been reviewed by legal. On a motion by Kevin Porter, seconded by Sharon Page, vote 8-0, the LCER Board of Directors approved the revision of BP 3500.
- .02 Approve Revision of BP 5111: Homeless Students – Lisa Lamb reported that our homeless policy was updated with new ed code requirements. The revisions were reviewed by legal. On a motion by Pat Caldwell, seconded by Torii Gray, vote 8-0, the LCER Board of Directors approved the revision of BP 5111.
- .03 Approve AAE School Plan for Student Achievement (SPSA) - Valli Andreasen reported that schools receiving federal funds must also have a SPSA. As single school LEAs, AAE and NSLA have used the LCAP as the SPSA, since an “approvable” LCAP – one that meets all statutory and regulatory requirements – also meets SPSA requirements. On a motion by Jessica Rodriguez, seconded by Sharon Page, vote 8-0, the LCER Board of Directors approved the AAE SPSA.
- .04 Approve NSLA School Plan for Student Achievement (SPSA)- On a motion by Jessica Rodriguez, seconded by Rick Wolf, vote 8-0, the LCER Board of Directors approved the NSLA SPSA.
- .05 Approve AAE School Accountability Report Card (SARC) – On a motion by Torii Gray, seconded by Jessica Rodriguez, vote 8-0, the LCER Board of Directors approved the AAE SARC.
- .06 Approve NSLA School Accountability Report Card (SARC) – On a motion by Kevin Porter, seconded by Pat Caldwell, vote 8-0, the LCER Board of Directors approved the NSLA SARC.
- .07 Approve 2020-2025 LCER Strategic Plan – Lisa Lamb reported that the Exec Team met in an all day planning session and added objectives to meet the goals. Pat and Lisa also met to be sure we captured everything from the Strategic Planning meeting. On a motion by Jessica Rodriguez, seconded by Torii Gray, vote 8-0, the LCER Board of Directors approved the 2020-2025 LCER Strategic Plan.
- .08 LCER Board Chair to Appoint Marcia Vargas as Chair of the Lewis Center Foundation – David Rib appointed Marcia Vargas as Chair of the Lewis Center Foundation.

7. CONSENT AGENDA:

- .01 Approve Minutes of December 14, 2020 Regular Meeting

On a motion by Kevin Porter, seconded by Pat Caldwell, vote 8-0, the LCER Board of Directors approved Consent Agenda Item 7.01.

8. INFORMATION INCLUDED IN PACKET: *(Board members may ask questions on items for clarification.)*

- .01 President/CEO Report – Lisa Lamb
- .02 LCER Financial Reports
 - Checks Over \$10K
 - Budget Comparisons
- .03 Lewis Center Foundation Financial Report
 - December 2020
- .04 LCER Grant Tracking Sheet
- .05 AAE and NSLA Enrollment Data

- .06 LCER Board Attendance Log
- .07 LCER Board Give and Get

9. BOARD/STAFF COMMENTS:

- .01 Ask a question for clarification
- .02 Make a brief announcement – Rick Wolf would like us to consider doing brief research on developing an independent study (IS) program in San Bernardino. Schools can use IS to introduce students to the school. Lisa reported that we’ve looked at this in depth over the years as it’s been brought up many times. IS is not in line with our mission, and changes our funding formula as well. We are doing a lot of outreach through our space science programs that we invite the community to and that introduces students to us. Ryan reported that we are planning a Black Hole Patrol program that will work directly with Cal Tech and NSLA students. This will also extend our Chilean delegation.
Sharon asked Lisa to think about how AVUSD and SBCUSD Spring breaks are aligned, and how HS opportunities can be expanded, such as dual enrollment. Please call Lisa with other calendar questions. Kevin asked if there was a financial impact that could be included for each school in the next presentation.
Pat asked about the CCSA conference and if there was a session list – Lisa will send it. It would be best for the Board to attend on site and we will schedule 3 locations for the different strands. Lisa reminded the Board and Exec to submit their Form 700. Let Lisa know of 65+ vaccines at end of meeting.
- .03 Make a brief report on his or her own activities
- .04 Future agenda items

10. BOARD/STAFF COMMENTS: (N/A – duplicate agenda item)

- .01 Ask a question for clarification
- .02 Make a brief announcement
- .03 Make a brief report on his or her own activities
- .04 Future agenda items

11. CLOSED SESSION: The Board convened into closed session at 6:05 p.m. to discuss expulsion readmission case #101619. The Board reconvened into open session at 7:00 p.m. LCER Board Chairman David Rib reported that the LCER Board of Directors denied readmission for case #101619, by unanimous vote.

12. ADJOURNMENT: Chairman Rib adjourned the meeting at 7:02 p.m.

**Lewis Center for Educational Research
Board Packet Agenda Items**

Date of meeting: March 8, 2021

Title: AAE and NSLA CSSP

Presentation: _____ Consent: x Action: _____ Discussion: _____ Information: _____

Background:

The development of a comprehensive school safety plan is mandated by California Education Code 32281. This mandate, which was established by Senate Bill 187, states that each school's Site Council, and a Safety Planning Committee authorized by the Site Council, shall develop a "safety plan" relevant to the needs and resources of the school. "Safety", in terms of these plans includes aspects of social, emotional, AND physical safety for both youth and adults at LCER schools. In order to improve the community's knowledge of what school sites are doing regarding these areas of "safety", the plans are shared annually with the SSC, school personnel and other school community members. The CSSP is also published on the school websites.

Fiscal Implications (if any): None

Impact on Mission, Vision or Goals (if any):

The comprehensive safety plan supports the LCER mission of creating a safe, innovative, and culturally inclusive environment.

Recommendation:

Approve the 2021-2022 NSLA Comprehensive School Safety Plans for AAE and NSLA.

Submitted by:

Valli Andreasen, AAE Principal

Fausto Barragán Jr., NSLA Principal

Comprehensive School Safety Plan

2021-22 School Year

School: Academy for Academic Excellence
CDS Code: 36750773630837
District: Lewis Center for Educational Research
Address: 17500 Mana Rd.
 Apple Valley, CA
Date of Adoption: March 8, 2021
Date of Update: February 2, 2021
Date of Review:
 - with Staff March 1, 2021
 - with Law Enforcement February 26, 2021
 - with Fire Authority February 26, 2021

Approved by:





Name	Title	Signature	Date
Valli Andreasen	School Principal		
Sally Ritchea	School Safety Planning Committee representative		
Veronica Calderon	School Site Council representative		
Lisa Lamb	CEO/President		
Deputy Brandon Clancey	Law enforcement representative		
Brian Pachman	Fire department representative		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at 17500 Mana Rd., Apple Valley, California 92307.

Safety Plan Vision

Academy for Academic Excellence has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site based emergency preparedness for all students, faculty and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations.

Academy for Academic Excellence (AAE) shall have a Board approved Safety Plan to deal with natural and manmade disasters. The AAE Safety Plan acts as the umbrella, which encompasses all AAE personnel, property and actions during an emergency situation. Its purpose shall be to inform AAE personnel, students, and parent/guardians of actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Department of Education required components for a comprehensive school safety plan. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. This AAE Safety Plan shall be reviewed annually and updated as needed.

Components of the Comprehensive School Safety Plan (EC 32281)

Academy for Academic Excellence Safety Committee

Valli Andreasen (Principal), Sally Ritchea (Vice Principal), Lisa Longoria (Vice Principal), Gustavo Congo (Child Psychologist), Heather O'Bler (School Nurse), Genevieve Cook (School Counselor), Ryan Chamberlain (Facilities Manager), Trevor Aydelott (Parent), Shawna Lorz (Parent), and Sergio Tejada (Parent)

Assessment of School Safety

A School Safety assessment was completed on September 28, 2020.

In meetings--SSC, Parents & Pastries, Safety Committee, Staff--the following information is reviewed:

- Student Behavior Incident Reports
- Attendance Rates
- Suspension/Expulsion data
- Parent/Student Climate Surveys

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

The site complies with existing laws related to school safety included, but not limited to the following sections:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child abuse or neglect includes the following:

- A physical injury or death inflicted by other than accidental means on a child by another person
- Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
- Neglect of a child as defined in Penal Code 11165.2
- Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3 5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

- A mutual affray between minors.
- An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment.
- An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning.
- An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student.
- Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.

Mandated reporters include, but are not limited to: teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14.

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

Reporting Procedures

It is the policy of AAE that child custodians immediately report known or suspected child abuse by telephone to the Director, San Bernardino County CWS Agency (385 North Arrowhead Avenue, 5th Floor, San Bernardino, CA 92415, 800-827-8724 , 909-350-4949, 909-422-3266 nights, www.co.san-bernardino.ca.us) Suspected sexual assault should be reported to Child Protective Services when a family member is the suspect; all other suspected sexual assaults should be reported directly to the respective law enforcement agency.

If someone other than the child care custodian makes the call to the respective protective agency, the child care custodian who first suspected child abuse or sexual assault is legally responsible for ensuring that the call was actually made.

Notify and request, if needed, the assistance of the Lewis Center for Educational Research Administrative staff or designee for non-investigative purposes only. The telephone report must be made immediately, or as practically possible, upon suspicion. The report will include:

- a. The name of the person making the report
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

When the verbal report is made, the mandated reporter shall note the name of the official contacted, the date, and time contacted, and any instruction or advice received.

1. Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local protective agency a written report.
2. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall forward the information to the Lewis Center for Educational Research Administrative Office.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with the law and the Lewis Center for Educational Research regulations. At the mandated reporter's request, the site administrator may assist in completing and filing the forms and in working with any responding law enforcement official.

If the mandated reporter does not disclose his or her identity to a Lewis Center for Educational Research Administrator, a copy of the written report should be provided to the Lewis Center for Educational Research Administration without his or her signature or name.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

The Standardized Emergency Management System (SEMS) provides the model for emergency operations. During a disaster the SEMS serves as an "incident command system" (ICS) with a manager (the "incident commander") to coordinate leaders in each of four areas—operations, planning/intelligence, logistics and finance/administration—through a definite chain of command. The ICS is set up in an Emergency Operations Center, where the leaders of each unit can be present at a single site in order to quickly facilitate communication and coordinate the response.

- Mass panic can be one of the greatest dangers to students. Staff members should remember that in times of stress, students will look for leadership to those who are normally in an authoritative position. Remain calm, size up the situation, and take action based on known facts.
- The teacher must keep the student roster or attendance sheet with him/her at all times in order to take roll in an emergency. The teacher will remain with students until directed otherwise.
- A well-prepared and tested plan for prompt and positive protective actions minimizes injuries and loss of life in a major disaster. This plan will be reviewed and updated annually.
- This plan outlines actions, which the school staff may be called upon to execute in an emergency.
- All school staff members must be thoroughly familiar with the contents of this plan.
- In the absence of orders from their superior, the school principal is authorized and directed to implement plans as described herein; or take such other action as may, in their judgment, be necessary to save lives and mitigate the effects of disasters.

A principal may implement one or more of these emergency actions in coping with a disaster. Maintenance personnel are assigned as liaisons between Incident Command and the school in the event phones are inoperative. Each school will notify parents yearly about the school's Safety Plan and will have a copy of the plan in the school office for parent review. During an emergency, children may only be released to the parent, guardian, designee of parent, or other adult legally responsible for their care. There shall be NO EXCEPTIONS to this policy. The dismissal of children from the school shall be governed by the emergency procedures outlined in this handbook. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the child.

Public Agency Use of School Buildings for Emergency Shelters

LCER has an agreement to allow the American Red Cross to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

AAE has developed and maintains a current and comprehensive set of student expectations and discipline policies. Together, AAE students, parents, and staff exemplify the highest standards of behavior and work ethics to ensure continued excellence. The student expectations and policies are clearly delineated in the AAE Parent-Student Handbook. These expectations and policies address: dress code, attendance, respect for school authority, substance abuse, school violence, safety, work habits, and respectful interactions with others. Every student and his/her parent or guardian is required to sign and return an Acknowledgement Form at the beginning of each academic year establishing that they have read and understand the expectations and policies.

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

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

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

AAE administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available upon request at the AAE Principal's office.

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

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

No student shall be involuntarily removed by AAE for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, AAE shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until AAE issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

In order to fulfill the requirements of Education Code 49079, teachers will be notified of the reason(s) a student has been suspended. AAE has incorporated this notification into the existing Student Information System. The information provided is for the student's current teacher(s) only. All information regarding suspension and expulsion is confidential.

(E) Sexual Harassment Policies (EC 212.6 [b])

LCER Board desires to provide LCER employees' with a working environment that is free of unlawful harassment. In order to achieve this, LCER Board prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or other basis protected by federal, state, local law, ordinance or regulation. LCER will not condone or tolerate harassment or sexual harassment in the workplace of any type by any employee, independent contractor or other person with which the school does business with.

This policy applies to all employee actions and relationships, regardless of position or gender. LCER will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. LCER shall not tolerate retaliatory action or behavior against a LCER employee or other person who articulates a good faith concern about harassment against him or her or against another individual, or who files a complaint or who participates in an investigation. For the purposes of this policy, LCER employees shall include applicants for employment in LCER.

Sexual Harassment:

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in educational programs or activities conducted by LCER. LCER is committed to provide a workplace free of unlawful sexual harassment and considers such harassment to be a major offense. Any LCER employee who permits, engages in or participates in sexual harassment of another LCER employee, student, or any other person that the school does business with, shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Each Principal and supervisor is responsible for maintaining an educational and work environment free of sexual harassment. All supervisors of staff will receive sexual harassment and harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment and harassment training and/or instruction concerning unlawful harassment in the workplace as required by law. A supervisor, Principal or LCER administrator other than the CEO, who receives a harassment complaint, shall promptly notify the CEO or designee.

Each employee has the responsibility to maintain a workplace free from any form of unlawful harassment. Consequently, should any LCER employee, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee who believes that he/she has been unlawfully harassed or who has knowledge of any instance of harassment by another employee or a student, shall immediately contact his/her supervisor, Principal, Human Resources, CEO or designee, or other LCER administrator, to obtain procedures for reporting a complaint. However, an employee may bypass his/her supervisor in registering a complaint where the supervisor is the alleged perpetrator of the harassment. Employees who witness harassment and do not report it may be subject to disciplinary action up to and including dismissal. Employee complaints of unlawful harassment shall be filed in accordance with AR 1312.1 - Complaints Concerning LCER Personnel.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment;
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited sexual harassment includes, but is not limited to, the following behavior:

- Unwelcome sexual advances;
- Requests for sexual favors or other verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting.

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

All employees shall cooperate with any investigation of an alleged act of unlawful harassment conducted by LCER or by an appropriate state or federal agency. Retaliatory behavior or threats of retaliation against any complainant or any participant in the complaint or investigative process is prohibited.

The CEO or designee shall take all actions necessary to ensure the prevention, investigation and correction of unlawful harassment, including but not limited to:

- Providing periodic training to all staff regarding LCER's unlawful harassment policy, particularly the procedures for registering complaints and employees' duty in availing themselves of the complaint procedure in order to avoid harm.
- Publicizing and disseminating LCER's unlawful harassment policy to staff.
- Ensuring prompt, thorough and fair investigation of complaints in a way that respects the privacy of all parties concerned, to the extent necessary.
- Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require subsequent monitoring of developments.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

In cooperation with teachers, students, and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, and administrative regulations. AAE's school dress code is distributed as part of the Student Handbook .It is regularly reviewed and updated.

AAE has chosen a uniform dress code for students to follow whenever on campus. The school uniform may not be altered in any way and must be worn properly. Gang-affiliated clothing is prohibited. The administration reserves the right to determine and update the dress code based on current trends.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Procedures for safe ingress and egress of students, parents, staff, and visitors is provided through the handbook, orientations, assemblies, and social media. Parent/Guardians are informed of procedures for student drop-off and pick-up and given frequent reminders about traffic and campus safety. CDO's (Character development Officers) and Administration assist families in crossing at designated places within the school boundaries. AAE does not provide student transportation to and from school.

The AAE is a closed campus. Students are not permitted in unauthorized areas or to leave campus from the time they arrive on campus until the time they complete their last scheduled class. Students will not be permitted to return to campus after their last scheduled class unless it is for a school function or with prior approval from the school administration. Leaving the campus without prior approval from the school official for any reason is a violation of this closed campus policy and is subject to disciplinary consequences.

Procedures for campus visitors and volunteers, are outlined in the Parent-Student Handbook. Campus visitors are required to check-in with school personnel in the main office. Office staff will verify pre-approval of campus visitor and their appropriate identification. Upon verification, visitor will be issued a visitor badge and be required to sign-in and out during the visit. School volunteers are required to fill out a volunteer application. Upon clearance from Human Resources, volunteers receive an ID badge to be worn during their entire time on campus. Volunteers are required to check-in with school personnel and sign-in and out upon each visit.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

School and Classroom Safety

Element:

Creating and Maintaining a clean and safe school environment

Opportunity for Improvement:

Lunch areas, restrooms and classrooms will be well-maintained and litter free as evidenced by facilities evaluations, Character Development Officers, and administrator evaluations.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improvement of school grounds	utilize facilities/custodial crew, CDO's, volunteer students	utilize gloves, trash bags and other cleaning supplies	Ryan Chamberlain	daily visual assessment by all parties involved
Recycling program	AFJROTC students, CDO's and other staff members collect recyclables	recycling bins	Lead CDO & AFJROTC Advisor	receipts from recycling center

Component:

A safe social emotional learning environment will be maintained at AAE.

Element:

School Climate

Opportunity for Improvement:

To empower students to show respect, make good decisions, and solve problems.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Empower students to report dangerous and bullying behaviors	Continue SEL classroom curriculum, morning announcements, schedule assemblies for student awareness, use an anonymous reporting website (WeTip)	WeTip, SEL Curriculum	Counseling, Administration	school climate surveys, SEL surveys, office referrals, suspension/expulsion data, attendance rates

Component:**Element:****Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Academy for Academic Excellence Student Conduct Code

Conduct Code Procedures

The rules of the school pertaining to student discipline are distributed through the Parent-Student Handbook and are available in the Principal's Office at 17500 Mana Rd., Apple Valley, California.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, AAE desires to protect the right of every student to be free from hate-motivated behavior. The school prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices. Age-appropriate instruction will be provided to students to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal or Principal's Designee. Upon receiving such a complaint, the Principal/Designee shall in a timely manner investigate the complaint in accordance with school-level complaint process/grievance procedures. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal/Designee, CEO or designee, and/or law enforcement as appropriate. As needed, the school shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Academy for Academic Excellence recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute harassment, sexual harassment, hate violence, or creates an intimidating, threatening and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property
- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health
- Causing a reasonable student to experience a substantial interference with his or her academic performance
- Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by AAE

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device, as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying are developed with involvement of key stakeholders, including students, parents/guardians, and staff.

Prevention:

AAE will focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students will be informed of school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, AAE will provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Intervention:

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. Threats or incidents may be reported confidentially and anonymously through WeTip. Reporting and Filing of Complaints Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

Investigation and Resolution of Complaints:

Any complaint of bullying against a student who is of a protected characteristic, actual or perceived, as defined in the LCER's Uniform Complaint Procedures, shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the LCER's Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline :

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with AAE policies and regulations.

Safety Plan Review, Evaluation and Amendment Procedures

The plan is revised annually to include up-to-date demographic data, current status and goals. The plan is reviewed by the AAE's School Safety Committee, School Site Council, local law enforcement, local fire department, principal and CEO for site approval. The plan is submitted to the Lewis Center Board of Education for district level approval and publication.

Safety Plan Appendices

Emergency Contact Numbers

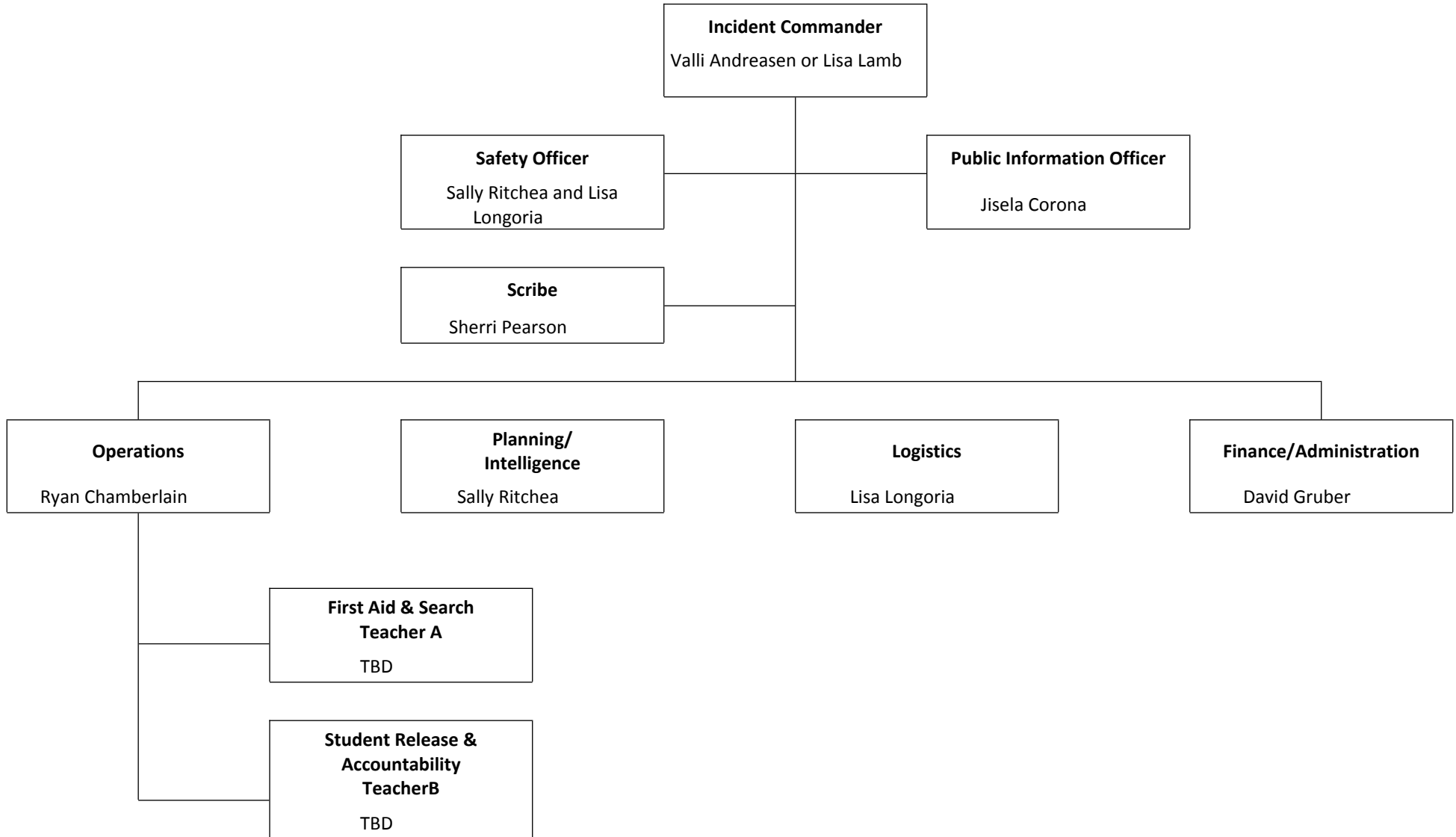
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	American Medical Response	760-952-7400	
Law Enforcement/Fire/Paramedic	Apple Valley Police Department	760-240-7400	
Law Enforcement/Fire/Paramedic	Apple Valley Fire Department	760-247-7618	
Local Hospitals	St. Mary Regional Medical Center	760-242-2311	
Public Utilities	Southern California Edison	800-655-4555	
Public Utilities	Southwest Gas	877-860-6020	
American National Red Cross	American Red Cross	760-245-6511	
School District	Apple Valley Unified	760-247-8001	
Law Enforcement/Fire/Paramedic	Sheriff's Department Dispatch	760-956-5001	
Law Enforcement/Fire/Paramedic	Active Shooter Emergency Number	760-933-9398	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
safety committee meeting of the school	November 6, 2020 10:00 am	
safety committee meeting review of the CSSP	February 2, 2021 8:30 am	
review of AAE and NSLA CSSP	February 26, 2021 8:15 am	
present CSSP in a public meeting for comment	March 8, 2021 6:30 pm	
Board approval of CSSP	March 8, 2021 4:00 pm	

Academy for Academic Excellence Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

INCIDENT COMMAND TEAM

The Incident Command Team is responsible for directing school emergency response activities. The Incident Command Team is led by the Principal (Incident Commander) and also includes the school's Public Information officer, the Safety Coordinator and the Agency Liaison. The Incident Commander also directs the activities of all other teams. Other than Student Assembly Team Members, all other personnel will report in with the Incident Command before reporting to their assigned post. Once the Student Assembly Team submits their reports to the Incident Command, there should be an account of all personnel. The actual location of the Incident Command needs to be flexible, depending upon the situation. Ex #1: If it is reported that an intruder is on campus, then the IC location will be wherever the Principal is located on campus. No one is to leave their location until officially told to do so. Ex #2: In the case of an earthquake, the initial location has been determined to be on the grass.

ROLES AND RESPONSIBILITIES

Incident Commander

The Incident Commander (Principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Periodically assess the situation
- Directing the Incident Command Team and all other emergency teams
- Determining the need for, and requesting, outside assistance
- Periodically communicating with the LCER CEO

Public Information Officer

The Public Information Officer (PIO) is the official spokesperson for the LCER in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander
- Maintaining a log of PIO actions and all communications
- Periodically interacting with the media
- Preparing statements for dissemination to the public
- Monitoring news broadcasts about the incident and correcting any misinformation.

Safety Officer

The Safety Officer is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Officer may include:

- Periodically checking with the Incident Commander for situation briefings and updates
- Maintaining all records and documentation assigned by the Incident Commander
- Monitoring drills, exercises and emergency response activities for safety
- Identifying safety hazards
- Ensuring that responders use appropriate safety equipment

Agency Liaison

The Agency Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:

- Periodically checking with the Incident commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander
- Briefing agency representatives on current situation, priorities and planned actions

Ensuring coordination of efforts by periodically keeping Incident Commander informed of agencies' action plans and providing periodic updates to agency representatives as necessary.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Determining the type of emergency will assist the Incident Commander/administrator in making the appropriate decisions to keep the campus safe. The response to a fire is drastically different than responding to an active shooter. The type of emergency may lead to evacuation, shelter-in-place, or lockdown as well as which agency to contact.

Step Two: Identify the Level of Emergency

Determining the size and immediacy of the emergency will determine the level. The site leader will determine if it is a classroom only, building only, area only (i.e. playground), whole school, neighborhood, or city-wide emergency.

Step Three: Determine the Immediate Response Action

With safety of students, staff and visitors at the forefront, site administrators/Incident Commander will determine the immediate response based on site protocols. Please reference sections about: fire, earthquake, active shooter, bomb threat, loss of utilities, etc.

Step Four: Communicate the Appropriate Response Action

Administrators/Incident Commander will communicate to the necessary emergency responders via phone, preferably a land line phone.

Administrators/Commander will utilize a variety of communication tools to notify staff and emergency participants such as:

- Bell system
- Phone intercom system
- School email
- Radios

In addition, the Administrator/Incident Commander will communicate with Lewis Center and outside stakeholder personnel via:

- Phone
- Email
- Text messaging

Families will be notified of incident, pick-up procedures, or next steps through multiple methods to include:

- Student Information System Notification
- School messenger call out
- Postings on school website and social media accounts

Types of Emergencies & Specific Procedures

Aircraft Crash

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

AIRCRAFT CRASHES INTO SCHOOL

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION that may include the use of busses or alternate transportation.
- Notify LCER CEO, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

AIRCRAFT CRASHES NEAR SCHOOL

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Initiate SHELTER IN PLACE, if warranted.
- Initiate Take Cover for students and staff outside or direct them to designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify LCER CEO, who will contact the Office of Emergency Services.
- Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so.

Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute secure campus procedures.
- If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.
- Contact the San Bernardino County Animal Control for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, EVACUATE students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

Armed Assault on Campus

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters/armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter/armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all active shooter/armed assailant situations; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

a. Act immediately if you or your students:

- hear a sound that might be gunfire.
- see something that looks like a weapon being carried or used on or near the campus.
- sense any other indication of active shooter / armed assailant threat.

b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.

c. Be decisive. Communicate your plan to your students and act quickly.

d. Call 911 and the School Office as soon as it is safe to do so.

2. Options: Run, Hide or Fight

a. Run: If you can get yourself and your students safely away from danger, do so immediately.

- Do not evacuate unless you...

know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),

and can visualize a route that will get your students and yourself safely off campus.

- Don't carry anything with you.

Police may mistake an item in your hands as a weapon.

Leave everything behind.

- If you encounter people along the way...

Adults: Warn them and take them with if you can but don't stop if they refuse to come.

Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your

care.

- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call (insert phone #) to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, and if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the

FIGHT option, commit to your actions.

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.

Construct a strong barricade.

If you have another way out (a window or back door) use it while the assailant is attempting to get in.

If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.

Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)

- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. Call 911 and initiate a school-wide LOCKDOWN announcement using intercom AND radios as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):

State the emergency: “I hear gunfire.” “I saw...”

Give information on people who are wounded.

Location of the assailant (if known):

Description of the assailant (if known):

Your precise location: “room __”

The number of children with you.

b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- Run – If you encounter injured persons while you are trying to get out of danger...

And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

- Hide – If someone is injured where you are hiding, secure the room before tending to the wounded.
- As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
- Fight – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.

If you’re intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.

If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers...

- Immediately raise your hands in the air and display your open palms.
- Don’t run up to officers or attempt to hug or talk to them.
- Don’t talk unless they ask you a question.
- Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: (School and LCER staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. Extended Day Programs / After School Activities: (School sites must also plan for and train all LCER/site staff involved with student activities and extracurricular programs.)

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
- Include as much actionable information on the announcement as possible.
- Example “LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now.”
- If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with

information they can use to better evaluate their options.

- Example: “The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans.”
- If possible assist emergency personnel.
- Assist police in entering the school;
- Provide officers with keys, maps and any other information requested.
- Initiate Incident Command Center
- Prepare an off-site evacuation site for reunification.
- Once the assailant is neutralized, emergency responders will begin to treat and evacuate the wounded.
- School staff and students will remain in lockdown until evacuated on a room by room basis by law enforcement officials.
- Psychological Support team will be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
- This team will also provide ongoing support throughout the recovery phase of the emergency response.

Biological or Chemical Release

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building’s ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of danger (if outside, implement Take Cover).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate SHELTER IN PLACE.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify LCER CEO of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- Notify principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify LCER CEO of the situation.
- Arrange for psychological counseling for students and staff.
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing
- Do not use bleach on potentially exposed skins.
- Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

Bomb Threat/ Threat Of violence

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Checklist as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.

- Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be

done quickly since the call cannot be traced once the caller has hung up.

- Instruct staff and students to turn off cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- Notify the LCER CEO of the situation.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

Bus Disaster

The teacher in charge of a special activity trip utilizing bus transportation will carry a copy of field trip permission forms with student emergency contact information.

STAFF ACTIONS AT THE SCENE:

- Call 911, if warranted.
- Notify Principal.
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Disorderly Conduct

Disorderly Conduct/Civil Disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

STAFF ACTIONS:

- Report disruptive circumstances to Principal/site administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the Principal or law enforcement.
- Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is possible, notify police of situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.
- Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

Earthquake

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway, or against an inside wall. All other actions must wait until the shaking stops.

INSIDE BUILDING

STAFF ACTIONS:

- At first recognition of seismic activity, instruct students to move away from windows.
- Initiate DROP, DUCK, COVER, and HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand

and cover the back of the neck with the other arm.

- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them against an interior wall. Face away from the windows.
- After shaking stops and it is safe to do so, check for injuries, and render first aid.
- Do NOT move injured students, unless to do so would place students in further danger. Use buddy system to remain with injured students.

- If shaking is significant and has caused obvious damage to the building, EVACUATE immediately.
- Follow procedures for EVACUATION or SHELTER IN PLACE as directed by Incident Commander.
- Avoid evacuation routes with heavy architectural ornaments over the entrances.
- Do not return to the building.
- DO NOT strike matches or touch any wires. Gas and electricity lines may be damaged.
- Stay alert for aftershocks.
- DO NOT re-enter building until it is determined safe to do so.

OUTSIDE BUILDINGS

STAFF ACTIONS:

- Find a clear spot and drop to the ground. Stay away from buildings, power lines, trees, and streetlights, etc.
- DROP AND COVER in the DROP, DUCK, COVER AND HOLD ON procedures.
- Place head between the knees; cover the back of the neck with arms and hands.
- Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees. Cover the back of the neck with arms.
- Remain in place until shaking stops or for at least 20 seconds.
- Each time an aftershock is felt, DROP AND COVER
- After shaking stops, check for injuries, and render first aid.
- Report injury and damage status to Incident Commander according to site communications protocol.
- Continue to follow directives of Incident Commander.

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

- Determine whether site evacuation should be implemented. Use intercom to initiate EVACUATION. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the LCER CEO of school status.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Initiate DROP, COVER AND HOLD ON.
- If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.

- If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

A fire in an adjoining area, such as a wild land fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine if EVACUATION of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact parents for OFF-SITE EVACUATION.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the LCER CEO where the school has relocated and post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return to.

Fire on School Grounds

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement EVACUATION of the building.
- Immediately EVACUATE the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify LCER CEO of situation.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify parents for OFF-SITE EVACUATION.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Issue STAND BY instruction. Determine if evacuation is required.
- Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Issue Off Site Evacuation instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the LCER CEO.
- Monitor AM radio weather station 960 for flood information.
- Notify LCER CEO of school status and action taken.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- If warranted, EVACUATE students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to Principal/site administrator and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

Loss or Failure Of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure:

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the Principal or designee immediately.
2. Upon notice of loss of utilities, the Principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The Principal or designee will notify the appropriate utility company and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the Principal or designee.
4. The Principal or designee will notify the Lewis Center of the loss of utility service.
5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
6. If the loss of utilities may generate a risk of explosion, such as a gas leak, please refer to that section.
7. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

A. Plan for a Loss of Water:

- Toilets: 5 gallon buckets with shower curtains in each classroom.
- Bottled Water will be delivered to classrooms as needed.

B. Plan for a Loss of Electricity:

- Emergency Light: Flashlight in each classroom.
- Generators are located on each campus.

C. Plan for a loss of Communication

- Telephone Service:
- Administrators carry cellular phones.
- Administrators and CDO's (proctors) carry radios.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION which may include the use of busses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Notify LCER CEO.

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students to a safe assembly area away from the crash scene. Take class roster/name tags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Psychological Trauma

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines. Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meet the emotional and psychological needs of students and staff.

Procedure:

- The School Administrator will establish the Psychological First Aid Team, which has the primary responsibility for providing necessary assistance after all types of crises.
- The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
- The Psychological First Aid Team will provide direct intervention services.
- If there is a need for additional assistance, the Principal or designee will notify the Apple Valley Unified School District Superintendent.
- The Psychological First Aid Team will advise and assist the Principal to restore regular school functions as efficiently and as quickly as possible.
- In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
- The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

SUICIDE

While psychological distress can be caused by a traumatic event, students may also display emotional distress through suicidal or self-harming actions. The school site does not provide direct medical support for students; however, we do work to identify signs and signals that leads to family communication and recommendations/referrals to support services. When a student vocalizes a concern, staff will work through a protocol to determine the gravity of the situation and student endangerment.

SUICIDE PREVENTION, INTERVENTION AND POSTVENTION:

The AAE recognizes that youth suicide is a serious problem across the state of California, where an average of two young people under 25 die by suicide every week and as many as one out of five students have seriously considered suicide in the last year. The AAE recognizes that, as The California Strategic Plan on Suicide Prevention: Every Californian is Part of the Solution states, that a full range of strategies, starting from prevention and early intervention, should be targeted to Californians of all ages. The AAE believes that the school plays a unique and important role in the prevention of youth suicide in our community. These policies and procedures outline the AAE's approach to youth suicide prevention, intervention, and postvention. This policy shall be available to all staff and reviewed and updated at the beginning of each school year.

PREVENTION

The AAE recognizes that suicide prevention is most effective when students, staff, parents, and community members have adequate information about prevention. With this in mind, the following will be provided **annually depending on staff and family retention**:

FOR STAFF

Review of these policies and procedures before or near the beginning of the school year. Training for all teachers, school health staff, and other staff, including the following information:

- Background on the scope of the problem of youth suicide
- Information about the signs of stress and depression and where to send students for help
- Information on risk factors for suicide
- Information about signs of suicidal thinking
- Information about how to intervene when a student presents signs of suicidal thinking
- Access to written copies of this policy in hard copy in main office, intranet, school website, and student handbooks.
- The AAE will follow the Suicide Prevention Resource Center's Safe Messaging Guidelines, available at:

<http://www.sprc.org/sites/sprc.org/files/library/SafeMessagingrevised.pdf>, in suicide prevention education with staff.

FOR STUDENTS

Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include:

- the importance of safe and healthy choices and coping strategies,
- how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others,
- help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students. At least once per semester, (school support staff such as school counselors or health staff) will visit students in their classrooms to remind them of resources within the school. The AAE recognizes that it is not a safe practice to teach suicide prevention in assemblies or other large gatherings and that prevention education should be taught in classrooms or other small group settings.

FOR STUDENTS' FAMILIES

In partnership with the PTC and/or other parent/community organizations, an annual training including the following:

- Background on the scope of the problem of youth suicide
- Information about the signs of stress and depression and a parent's role in helping
- Information on risk factors for suicide
- Information about signs of suicidal thinking
- Information about parenting and communication strategies for suicide prevention
- Information about when and how to intervene when signs of suicidal thinking appear
- Resources in the school and community for families that need help
- Written information about suicide prevention will be included in the packet sent to students' families at the beginning of the school year.
- The AAE will follow the Suicide Prevention Resource Center's Safe Messaging Guidelines.

INTERVENTION

From time to time, it will come to a staff member's attention that a student is experiencing a crisis that may include suicidal thinking or behavior. The following procedures will be observed when this occurs: Assessing the scope of the crisis and the risk of suicide. If the information comes directly from the student, expressed either verbally or through behavior, the staff member will obtain basic information from the student about the crisis. The staff member will then share this information verbally with a member of the student support team, in the presence of the student and with the student's participation whenever possible. Student Support Team includes: School Psychologist, School Counselor, Elementary, and Secondary Vice Principals.

If the information comes from another person such as a peer or a parent, the staff member will refer the situation to a student support team member, who will immediately schedule a meeting with the student. The support team member will further discuss the situation with the student to obtain information about the crisis and assess their needs. If the student reveals mental health concerns and/or suicidal ideation, the support team member will perform a suicide risk assessment using a recommended tool.

RESPONSE TO IDENTIFIED SCHOOL RISK:

If there is immediate risk of harm to the student's self or others (for example, a suicide attempt in progress) the support team member will contact the student's parent or guardian, as stated in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases, will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate. **The student must not be left alone while awaiting first responders.**

If there is high risk, the support team member must remain with the student and provide a safe, calming environment. The support team member will notify the student's guardian(s) that they should come to the school and will notify the building administrator. If the student's guardian(s) are unavailable or unable to come to the school: A student age 13 or older may independently consent for a range of mental health services (see below). If the student is 12 or under, the student may remain under observation while continued efforts are made to contact her or his guardian or emergency contact. If a responsible adult cannot be located within a reasonable amount of time, the student may be transported to the nearest ER for evaluation. With the student's guardian or, for students 13 or older, without them, the support team member may call the local crisis line to request a crisis evaluation. The

guardian may instead choose to bring the child to the nearest hospital for evaluation. The building administrator must be notified if the student will be leaving school grounds.

If there is moderate risk, the support team member must remain with the student and provide a safe, calming environment. The student's guardian(s) will be contacted to come to the school before the end of the school day. In the event that the guardian(s) cannot be reached or are unsupportive: a student age 13 or older may independently consent for a range of mental health services (see below). If the student is 12 or under, the student may remain under observation while continued efforts are made to contact her or his guardian or emergency contact. With the student's guardian or, for students 13 or older, without them, the support team member may call the local crisis line to request a crisis evaluation. The guardian may instead choose to bring the child to the nearest ER for evaluation. The building administrator must be notified if the student will be leaving school grounds. A student at moderate risk who is willing to commit in the presence of her or his guardian to staying safe until the next school day will create a safety plan. This process may be revisited at the beginning of the next school day and a new safety plan drafted.

If there is low risk, the support team member will work with the student to describe the situation to her or his guardian(s). The student will commit to staying safe until the next school day and will create a safety plan. This process may be revisited at the beginning of the next school day and a new safety plan drafted. If a student is remaining in school but has missed class time or the crisis is affecting their school performance, the support team member will discuss with the student and, if applicable, the student's guardian what should be shared with the student's teachers. This may include the nature of the crisis, accommodations made in the safety plan, and what support the student will need. This information should be shared with the student's teachers in a confidential manner that will not be seen or overheard by other students or staff.

OUT-OF-SCHOOL SUICIDE ATTEMPTS:

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will: Call the police and/or emergency medical services, such as 911. Inform the student's parent or guardian. Inform the school suicide prevention coordinator and principal. If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

RE-ENTRY:

If a student has missed one or more days of school because of a suicidal crisis (for example, because of inpatient hospitalization or emergency expulsion, the student's re-entry to school must begin with a re-entry meeting to ensure the student's readiness for return to school. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others. During the meeting, the team will discuss how to support the student in phasing back into normal school life. Depending on the student's situation, this could include accommodations such as beginning with a lighter course load or workload. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

PARENTAL NOTIFICATION AND INVOLVEMENT

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child. Through discussion with the student, the principal or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

POSTVENTION

The AAE recognizes that suicide is a crisis that affects the entire school community. In the event of a student's death by suicide, it is critical that the school's response be swift, consistent, and intended to protect the student body and community from suicide contagion.

Development and Implementation of an Action Plan:

The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps: Verify the death. Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

Assess the situation.

The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.

Share information.

Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

Avoid suicide contagion.

It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

Initiate support services.

Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

Develop memorial plans.

The AAE recognizes that it is not a safe practice to hold a candlelight vigil, hold a memorial service, or erect a permanent memorial (such as a plaque, bench, or tree) at the school in the case of a suicide, as these practices could contribute to sensationalization of suicide or students considering suicide a means to gain admiration or attention. Acceptable "living memorials" that decrease the risk of suicide contagion include: A student-led suicide prevention initiative supervised by one or more faculty members; A donation or fundraiser for a local crisis service or mental health care provider, such as:

- Participation as a school in a local suicide awareness event;
- Hosting a suicide prevention or postvention training for students, staff, and/or families;
- Placing printed prevention resources in the school.

External Communication

The school principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- Keep the LCER suicide prevention coordinator and CEO informed of school actions relating to the death.
- Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should

also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

Days After Postvention

Well after the loss of a student to suicide, the school will be mindful of anniversaries, such as the anniversary of the death, the student's birthday, the date the student would have graduated, etc. Students identified as at risk will receive extra support and observation during these times as well.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify LCER CEO of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

Notify principal/site administrator.

Call the Poison Center Hotline 1-800-222-1222.

Administer first aid as directed by poison information center.

Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.

Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.

Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal or designee.
2. The Principal or designee will initiate appropriate Immediate Response Actions.
3. The Principal or designee will call 911 to request assistance and will provide the exact location and nature of emergency.

4. The Emergency Response Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked down, as a blocked entrance may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the Principal or designee, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Principal or designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and/or blinds.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. The Principal or designee should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The Principal or designee will notify parents of the incident, as appropriate.

Comprehensive School Safety Plan

2021-22 School Year

School: Norton Science and Language Academy
CDS Code: 36103630115808
District: Norton Science & Language Academy
Address: 503 East Central Ave.
 San Bernardino, CA 92408
Date of Adoption: March 18th 2019
Date of Update: February 26th 2021
Date of Review:
 - with Staff February 12th 2021
 - with Law Enforcement
 - with Fire Authority February 27th 2021

Approved by:

Name	Title	Signature	Date
Fausto Barragan	School Principal		
Myrna Foster	School Safety Planning Committee Representative		
	School Site Council representative		
Lisa Lamb/CEO	District office representative/ Superintendent		
E. Vetere	Law enforcement representative		
David Davis	Fire department representative		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Norton Science and Language Academy.

Safety Plan Vision

Norton Science and Language Academy has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site-based emergency preparedness for all students, faculty, and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations.

Norton Science and Language Academy shall have a Board Approved Safety Plan to deal with natural and manmade disasters. NSLA Safety Plan acts as the umbrella, which encompasses all NSLA personnel, property, and actions during an emergency situation. Its purpose shall be to inform NSLA personnel, students, and parent/guardians of actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Standardized Emergency Management System (SEMS) model for responding to emergencies. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. This NSLA Safety Plan shall be reviewed annually and updated as needed.

Components of the Comprehensive School Safety Plan (EC 32281)

Norton Science and Language Academy Safety Committee

Myrna Foster, Dean; Fausto Barragan, Principal; Teresa Monroy, CDO; Marco Lara, General Ed teacher; Carolina Torres, Kinder Teacher; Erin Mason, 4th grade teacher; Marcelo Congo, Director of student services; Stephany Mesinas, TK teacher; Sharmeen Mamhud, school counselor, Cinthia Landin, NSLA Psychologist

Assessment of School Safety

A School Safety assessment was completed on September 23rd. 2020.

A School Safety assessment was completed on Oct. 27th, 2020.

In meetings--SSC, Cafecito, Safety Committee, Staff--the following information is reviewed:

- Student Behavior Incident
- Attendance Rates
- Suspension/Expulsion data
- Parent/Student Climate Surveys

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Norton Science and Language Academy complies with existing laws related to school safety included, but not limited to the following sections:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child abuse or neglect includes the following:

- A physical injury or death inflicted by other than accidental means on a child by another person
- Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
- Neglect of a child as defined in Penal Code 11165.2
- Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3 5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

- A mutual affray between minors
- An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
- An injury resulting from the exercise by a teacher, vice-principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not

exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning

- An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons

or other dangerous objects within the control of the student

- Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program.

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14.

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person.

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

Reporting Procedures

It is the policy of NSLA that child custodians immediately report known or suspected child abuse by telephone to the Director, San Bernardino County CWS Agency (385 North Arrowhead Avenue, 5th Floor, San Bernardino, CA 92415, 800-827-8724 , 909-350-4949, 909-422-3266 nights, www.co.san-bernardino.ca.us) Suspected sexual assault should be reported to Child Protective Services when a family member is the suspect; all other suspected sexual assaults should be reported directly to the respective law enforcement agency.

If someone other than the child care custodian makes the call to the respective protective agency, the child care custodian who first suspected child abuse or sexual assault is legally responsible for ensuring that the call was actually made.

Even during the current closures due to the pandemic we still encourage or staff to report any suspected child abuse

Notify and request, if needed, the assistance of the Lewis Center for Educational Research Administrative staff or designee for non-investigative purposes only. The telephone report must be made immediately, or as practically possible, upon suspicion. The report will include:

- a. The name of the person making the report
- b. The name of the child.

- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

When the verbal report is made, the mandated reporter shall note the name of the official contacted, the date, and time contacted, and any instruction or advice received.

1. Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local protective agency a written report.

2. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall forward the information to the Lewis Center for Educational Research Administrative Office.

Administrators notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with the law and the Lewis Center for Educational Research regulations. At the mandated reporter's request, the site administrator may assist in completing and filing the forms and in working with any responding law enforcement official.

If the mandated reporter does not disclose his or her identity to a Lewis Center for Educational Research Administrator, a copy of the written report should be provided to the Lewis Center for Educational Research Administration without his or her signature or name.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

The Standardized Emergency Management System (SEMS) provides the model for all levels of emergency operations—local, regional and statewide. During a disaster the SEMS serves as an "incident command system" (ICS) with a manager (the "incident commander") to coordinate leaders in each of four areas—operations, planning/intelligence, logistics and finance/administration—through a definite chain of command. The ICS is set up in an Emergency Operations Center, where the leaders of each unit can be present at a single site in order to quickly facilitate communication and coordinate the response.

The NSLA disaster preparedness plan shall be available to staff, students and the public in the office of the CEO and in the office of each principal. Individual school site disaster plans shall be provided to each teacher and shall be available for public inspection at the principal's office. The principal shall make certain that students and staff are familiar with their site plan.

The school principal is authorized and directed to implement plans as described herein; or take such other action as may, in their judgment, be necessary to save lives and mitigate the effects of disasters.

A principal may implement one or more of these emergency actions in coping with a disaster. Maintenance personnel are assigned as liaisons between Incident Command and the school in the event phones are inoperative.

During an emergency, children may only be released to the parent, guardian, designee of parent, or other adult legally responsible for their care. There shall be NO EXCEPTIONS to this policy.

The dismissal of children from the school shall be governed by emergency procedures. However, this procedure does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the child.

with our Special Education population being on campus during the pandemic we have followed all the same standard procedures.

Public Agency Use of School Buildings for Emergency Shelters

NSLA will be used as a public shelter only when other resources are unavailable.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

NSLA has developed and maintains a current and comprehensive set of student expectations and discipline policies. Together, NSLA students, parents, and staff exemplify the highest standards of behavior and work ethics to ensure continued excellence. The student expectations and policies are clearly delineated in the NSLA Parent-Student Handbook. These expectations and policies address: dress code, attendance, respect for school authority, substance abuse, school violence, safety, work habits, and respectful interactions with others. Every student and his/her parent or guardian is required to sign and return an Acknowledgement Form at the beginning of each academic year establishing that they have read and understand the expectations and policies.

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

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

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

NSLA administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available upon request at the NSLA Principal's office.

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

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

No student shall be involuntarily removed by NSLA for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, NSLA shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until NSLA issues a final decision. As used herein, "involuntarily removed" includes dis-enrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

With COVID happening since March 2020 we have only had 16 students coming onto campus. that is 2% of our student population.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

In order to fulfill the requirements of Education Code 49079, teachers will be notified of the reason(s) a student has been suspended. NSLA has incorporated this notification into the existing Student Information System. The information provided is for the student's current teacher(s) only. All information regarding suspension and expulsion is confidential.

(E) Sexual Harassment Policies (EC 212.6 [b])

LCER Board desires to provide LCER employees' with a working environment that is free of unlawful harassment. In order to achieve this, LCER Board prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race , religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or other basis protected by federal, state, local law, ordinance or regulation. LCER will not condone or tolerate harassment or sexual harassment in the workplace of any type by any employee, independent contractor or other person with which the school does business with.

This policy applies to all employee actions and relationships, regardless of position or gender. LCER will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. LCER shall not tolerate retaliatory action or behavior against a LCER employee or other person who articulates a good faith concern about harassment against him or her or against another individual, or who files a complaint or who participates in an investigation. For the purposes of this policy, LCER employees shall include applicants for employment in LCER.

Sexual Harassment:

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in educational programs or activities conducted by LCER. LCER is committed to provide a workplace free of unlawful sexual harassment and considers such harassment to be a major offense. Any LCER employee who permits, engages in or participates in sexual harassment of another LCER employee, student, or any other person that the school does business with, shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Each Principal and supervisor is responsible for maintaining an educational and work environment free of sexual harassment. All supervisors of staff will receive sexual harassment and harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment and harassment training and/or instruction concerning unlawful harassment in the workplace as required by law. A supervisor, Principal or LCER administrator other than the CEO, who receives a harassment complaint, shall promptly notify the CEO or designee.

Each employee has the responsibility to maintain a workplace free from any form of unlawful harassment. Consequently, should any LCER employee, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee who believes that he/she has been unlawfully harassed or who has knowledge of any instance of harassment by another employee or a student, shall immediately contact his/her supervisor, Principal, Human Resources, CEO or designee, or other LCER administrator, to obtain procedures for reporting a complaint. However, an employee may bypass his/her supervisor in registering a complaint where the supervisor is the alleged perpetrator of the harassment. Employees who witness harassment and do not report it may be subject to disciplinary action up to and including dismissal. Employee complaints of unlawful harassment shall be filed in accordance with AR 1312.1 - Complaints Concerning LCER Personnel.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis

- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited sexual harassment includes, but is not limited to, the following behavior:

- Unwelcome sexual advances
- Requests for sexual favors or other verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

All employees shall cooperate with any investigation of an alleged act of unlawful harassment conducted by LCER or by an appropriate state or federal agency. Retaliatory behavior or threats of retaliation against any complainant or any participant in the complaint or investigative process is prohibited.

The CEO or designee shall take all actions necessary to ensure the prevention, investigation and correction of unlawful harassment, including but not limited to:

- Providing periodic training to all staff regarding LCER's unlawful harassment policy, particularly the procedures for registering complaints and employees' duty in availing themselves of the complaint procedure in order to avoid harm
- Publicizing and disseminating LCER's unlawful harassment policy to staff
- Ensuring prompt, thorough and fair investigation of complaints in a way that respects the privacy of all parties concerned, to the extent necessary
- Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require subsequent monitoring of developments

We continue to encourage our staff to report any cases of Sexual Harassment.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, and administrative regulations. NSLA's school dress code is regularly reviewed. NSLA has chosen a uniform dress code for students to follow whenever on campus which may not be altered in any way and must be worn properly.

Gang-affiliated clothing is prohibited.

The administration reserves the right to determine and update the dress code based on current trends.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Procedures for safe ingress and egress of students, parents, staff, and visitors is provided through the handbook, orientations, assemblies, and social media. Parent/Guardians are informed of procedures for student drop-off and pick-up and given frequent reminders about traffic and campus safety. CDO's (Character development Officers) and Administration assist families in crossing at designated places within the school boundaries. NSLA does not provide student transportation to and from school. Our families are informed of these procedures from the start.

The NSLA is a closed campus. Students are not permitted in unauthorized areas or to leave campus from the time they arrive on campus until the time they complete their last scheduled class. Students will not be permitted to return to campus after their last scheduled class unless it is for a school function or with prior approval from the school administration. Leaving the campus without prior approval from the school official for any reason is a violation of this closed campus policy and is subject to disciplinary consequences.

Procedures for campus visitors and volunteers, are outlined in the Parent-Student Handbook. Campus visitors are required to check-in with school personnel in the main office. Office staff will verify pre-approval of campus visitor and their appropriate identification. Upon verification, visitor will be issued a visitor badge and be required to sign in and out during the visit. School volunteers are required to fill out a volunteer application. Upon clearance from Human Resources, volunteers receive an ID badge to be worn during their entire time on campus. Volunteers are required to check in with school personnel and sign in and out upon each visit.

No visitors have been allowed on campus this year due to COVID-19 regulations.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

School and Classroom Safety

Element:

Creating and Maintaining a clean and safe school environment

Opportunity for Improvement:

By the end of the 2020-2021 school year, lunch areas, restrooms and classrooms will be well-maintained and litter free as evidenced by facilities evaluations, Character Development Officer (Campus Supervisors) support and administrator evaluations.

Objectives	Action Steps	Resources	Lead Person	Evaluation
			Stacy Bruneau (Middle School Teacher)	visual assessment
Improvement of school grounds	Dean along with CDO's, custodians accept the responsibility for a clean school and will monitor its cleanliness.	tools/materials	Ryan Chamberlain	visual assessment and recommendations from staff
ASB class	ASB students have been meeting via Zoom with all other MS students	Zoom videos, links.	Stacy Bruneau (MS Teacher)	visual assessment
COVID Safe Campus Preparation	Place hand sanitizer stations throughout the campus.	Hand Sanitizer stands, hand sanitizer	Juan Lasso	Visual
COVID Safe Campus Preparation	Place Social Distancing signs throughout school buildings, hallways and outdoor areas	Signs	Office Personal	Visual
Create safe classroom Spaces for teachers and students	Purchase Clear desk shields	Desk Shields	Juan Lasso	Visual

Component:

A safe social emotional learning environment will be established and maintained at NSLA.

Element:

School Climate

Opportunity for Improvement:

To empower students to show respect, make good decisions, and solve problems.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students will be able to identify the three school standards for student behavior by the end of 20120-2021 school year	Teachers to honor students who demonstrate any of the three standards and other positive behaviors.	Special Zoom meetings	Dean of students	Positive phone calls made home each month
Increase student demonstration of Growth Mindset	Continue to students about Growth Mindset through daily messages and in class instruction	Growth mindset book by Carol Dweck	Administrative Leadership Team	student climate surveys, SEL survey data, attendance and discipline data
Increase opportunities for student leadership	Continue development of a strong student council program	Leadership curriculum	Bruneau (MS teacher)	student rosters
Empower students to report dangerous and bully like behaviors/character counts	Utilize the anonymous reporting box for students to turn in information. Inform students during assemblies about options for reporting.	Funding and training for school and community awareness Anonymous reporting boxes	Counselor, Administration	Participation in Kindness week and monthly character count presentations
Character building and strengthening of school climate	creating events such as: spirit week, leadership day, kindness week, etc.	funded by ASB	Bruneau (Middle school teacher)	student participation, student climate surveys, SEL survey data, attendance and discipline data. attending Zoom sessions.

Component:**Element:****Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Norton Science and Language Academy Student Conduct Code

Policies and procedures for student behavior and conduct will be developed by a site team and aligned to educational code and Lewis Center for Educational Research board policies on student conduct. The policies and procedures will also be written in the parent-student handbook.

Conduct Code Procedures

The faculty and staff at NSLA believe that a well-disciplined student body is essential for academic success.

To achieve this goal, the school has adopted a common set of beliefs based on the Love & Logic© Principles, regarding discipline at the NSLA.

This set of core beliefs, agreed upon by NSLA staff, will be adhered to when dealing with issues and concerns:

- We believe that students should be guided and expected to solve the problems they create without creating problems for anyone else.
- We believe that we should make every attempt to maintain the dignity of both the student and the adult during a disciplinary situation.
- We believe that students should be given opportunities to make decisions and live with the consequences be they good or bad.
- We believe that the adult's emphasis should be placed on helping students learn to problem-solve and to adopt new behaviors, instead of making students "pay" for past misdeeds.
- We believe that school issues should be handled by school personnel and that violations of criminal law should be handled by the authorities.
- We believe that misbehavior should be handled with natural or logical consequences instead of punishment, whenever possible.
- We believe that students should see a reasonable connection between their actions and the consequences that follow.

Each student is a unique individual with unique personal, social and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the students and the unique situation. The odds for children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequence.

BEHAVIOR CODE:

Students are free to make their own choices as long as it doesn't create a problem for anyone else. In maintaining a safe and orderly educational environment, the following are some guidelines that staff and administration expect of students who attend NSLA:

1) NSLA 3 PERSONAL STANDARDS:

- Show respect, make good decisions and solve problems.

2) Your actions, dress, words, and possessions may not cause a problem for anyone else. Problem actions include, but are not limited to:

- Use of inappropriate language
- Disrupting the learning of other students
- Touching, pushing, shoving, or hitting another student
- Not following a teacher or another adult's request/instructions Playing in the restrooms
- Chewing gum
- Littering and not keeping our campus clean
- Arriving at school late
- Not being prepared for class or not completing your homework Leaving the campus area
- Bringing electronic items to school.
- Not following the NSLA Dress Code

3) Students will be guided and expected to solve their problems without causing a problem for anyone else. If students are not able to or choose not to solve their problem, the teacher, staff, and/or principal will set the consequence depending on the situation and the person involved. Staff members will use their best judgment based upon the information they have at the time.

4) If students and/or parents feel that the consequences appear not to be fair, they may request a “due process” hearing. A due process hearing does not need to be formal in nature. It is simply a time for concerned individuals to meet together and share information related to the situation in question. In the event that this discussion provides additional information that sheds a different light on the situation, or shows the consequence to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

Students continue to be encouraged to follow the 3 personal standards even during the Zoom session due to COVID-19 pandemic since March 2019.

The Recovery Process

Based on the behavior and responses by students, NSLA will be implementing the Pyramid of Short-Term Recovery Settings school-wide in order to preserve safety and optimal learning for all. This tool is not intended to be punitive or humiliating. Each alternative setting merely represents a place where a student can go temporarily with the goal of eliminating the disruption—so that the teacher can continue teaching. As one moves up the pyramid, the setting becomes more restrictive. When in the “recovery zone” the student is supervised but receives minimal attention. They will not be asked to do work during that time or receive counseling—the counseling and support will come later.

When the student is in the Recovery Zone, they should stay just long enough to get calmed down and be able to return to the learning in their classroom. In most cases, the student makes the decision when they are ready to return to their regular classroom.

“Recovery”

At Home

“Recovery Area”

In the Principal’s Office

“Recovery”

In Another Classroom

“Recovery”

In Another Spot in the Classroom

Classroom Discipline Plans

Each teacher will create an approach to managing discipline in their own classroom using the theories and strategies of Love and Logic© and other tools. NSLA has adopted a common set of beliefs based on the Love & Logic© Principles, regarding discipline. This set of core beliefs will be adhered to when dealing with issues and concerns in the classroom.

Love and Logic©

“There will never be enough consequences to motivate tough kids to learn and to behave if we are not first developing positive relationships. And without positive teacher-student relationships, no discipline plan will work.”

Four Basic Principles of Love and Logic©

1) Share the control

- 2) Share the thinking
- 3) Balance consequences with empathy
- 4) Maintain self-concept

Love and Logic Basic Rules

- 1. Use enforceable limits
- 2. Provide choices within limits
- 3. Apply consequences with empathy

Use of Physical Force

The only times any school employee may physically restrain a student are:

- 1. The student is a danger to him/herself or others
- 2. There is a danger to property

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the school protects the right of every student to be free from hate-motivated behavior and promotes harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The CEO or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively. The CEO or designee shall ensure that staff receives training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures.- Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal or designee. Upon receiving such a complaint, the Principal/designee shall immediately investigate the complaint in accordance with school- level complaint process/grievance procedures.

Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with the law, Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal, CEO or designee, and/or law enforcement, as appropriate. As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Procedures for Preventing Acts of Bullying and Cyber-bullying

To the extent possible, school strategies focus on the prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students and families are informed, through the parent/student handbook and other appropriate means, of school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

NSLA will develop a Bullying Prevention & Intervention Plan in consultation with teachers, school staff, professional support personnel, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. A Bullying Prevention Task Force will be formed, containing faculty and staff representatives from the school, students, parents, community members, and local law enforcement. This task force will draft the Bullying Prevention & Intervention Plan.

School leaders, with input from families and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying, cyber bullying and behavioral incidents; and assess available resources including curricula, training programs, bullying assemblies and behavioral health services. At least once every two years, the District will administer a student survey to assess school climate and prevalence, nature, and severity of bullying in our school. Additionally, the Lewis Center will annually report bullying incident data to the Board.

Our staff has been really vigilant when accepting students into Zoom sessions to make sure no one logs-in with any remark, song or act considered as bullying.

Safety Plan Review, Evaluation and Amendment Procedures

The plan is revised annually to include up-to-date demographic data, current status and goals. The plan is reviewed by NSLA's School Safety Committee and presented to the ELAC committee as well as the School Site Council for site approval. The plan is submitted to the Lewis Center Board of Education for district level approval and publication.

Safety Plan Appendices

Emergency Contact Numbers

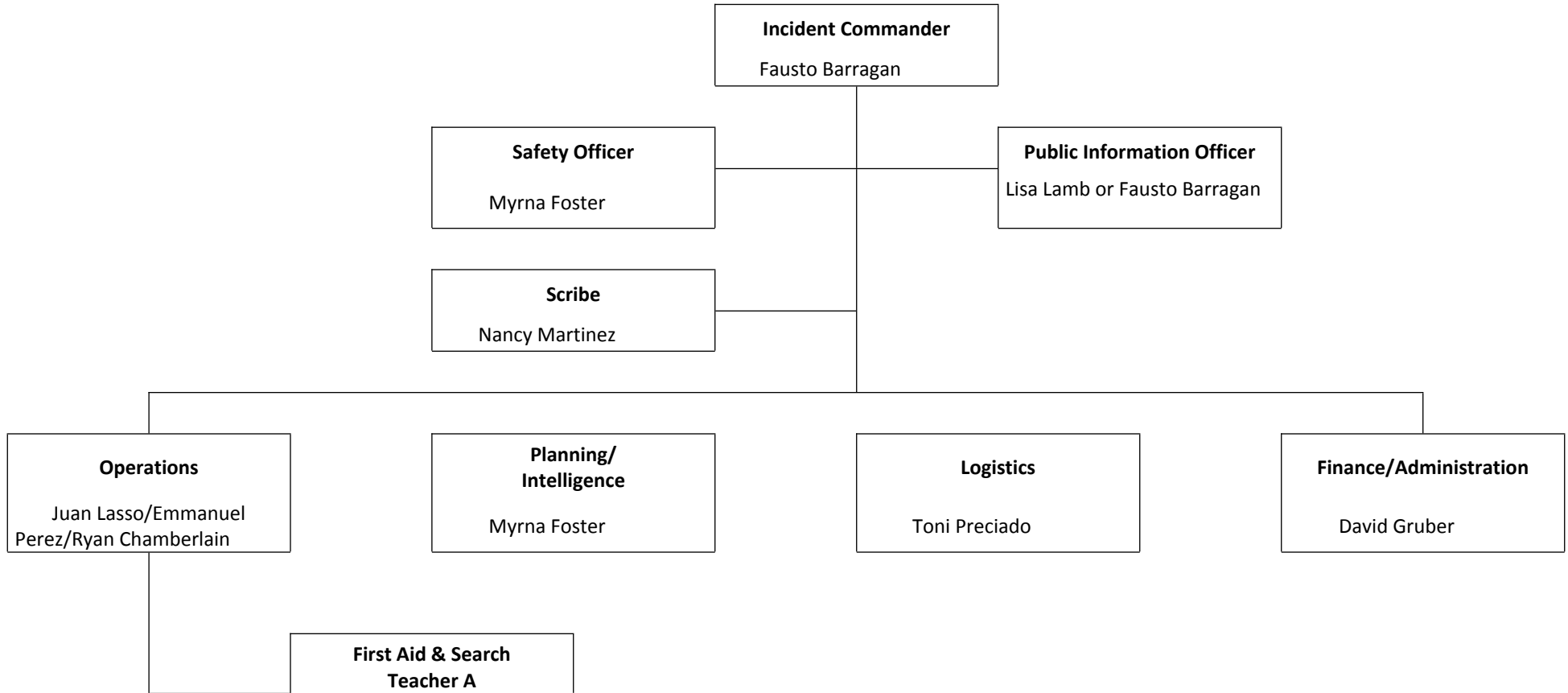
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	American Medical Response	800-474-1777	
Law Enforcement/Fire/Paramedic	San Bernardino Police Department	909-383-5311	
Law Enforcement/Fire/Paramedic	San Bernardino Fire Department	909-884-7248	
School District	SBCUSD	909-388-6130	
Local Hospitals	Community Hospital of San Bernardino	909-887-6333	
Local Hospitals	Saint Bernardine Medical	909-883-8711	
Local Hospitals	Arrowhead Regional Medical Center	909-580-1000	
Public Utilities	Edison	800-990-7788	
Public Utilities	Access Security	877-482-7324	
American National Red Cross	American Red Cross	909-888-1481	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety committee meeting safety of the school	October 20th 2020 2:00 pm	NSLA
Safety Committee meeting	November 9th 2020 1:00 pm.	NSLA
Safety Committee meeting	November 19th, 2020 8:30 am.	NSLA
Presentation of Safety Plan	Enero 20th 2021 5:00 p.m..	Principal
Complete NSLA safety plan	February 28th 2021. 3:15 p.m	NSLA Dean and TOSA
Review of NSLA safety plan	March 1st 2021. 9:30 am.	NSLA Dean and TOSA

Norton Science and Language Academy Incident Command System



First Aide Team: Angélica Ramos*, Julianna Teran, Daisy Mejía, Rodolfo Remigio, Eunise Rubio, Lilia Avila.
Search and Rescue Team: Jeovanni de Reza*, Stephanie Deininger, Esmeralda Gabriel, Yvette Fregoso, Veronica Reyes, Dominic Chavira, Teresa Monroy, Leticia Hurtado, Andre Humphrey and Carolina Torres.

**Student Release & Accountability
TeacherB**

Request Gate Team: Annalee Carrillo*, Sophia Martínez, Nancy Dust, Rocio C.
Reunion Gate Team: Elvira Regalado*, Myrna Foster, Stephany Mesinas, Dr. Martin and Maria Funaki (RUNNERS) Sepulveda, Jessica, IA (Sonia Fuentes),

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

INCIDENT COMMAND TEAM

The Incident Command Team is responsible for directing school emergency response activities.

The Incident Command Team is led by the Principal (Incident Commander) and also includes the school's Public Information officer, the Safety Coordinator and the Agency Liaison.

The Incident Commander also directs the activities of all other teams.

Other than Student Assembly Team Members, all other personnel will report in with the Incident Command before reporting to their assigned post. Once the Student Assembly Team submits their reports to the Incident Command, there should be an account of all personnel.

The actual location of the Incident Command needs to be flexible, depending upon the situation.

Ex #1: If it is reported that an intruder is on campus, then the IC location will be wherever the Principal is located on campus. No one is to leave their location until officially told to do so.

Ex #2: In the case of an earthquake, the initial location has been determined to be on the grass.

Roles and Responsibilities

Incident Commander

The Incident Commander is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Periodic assessing the situation
- Directing the Incident Command Team and all other emergency teams
- Determining the need for, and requesting, outside assistance
- Periodically communicating with the LCER CEO (Lisa Lamb)

Public Information Officer

The Public Information Officer (PIO) is the official spokesperson for the LCER in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander
- Maintaining a log of PIO actions and all communications
- Periodically interacting with the media
- Preparing statements for dissemination to the public
- Monitoring news broadcasts about the incident and correcting any misinformation.

Safety Officer

The Safety Officer is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Officer may include:

- Periodically checking with the Incident Commander for situation briefings and updates
- Monitoring drills, exercises and emergency response activities for safety
- Identifying safety hazards

- Ensuring that responders use appropriate safety equipment

Agency Liaison

The Agency Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:

- Periodically checking with the Incident commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander
- Briefing agency representatives on current situation, priorities and planned actions
- Ensuring coordination of efforts by periodically keeping Incident commander informed of agencies action plans and providing periodic updates to agency representatives as necessary.

Team Supplies and Equipment

- Copy of the school's Emergency procedures
- Campus map
- Master Keys
- Copies of staff and student rosters
- Hand-held radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid Kit
- Clipboard, Paper, Pens
- Hard Hat
- Vest or position identifier
- Large Campus Map

Team Assembly Location

- Report to the Incident Command Post by the Foisy Gate.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Determining the type of emergency will assist the commander/administrator in making the appropriate decisions to keep the campus safe. The response to a fire is drastically different than responding to an active shooter. The type of emergency may lead to evacuation, shelter-in-place, or lockdown as well as which agency to contact.

Step Two: Identify the Level of Emergency

Determining the size and immediacy of the emergency will determine the level. The site leader will determine if it is a classroom only, building only, area only (i.e. playground), whole school, neighborhood, or city-wide emergency.

Step Three: Determine the Immediate Response Action

With safety of students, staff and visitors at the forefront, site administrators/commander will determine immediate response based on site protocols. Please reference sections about: fire, earthquake, active shooter, bomb threat, gas leak, and utility leak or damage, etc

Step Four: Communicate the Appropriate Response Action

Administrators/Commander will communicate to the necessary emergency responders via phone, preferably a land line phone.

Administrators/Commander will utilize a variety of communication tools to notify staff and emergency participants such as:

- Bell system
- Phone intercom system
- School email

In addition, the Administrator/Commander will communicate with Lewis Center and outside stakeholder personnel via:

- Phone
- Email
- Text messaging

Lastly, a community communication plan will be created to notify families of incident, pick-up procedures, or next steps through one or several methods:

- Parent Square Notification
- Letter
- School messenger call out/email
- Postings on website and all social media accounts

Types of Emergencies & Specific Procedures

Aircraft Crash

Emergency response will depend on the size of the airplane, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Animal Disturbance

Implement this procedure when any animal threatens the safety of the students and staff.

IN THE EVENT OF AN ANIMAL DISTURBANCE STAFF ACTIONS:

Alert Site Administrator

If the animal is outside, proceed with SHELTER IN PLACE protocol. Keep students inside. If the animal is inside, EVACUATE students to a sheltered area away from the animal.

Armed Assault on Campus

ARMED ASSAULT ON CAMPUS/ACTIVE SHOOTER

Immediate response to a rapidly changing incident such as an active shooter is critical. In most cases, initiate LOCKDOWN procedures to isolate students and staff from danger or send them to a secure area. Safety and survival must always be the foremost consideration.

STAFF ACTIONS:

If you see a person walking onto campus with a weapon, call 911 immediately, and then alert the Site Administrator or campus security.

If you have reason to believe there is a threat of violence on campus, but have not directly witnessed it, alert the Site Administrator or campus security immediately

Follow procedures for lockdown or evacuation as directed or as necessary

Plan for students "locked-out"

STAFF ACTIONS AFTER CRISIS HAS BEEN NEUTRALIZED:

Follow procedures for EVACUATION as directed by law enforcement and/or site administrator

The Reunion GateTeam will follow procedures to oversee reunification of students with parents or authorized adults

If necessary the First Aide Team will work with local authorities to ensure injured students and staff members receive medical attention, particularly those with minor injuries.

Staff assigned specific Incident Command roles will follow directives of immediate ICS supervisor

All staff will participate in staff debriefings.

Lockdowns:

- Lockdown
- Shelter in place

(Lockdown)

Use: This will be used in the event of a violent intruder or a situation that requires the immediate safety of our students.

Signal: Audible voice over the intercom. This signal will override any existing conditions such as a fire alarm or regular bell schedule.

“Your attention, please, we are experiencing an emergency situation and need to lockdown the school immediately. Teacher, lock your doors and keep students inside until further notice: students or staff are to return to the nearest classroom or office.” If we fear for lives, ignore all alarms and bells unless advised otherwise.

Responsibilities:

- Teachers will:
- Get outside students to a close, secure area.
- Immediately secure classroom door and windows – lock or barricade.
- Reduce visibility.
- Close any blinds available.
- Turn off lights.
- Instruct students to quietly get on the floor in a non-visible location away from windows and doors, against interior walls and under the cover of desks and tables.
- Take a head count of students and obtain names of those present.
- Use discretion regarding cell phone use (advise students to set on vibrate). Overuse will jam the cell towers.

If you are OUTSIDE, do your best to make a decision based on the safety of the students. Some options include, but are not limited to:

- Move your class to a far area of the field away from the threat of harm. As they move, have students walk/run in a “zigzag” pattern rather than in a straight line (to be used in the case of possible gunfire).
- Bring your class back inside the nearest classroom/school building that is open. Proceed with the above listed indoor instructions once inside.
- If a lock down situation occurs during lunch or passing periods, all students should proceed immediately to the nearest open classroom or drop and cover.

- Students will:

o Immediately get to the floor and to a non-visible location.

o Remain silent.

o Await instructions from teacher.

- Move away from windows and doors.
- Administration will:

o Communicate as necessary via email, phone etc.

o Establish communication with law enforcement including a set of keys.

o Establish an Incident Command Center (ICC).

o Employ communications and reunification procedures.

o Notify district and media.

o Prepare materials for emergency response personnel.

- Other staff (maintenance, CDO's, Office, etc.)

- o Remain calm
- o You will need to decide whether to call 911 or Admin first.
- o Call on a landline if possible, be prepared to give details
- o Call the San Bernardino County Sheriff's Department (909-473-3888) and San Bernardino County Superintendent of Schools (909-888-3228). Inform them of the lockdown. (If necessary and feasible).
- o Take charge of any student walking on campus.
- o Look for, and be aware of strangers on campus or in and around the parking lot area.
- o Use radios to communicate, but be aware of transmissions, which could escalate a situation if overheard by the intruder.
- o Write down/keep a log of any important information with time and location of occurrence (if feasible)

Shelter in Place

- Stay where you are at and keep your normal routine.

Use: This will be used in the event of a community safety concern that does not directly affect our site.

Signal: Audible voice over the intercom. This signal will override any existing conditions such as a fire alarm or regular bell schedule.

Responsibilities:

- Teachers will:

- o Get outside students to a close, secure area.
- o Immediately secure classroom door and windows – lock.

If you are OUTSIDE, do your best to make a decision based on the safety of the students. Some options include, but are not limited to:

- Bring your class back inside the nearest classroom/school building that is open. Proceed with the above listed indoor instructions once inside.
- If a lock down situation occurs during lunch or passing periods, all students should proceed immediately to the nearest open classroom.
- Students will:

- o Await instructions from teacher.

- Administration will:

- o Communicate as necessary via email, phone etc.

- Other staff (maintenance, CDO's, Office, etc.)

- o Remain calm

- o Look for and be aware of strangers on campus or in and around the parking lot area.

- o Use radios to communicate, but be aware of transmissions, which could escalate a situation if overheard by the intruder.

o Write down/keep a log of any important information with time and location of occurrence (if feasible)

Biological or Chemical Release

GAS LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the Principal/Site Administrator.

STAFF ACTIONS

If a gas odor is detected, notify Site Administrator or security personnel immediately Move students from immediate vicinity of danger

Do not turn on any electrical devices such as lights, computers, fans, etc. If EVACUATION is ordered, follow all appropriate procedures

TOXIC AGENT

This is incident involving the discharge of a biological/chemical substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A toxic agent can be introduced through:

Postal mail

Ventilation system

Small explosive device

Parcel left unattended

Food supply

Aerosol release

Multiple victims suffering from the following symptoms might be an indicator of the release of a biological or chemical substance contaminating the environment:

Watery eyes

Choking

Breathing difficulty

Twitching

Loss of coordination

Distressed animals

Chemical accidents could result from a transportation accident or an industrial spill involving large quantities of toxic material. The nature of the material and the proximity of the incident to the school site will determine which emergency action should be implemented.

STAFF ACTIONS

Alert Site Administrator

If contamination is inside a specific classroom/area, EVACUATE students away from affected area immediately

Otherwise, follow immediate response action as directed by Site Administrator or Emergency Services personnel

Follow standard student assembly, accounting and reporting procedures

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT

Wash affected areas with soap and water

Immediately remove and contain contaminated clothing

Do not use bleach on potentially exposed skins

Remain in safe, but separate area, isolated from those who are unaffected until emergency response personnel arrive

THOSE WHO DISCOVER A CHEMICAL SPILL:

Alert others in immediate area to leave the area

Close doors and restrict access to affected area

Notify Site Administrator

DO NOT eat or drink anything or apply cosmetics

Bomb Threat/ Threat Of violence

Call Taker: Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist.
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)

- Listen closely to caller's voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial *57 to trace call. (May be different on your phone system)
- At the same time you are speaking with caller, try by any means, to get the attention of someone nearby, notifying them that you are on the phone with a potential bomb threat. Have them notify Administration immediately.

Incident Commander:

- Incident Commander or designee notifies law enforcement by calling 911.
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system: "LOCKDOWN/SHELTER IN PLACE....DO NOT USE RADIOS.....TURN OFF CELL PHONES IMMEDIATELY."

The Incident Commander and law enforcement agency will make a decision to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the district CEO
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.
- Assemble and brief the Search Team members at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement official, order an EVACUATION selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Direct students and staff, "DO NOT take personal belongings, coats or backpacks." Teachers and staff will leave their windows and doors open when exiting.
- Students and staff must be evacuated to a safe distance outside of school building(s). MINIMUM 1000 Feet is the general rule. Consult with Fire and Police officials.
- Arrange for person who found a suspicious item to talk with law enforcement official.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- The Incident Commander will notify staff and student of the termination of the emergency and to resume normal operations.

Teachers and staff:

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the Incident Commander or Search Team members.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to assembly area.
- Teachers will open classroom windows and leave classroom doors open when exiting.
- Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate student or staff is missing or you need immediate assistance. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared to for Off-Site Evacuation if ordered.
- If given the "All Clear" signal, return to the building and resume normal operations.

Bus Disaster

Bus Driver/Monitor:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire.
- If conditions are safer outside the bus than inside, evacuate the bus.
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.

- Contact the school district/bus company office and provide the following information:

o Who

o What

o When

o Where (location)

o Why and needs

- Do not discuss details of the accident with media.
- Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

Incident Commander:

- Dispatch the school administrator or designee to the accident location.
- School official(s) at the scene will assess level of support needed and convey this to the Incident Commander and CEO's office.
- Incident Commander or designee at the scene will report the names of student passengers, their conditions disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The Incident Commander or building principal will ensure any special health information or medication for any injured student is sent to the hospital.

CEO

- If multiple hospitals are used, the CEO's office will send an administrator to each hospital.
- The CEO or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the student was taken.
- District staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for the same day distribution, if possible.

Disorderly Conduct

DISORDER/PUBLIC DEMONSTRATION

When an advance notice of a planned protest is given, inform staff, local law enforcement, and parent community. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with directives.

STAFF ACTIONS:

- Maintain school and classroom expectations for academic engagement and behavior.
- Clearly explain to students that they are to remain on campus as usual and remind them of key aspects of discipline and attendance policy.
- Do not attempt to physically stop a student who chooses to leave campus. Simply note student's name and report to Site Administrator for disciplinary follow up

STUDENT ACTIONS:

In a violent situation, immediately notify the first available adult

Do not retaliate or take unnecessary chances

Move away from the area of agitation

Hold on to belongings to the extent that it is safe to do so

Do not pick up anything and do not go back for anything until receiving clearance to do so. Stay calm and reassure fellow students.

Share all relevant information with law enforcement, teachers, and school staff.

Follow directions from site administrator or law enforcement, teachers, and school staff.

Do not perpetuate rumors or repeat unsubstantiated information

Earthquake

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

INSIDE BUILDING

STAFF ACTIONS:

At first recognition of seismic activity, instruct students to move away from windows.

Initiate DROP, DUCK, COVER, and HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.

Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them against an interior wall. Face away from the windows.

After shaking stops and it is safe to do so, check for injuries, and render first aid.

Do NOT move injured students, unless to do so would place students in further danger. Use buddy system to remain with injured students.

If shaking is significant and has caused obvious damage to the building, EVACUATE immediately.

Submit Classroom Status Report to Command Post according to site protocol.

Follow procedures for EVACUATION or SHELTER IN PLACE as directed by Site Incident Command.

Avoid evacuation routes with heavy architectural ornaments over the entrances.

Do not return to the building.

DO NOT strike matches or touch any wires. Gas and electricity lines may be damaged.

Stay alert for aftershocks.

DO NOT re-enter building until it is determined safe to do so.

OUTSIDE BUILDINGS

STAFF ACTIONS:

Find a clear spot and drop to the ground. Stay away from buildings, power lines, trees, and streetlights, etc.

DROP AND COVER in the DROP, DUCK, COVER AND HOLD ON procedures.

Place head between the knees; cover back of neck with arms and hands.

Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees. Cover back of neck with arms.

Remain in place until shaking stops or for at least 20 seconds.

Each time an aftershock is felt, DROP AND COVER

After shaking stops, check for injuries, and render first aid.

Report injury and damage status to Command Post according to site communications protocol.

Continue to follow directives of Incident Commander.

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

STAFF ACTIONS:

At the sound of an explosion, immediately direct students to turn away from the windows and DROP, DUCK, COVER AND HOLD ON. Check for injuries and render first aid.

If explosion occurs inside the classroom or classroom block, EVACUATE to outdoor assembly area immediately.

Do not move injured students, unless to do so would place students in further danger.

Use buddy system to remain with injured students.

If directive is to EVACUATE follow all EVACUATION procedures.

Do not stop to collect belongings. Leave the door unlocked.

Keep students and staff at the safe distance from the building(s) and away from fire-fighting equipment.

Do not return to the building until it is safe to do so.

If explosion occurs in the surrounding area, initiate procedures for SHELTER IN PLACE and wait for further instructions. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, its proximity to the school, and the likelihood that it may endanger the school community.

FIRE OFF-SITE:

STAFF ACTIONS:

If students are to be evacuated, implement Student/Staff Accountability procedures before leaving the building site.

Follow all procedures for EVACUATION.

Do not stop to collect belongings. Leave the door unlocked.

Stay calm. Maintain control of the students at a safe distance from the fire and fire fighting equipment.

Remain with students until the building has been inspected and it has been determined safe to return.

If directive is to implement SHELTER IN PLACE, gather students inside and close windows and doors. Wait for further instructions.

Fire on School Grounds

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, its proximity to the school, and the likelihood that it may endanger the school community.

FIRE ON-SITE:

STAFF ACTIONS:

As directed, evacuate students from the building using primary or alternate fire routes. Follow all EVACUATION procedures.

Maintain control of the students a safe distance from the fire and fire fighting equipment.

Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Flooding

Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of the failure of a dam or levee. IF the school site lies within the hazard zone of a dam or levee, contact local water or dam authorities for further emergency preparedness strategies.

STAFF ACTIONS:

Follow Site Administrator's directive to EVACUATE or SHELTER IN PLACE.

Remain with and supervise students throughout the duration of the incident.

Do not walk through moving water. Six inches of moving water can cause a fall.

If walking in water is unavoidable, walk where the water is not moving. Use a stick to check the firmness of the ground.
Upon arrival at the safe site, implement Student/Staff Accountability procedures.
Report missing students to Incident Command Staff.
Do not return to site until it has been inspected and determined safe by authorities.

Loss or Failure Of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator (or designee) will notify the different utilities departments (agencies) and will provide the location and nature of the emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. The School Administrator will notify the Lewis Center of the loss of utility service.
5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
6. If the loss of utilities may generate a risk of explosion, such as a gas leak, please refer to that section.
7. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

A. Plan for a Loss of Water:

Toilets: 5 gallon buckets with tent in each classroom.

Food Service: No stored food / Limited food in cafeteria.

B. Plan for a Loss of Electricity:

Emergency Light: Flashlight in each classroom. (working on getting one for each class)

C. Plan for a loss of Communication

Telephone Service:

Administrator carries cellular phone.

CDO's (proctors) carry radios.

Facilities carry radios.

Motor Vehicle Crash

STAFF ACTIONS:

Notify Principal or designee.

Move students away from immediate vicinity of the crash.

If necessary, EVACUATE students to a safe assembly area away from the crash scene.

If an evacuation is necessary, take classroom emergency backpacks (including class rosters) to safe assembly area.

Report missing students to the principal/designee and emergency response personnel.

Care for the injured, if any.

Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

Psychological Trauma

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

Temporary disruption of regular school functions and routines. Significant interference with the ability of students and staff to focus on learning.

Physical and/or psychological injury to students and staff.

Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure

1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the Principal or designee will notify the San Bernardino County Superintendent of Schools.
5. The Psychological First Aid Team will advise and assist the Principal or designee to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

SUICIDE

While psychological distress can be caused by a traumatic event, students may also display emotional distress through suicidal or self-harming actions. The school site does not provide direct medical support for students, however, we do work to identify signs and signals that leads to family communication and recommendations/referrals to support services.

When a student vocalizes a concern, staff will work through a protocol to determine the gravity of the situation and student endangerment.

Norton Science and Language Academy School Plan Suicide Prevention, Intervention, and Postvention

Norton Science and Language Academy recognizes that youth suicide is a serious problem across the state of California, where an average of two young people under 25 die by suicide every week and as many as one out of five students have seriously considered suicide in the last year. Norton Science and Language Academy recognizes that, as The California Strategic Plan on Suicide Prevention: Every Californian is Part of the Solution states, a full range of strategies, starting from prevention and early intervention, should be targeted to Californians of all ages. NSLA believes that the school plays a unique and important role in the prevention of youth suicide in our community.

These policies and procedures outline NSLA's approach to youth suicide prevention, intervention, and postvention. This policy shall be available to all staff and reviewed and updated at the beginning of each school year.

PREVENTION

Norton Science and Language Academy recognizes that suicide prevention is most effective when students, staff, parents, and community members have adequate information about prevention. With this in mind, the following will be provided annually depending on staff and family retention.

FOR STAFF

Review of these policies and procedures before or near the beginning of the school year

Training for all teachers, school health staff, and other staff, including the following information:

Background on the scope of the problem of youth suicide

Information about the signs of stress and depression and where to send students for help

Information on risk factors for suicide

Information about signs of suicidal thinking

Information about how to intervene when a student presents signs of suicidal thinking

Access to written copies of this policy in hard copy in main office, intranet, school website, and student handbooks. Norton Science and Language Academy will follow the Suicide Prevention Resource Center's Safe Messaging Guidelines, available at <http://www.sprc.org/sites/sprc.org/files/library/SafeMessagingrevised.pdf>, in suicide prevention education with staff.

FOR STUDENTS

Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

At least once per semester, (school support staff such as school counselors or health staff) will visit students in their classrooms to remind them of resources within the school.

Norton Science and Language Academy recognizes that it is not a safe practice to teach suicide prevention in assemblies or other large gatherings and that prevention education should be taught in classrooms or other small group settings.

FOR STUDENTS' FAMILIES

In partnership with the PTA and/or other parent/community organizations, an annual training including the following:

Background on the scope of the problem of youth suicide

Information about the signs of stress and depression and a parent's role in helping

Information on risk factors for suicide

Information about signs of suicidal thinking

Information about parenting and communication strategies for suicide prevention

Information about when and how to intervene when signs of suicidal thinking appear

Resources in the school and community for families that need help

Written information about suicide prevention will be included in the packet sent to students' families at the beginning of the school year.

Norton Science and Language Academy will follow the Suicide Prevention Resource Center's Safe Messaging Guidelines, available at <http://www.sprc.org/sites/sprc.org/files/library/SafeMessagingrevised.pdf>, in suicide prevention education with families.

INTERVENTION

From time to time, it will come to a staff member's attention that a student is experiencing a crisis that may include suicidal thinking or behavior. The following procedures will be observed when this occurs:

Assessing the scope of the crisis and the risk of suicide

If the information comes directly from the student, expressed either verbally or through behavior, the staff member will obtain basic information from the student about the crisis. The staff member will then share this information verbally with a member of the student support team, in the presence of the student and with the student's participation whenever possible.

Marcelo Congo, School Psychologist
Sharmeen Mahmud, School Counselor
Cinthia Landin, School Psychologist
Myrna Foster, Dean of Students
Elizabeth Chronister, Assistant Principal
Fausto Barragan, Principal

If the information comes from another person such as a peer or a parent, the staff member will refer the situation to a student support team member, who will immediately schedule a meeting with the student.

The support team member will further discuss the situation with the student to obtain information about the crisis and assess their needs.

If the student reveals mental health concerns and/or suicidal ideation, the support team member will perform a suicide risk assessment using a recommended tool. One excellent tool for suicide risk assessment is SAMHSA's SAFE-T, available at http://www.integration.samhsa.gov/images/res/SAFE_T.pdf **.

Response to identified suicide risk

If there is immediate risk of harm to the student's self or others (for example, a suicide attempt in progress) the support team member will contact the student's parent or guardian, as stated in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local

Emergency Department, but in most cases, will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

**** The student must not be left alone while awaiting first responders.**

If there is high risk, the support team member must remain with the student and provide a safe, calming environment. The support team member will notify the student's guardian(s) that they should come to the school and will notify the building administrator. If the student's guardian(s) are unavailable or unable to come to the school:

A student age 13 or older may independently consent for a range of mental health services (see below).

If the student is 12 or under, the student may remain under observation while continued efforts are made to contact her or his guardian or emergency contact.

If a responsible adult cannot be located within a reasonable amount of time, the student may be transported to the nearest ER for evaluation.

With the student's guardian or, for students 13 or older, without them, the support team member may call the local crisis line to request a crisis evaluation. The guardian may instead choose to bring the child to the nearest hospital for evaluation. The building administrator must be notified if the student will be leaving school grounds.

If there is moderate risk, the support team member must remain with the student and provide a safe, calming environment. The student's guardian(s) will be contacted to come to the school before the end of the school day. In the event that the guardian(s) cannot be reached or are unsupportive:

A student age 13 or older may independently consent for a range of mental health services (see below).

If the student is 12 or under, the student may remain under observation while continued efforts are made to contact her or his guardian or emergency contact.

With the student's guardian or, for students 13 or older, without them, the support team member may call the local crisis line to request a crisis evaluation. The guardian may instead choose to bring the child to the nearest ER for evaluation. The building administrator must be notified if the student will be leaving school grounds.

A student at moderate risk who is willing to commit in the presence of her or his guardian to staying safe until the next school day will create a safety plan using ****tool**. One good template for a safety plan in the case of suicide risk is available here:

<http://www.sprc.org/sites/sprc.org/files/SafetyPlanTemplate.pdf> .****** This process may be revisited at the beginning of the next school day and a new safety plan drafted.

If there is low risk, the support team member will work with the student to describe the situation to her or his guardian(s). The student will commit to staying safe until the next school day and will create a safety plan using ****tool**. One good template for a safety plan in the case of suicide risk is available here: <http://www.sprc.org/sites/sprc.org/files/SafetyPlanTemplate.pdf> .****** , the existence of which will be disclosed to her or his guardian(s). This process may be revisited at the beginning of the next school day and a new safety plan drafted.

If a student is remaining in school but has missed class time or the crisis is affecting their school performance, the support team member will discuss with the student and, if applicable, the student's guardian what should be shared with the student's teachers. This may include the nature of the crisis, accommodations made in the safety plan, and what support the student will need. This information should be shared with the student's teachers in a confidential manner that will not be seen or overheard by other students or staff.

Out-Of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

Call the police and/or emergency medical services, such as 911.

Inform the student's parent or guardian.

Inform the school suicide prevention coordinator and principal. If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

Re-entry

If a student has missed one or more days of school because of a suicidal crisis (for example, because of inpatient hospitalization or emergency expulsion, the student's re-entry to school must begin with a re-entry meeting to ensure the student's readiness for return to school.

A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers

The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.

During the meeting, the team will discuss how to support the student in phasing back into normal school life. Depending on the student's situation, this could include accommodations such as beginning with a lighter course load or workload.

The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

PARENTAL NOTIFICATION AND INVOLVEMENT

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the principal or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

POSTVENTION

Norton Science and Language Academy recognizes that suicide is a crisis that affects the entire school community. In the event of a student's death by suicide, it is critical that the school's response be swift, consistent, and intended to protect the student body and community from suicide contagion.

Verify the death

Development and Implementation of an Action Plan

The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

Verify the death.

Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

Assess the situation.

The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.

Share information.

Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission

from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

Avoid suicide contagion.

It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

Norton Science and Language Academy recognizes that it is not a safe practice to hold a candlelight vigil, hold a memorial service, or erect a permanent memorial (such as a plaque, bench, or tree) at the school in the case of a suicide, as these practices could contribute to sensationalization of suicide or students considering suicide a means to gain admiration or attention. Acceptable "living memorials" that decrease the risk of suicide contagion include:

A student-led suicide prevention initiative supervised by one or more faculty members;

A donation or fundraiser for a local crisis service or mental health care provider;

Participation as a school in a local suicide awareness event;

Hosting a suicide prevention or postvention training for students, staff, and/or families;

Placing printed prevention resources in the school.

Initiate support services.

Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

Develop memorial plans.

Norton Science and Language Academy recognizes that it is not a safe practice to hold a candlelight vigil, hold a memorial service, or erect a permanent memorial (such as a plaque, bench, or tree) at the school in the case of a suicide, as these practices could contribute to sensationalization of suicide or students considering suicide a means to gain admiration or attention. Acceptable "living memorials" that decrease the risk of suicide contagion include:

A student-led suicide prevention initiative supervised by one or more faculty members;

A donation or fundraiser for a local crisis service or mental health care provider, such as

Participation as a school in a local suicide awareness event;

Hosting a suicide prevention or postvention training for students, staff, and/or families;

Placing printed prevention resources in the school.

External Communication

The school principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

a) Keep the LCER Suicide Prevention Coordinator and CEO informed of school actions relating to the death.

b) Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.

c) Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

Days After Postvention

Well after the loss of a student to suicide, the school will be mindful of anniversaries, such as the anniversary of the death, the student's birthday, the date the student would have graduated, etc. Students identified as at risk will receive extra support and

observation during these times as well.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of the contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption and will restrict access to the area.
2. The School Administrator will notify "911", County Department of Health Services 909-356-673, Lewis Center, and the Office of Environmental Health and Safety 800-442-2283 if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. School Administrator will call San Bernardino Fire Department which will conduct an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.
7. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
8. If tampering is evident, notify EHS San Bernardino County
9. The School Administrator will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

Any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate. Existing law requires any vote to approve the tactical response plan to be announced in open session following a closed session. Existing law provides certain protections from disclosure for this tactical response plan. This information shall not be made available to the public.

Unlawful Demonstration or Walkout

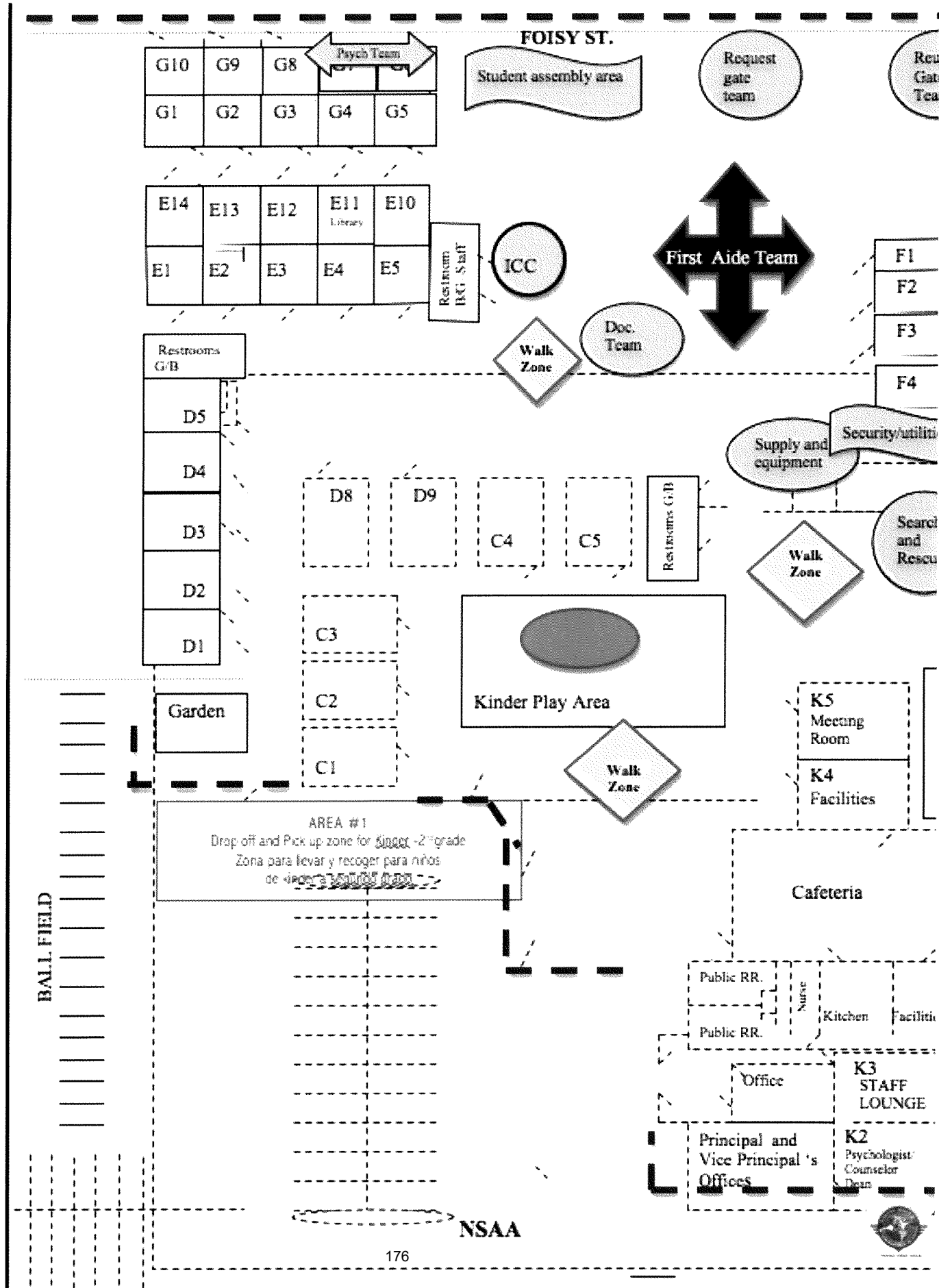
Unlawful Demonstration or Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal or designee.
2. The Principal or designee will initiate appropriate Immediate Response Actions.
3. The Principal or designee will call 911 to request assistance and will provide the exact location and nature of emergency.
4. The Emergency Response Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked down, as a blocked entrance may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the Principal or designee, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Principal or designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and/or blinds.

7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. The Principal or designee should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The Principal or designee will notify parents of the incident, as appropriate. SHELTER-IN-PLACE.



Emergency Evacuation Map

**Lewis Center for Educational Research Board
Agenda Item Cover Sheet**

Date of meeting: March 8, 2021

Title: AAE and NSLA COVID-19 School Guidance Checklists

Presentation: _____ Consent: X Action: _____ Discussion: _____ Information: _____

Background: The California Department of Public Health (CDPH) has developed a framework to support school communities as they decide when and how to implement in-person instruction for the 2020-2021 school year with safe and successful in-person instruction. Schools throughout the state are now in various stages of instruction including fully distance learning, fully in-person learning, and hybrid instruction based on local conditions. Key mitigation strategies, studied in multiple settings and used successfully in schools nationally and internationally, allow for safe in-person instruction. The thoughtful implementation of mitigation strategies, specific to school context, provides a careful and effective pathway forward as community transmission rates fluctuate. Recommendations regarding in-person school reopening and closure should be based on the latest available evidence as well as state and local disease trends and we will update this guidance as needed to reflect new evidence.

Although both schools, AAE and NSLA are already approved to open for in-person instruction through the County Waiver Process, the state now requires all schools to submit a School Safety Plan to the CDPH in order to continue offering and/or implement in-person instruction. The following are AAE and NSLA's School Safety Plans that were already submitted to CDPH and approved. The Safety Plans are comprised of two components. The first is the School Guidance Checklist (and supporting narrative) which explains how each school will safely implement these safety measures for in-person instruction. The second component is the Cal/OSHA Prevention Plan.

Fiscal Implications (if any):

In order to be eligible for additional grant COVID-19 funding, it is recommended that the Safety Plans be adopted and approved by the LCER Board.

Impact on Mission, Vision or Goals (if any):

Recommendation: Approve AAE and NSLA COVID-19 Safety Plans and School Guidance Checklists

Submitted by: Stacy Newman, Director, HR

COVID-19 School Guidance Checklist

January 14, 2021

CALIFORNIA
ALL

Your Actions
Save Lives

Date: _____

2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent: _____

Number of schools: _____

Enrollment: _____

Superintendent (or equivalent) Name: _____

Address: _____

Phone Number: _____

Email: _____

Date of proposed reopening: _____

County: _____

Grade Level (check all that apply)

Current Tier: _____
(please indicate Purple, Red, Orange or Yellow)

TK 2nd 5th 8th 11th

K 3rd 6th 9th 12th

1st 4th 7th 10th

Type of LEA: _____

This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier, materials must additionally be submitted to your local health officer (LHO), local County Office of Education, and the State School Safety Team prior to reopening.

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is:

K12csp@cdph.ca.gov

LEAs or equivalent in Counties with a case rate $\geq 25/100,000$ individuals can submit materials but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.

For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:

I, _____, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to CalOSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents,

which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

Stable group structures (where applicable): How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

If you have departmentalized classes, how will you organize staff and students in stable groups?

If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

Entrance, Egress, and Movement Within the School: How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

Face Coverings and Other Essential Protective Gear: How CDPH's face covering requirements will be satisfied and enforced for staff and students.

Health Screenings for Students and Staff: How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

Healthy Hygiene Practices: The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.

Identification and Tracing of Contacts: Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

Physical Distancing: How space and routines will be arranged to allow for physical distancing of students and staff.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum: _____ feet

Minimum: _____ feet. If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

Staff Training and Family Education: How staff will be trained and families will be educated on the application and enforcement of the plan.

Testing of Staff: How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence.

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

Testing of Students: How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence.

Planned student testing cadence. Please note if testing cadence will differ by tier:

Identification and Reporting of Cases: At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).

Communication Plans: How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

Consultation: (For schools not previously open) Please confirm consultation with the following groups

Labor Organization

Name of Organization(s) and Date(s) Consulted:

Name: _____

Date: _____

Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

Name: _____

Date: _____

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

For Local Educational Agencies (LEAs or equivalent) in PURPLE:

Local Health Officer Approval: The Local Health Officer, for (state County) _____. County has certified and approved the CSP on this date: _____. If more than 7 business days have passed since the submission without input from the LHO, the CSP shall be deemed approved.

Additional Resources:

[Guidance on Schools](#)

[Safe Schools for All Hub](#)

Academy for Academic Excellence COVID-19 School Guidance Checklist

Stable group structures (where applicable):

The Academy for Academic Excellence (AAE) follows the most recent Guidance Related to Cohorts for Children and Youth issued by the California Department of Public Health (CDPH) - updated on September 4, 2020, regarding cohort grouping. The AAE has implemented stable groups of students and staff to reduce the numbers of exposed individuals, decrease opportunities for exposure to or transmission of COVID-19, facilitate more efficient contact tracing in the event of a positive case, and allow for targeted testing and quarantine of a small group instead of a potential schoolwide closure in the event of a positive case or cluster of cases.

On October 16, 2020, AAE was approved by the local health department for a waiver to return TK-5 grade students using a hybrid model of in-person instruction. AAE implemented a thoughtful, phased reopening while the county was in the Purple Tier. AAE phased in students by grade levels, with staggered return schedules, gradually allowing for specific grades to resume in-person learning, beginning with the youngest students. Each grade level was divided into two (2) stable groups for a minimum day schedule. Group A attends in person on Monday and Tuesday and Group B attends in person Thursday and Friday. Both groups participate in distance learning the other three (3) days per week. Families continue to have the choice to remain in full distance learning.

Stable groups are limited to no more than 16 individuals, including students and staff. Attention has been given to ensure students and staff remain in stable classroom groups by keeping the same students and teacher or staff together for the entire school day to prevent mixing between groups. Efforts have been made to assign students who live together or carpool together to the same cohort, if possible. Stable groups are kept separate from one another for special activities such as art, music, and exercise. Recesses, lunchtimes, and other activities are staggered so that no two (2) stable groups are in the same place at the same time.

AAE will continue to provide in-person specialized services and support for high needs students, following the same protocols described above and throughout this document. Specialized services may include, but are not limited to: occupational therapy services, speech and language services, other medical services, behavioral services, educational support services as part of a targeted intervention strategy, or assessments, such as those related to English Learner status, Individualized Education Plans and other required assessments.

Secondary classes are currently offered in full distance learning. AAE will follow California Department of Public Health (CDPH)'s guidance for phasing back secondary grades as local conditions permit.

Entrance, Egress, and Movement Within the School:

AAE has implemented measures to minimize close contact between students, staff, families, and the broader community at arrival, departure, and throughout the school day through the following methods:

- Designating multiple routes for ingress and egress into campus, using as many entrances and exits points as can be supervised appropriately to decrease crowding.
- Staggering arrival and drop off times and locations as consistently as practicable to minimize scheduling challenges for families.
- Instructing drivers and passengers to remain in their vehicles, to the extent possible, when dropping off or picking up students.
- Implementing health screenings of students and staff upon arrival at school.
- Requiring adults and students who enter campus for in-person pick-up or drop-off to wear a face covering.
- Providing supervision to disperse student gatherings during school arrival and departure.
- Designating one-way walking directional pathways inside and outside classrooms, hallways, etc. as practicable.
- Staggering recess, lunches, restroom use, passing periods, etc., to avoid mixing of students.
- Minimizing visitors and volunteers on campus until restrictions are lifted. Minimizing contact at school between students, staff, families, and the community at the beginning and end of the school day. AAE prioritizes minimizing contact between adults at all times.

Face Coverings and Other Essential Protective Gear:

AAE follows the CDPH COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California 2020-2021 School Year (CDPH Guidance) and local health orders on the use of face coverings. All staff and students are appropriately trained on the proper use of face coverings. Face coverings must be used in accordance with CDPH Guidance unless a person is exempt.

- All adults and all children age two (2) and older must wear a clean face-covering to school everyday.

- Face coverings shall be worn while waiting to enter the school campus, in any indoor or outdoor area (except while eating or drinking) and while leaving school.
- Staff and students exempted from wearing a face covering due to a confirmed medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits.
- In limited situations where a face covering cannot be used (i.e., teaching young children, or assisting those with special needs), a face shield with a drape can be used instead of a face covering while in the classroom as long as physical distancing is maintained.
- Staff is expected to teach and reinforce the proper use, removal and washing of face coverings.
- Staff and students are frequently reminded not to touch the face covering and to wash their hands frequently.
- AAE posted signs to remind staff, students, and visitors that the CDPH currently requires face coverings to be worn in public settings with certain limited exceptions.
- Students participating in sports should wear face coverings when participating in the activity, even with heavy exertion as tolerated, both indoors and outdoors.
- Proper use of face coverings will be strictly enforced. AAE will exclude anyone who refuses to wear a face covering from campus.
- AAE has an established protocol to provide face coverings for students and staff as needed.

AAE requires staff to wear gloves and other Personal Protective Equipment (“PPE”) in accordance with the following:

- AAE provides surgical masks, face shields, and disposable gloves for staff engaging in Wellness and Temperature Screenings.
- Workers or other persons handling or serving food must use gloves in addition to face coverings.
- AAE provides a clear plastic barrier or face covering and disposable gloves for the front office and food service staff.
- AAE provides equipment and PPE to custodial staff for cleaning and disinfecting, including:
 - For regular surface cleaning, gloves appropriate for all cleaning and disinfecting.
 - For staff engaged in deep cleaning and disinfecting, proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and face mask or respirator) in addition to PPE as required by product instructions.
- As required by Cal/OSHA, AAE has provided training on the proper use of PPE to protect staff from the hazards of the cleaning products used.

Health Screenings for Students and Staff:

AAE follows the CDPH Guidance and local health protocols for screening staff and students. Daily screening for COVID-19 symptoms and for exposure to someone with COVID-19 prior to leaving for school can prevent staff and students with COVID-19 from coming to school while infectious and help from spreading the virus to others. Parents who chose to receive in-person instruction for their children, were required to sign a Parent Acknowledgement Form confirming they would follow all school health and safety guidelines, to include at-home health screening for their children.

Students Symptom and Exposure Screening:

Parents are instructed to screen the student before leaving the house for school. AAE has provided all families with a list of COVID-19 symptoms. Before leaving the house, a parent should confirm that the student has a temperature below 100.4 degrees Fahrenheit, does not exhibit any other COVID-19 symptoms, and has not had close contact with a positive case.

In addition to home screening for students, staff actively monitor each student for COVID-19 symptoms when the student enters the school site, which will include a visual wellness check and may include a temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible. If a student answers “no” to all questions and appears well, the student is allowed to remain on campus. If the student’s temperature is 100.4 or above or they have verbally confirmed symptoms or appear to have symptoms, they will immediately be escorted to the isolation area of the health office. Office staff will contact the parent to pick up the student. Staff members who conduct wellness checks wear appropriate PPE.

Any student who has a fever or other COVID-19 symptoms must stay home from school and should seek COVID-19 testing. Symptomatic students are instructed to isolate and quarantine pursuant to CDPH and local health guidance, which generally lasts for at least 10 days after the onset of symptoms, 24 hours since their fever has passed without the use of fever-reducing medication, and after symptoms have improved. Symptomatic students who test negative for COVID-19 may return 24 hours after resolution of fever, without use of fever reducing medication, and improvement in symptoms. Any students who exhibit COVID-19 symptoms or who may be a close contact to a positive case, are given instructions for isolation and quarantine, as described below in **Testing of Students Section** below.

Staff Symptom and Exposure Screening:

All staff working on campus are also required to perform a self-administered wellness check for COVID-19 symptoms before leaving home for work. Any staff member who has a fever of 100.4

degrees Fahrenheit or higher, has any of the COVID symptoms or has had close contact with a positive case, is directed to notify the supervisor and stay home from work.

Staff are also required to perform self-screening at home and again upon arriving at their work site. This includes a temperature check (confirming temperature below 100.4 degrees Fahrenheit) as well the questionnaire. If staff answers “no” to all questions and their temperature is below 100.4 degrees Fahrenheit, they may remain on campus. If the staff’s temperature is 100.4 or above, they are to immediately leave the campus and to get tested for COVID-19.

Any staff member who has a fever or other COVID-19 symptoms must stay home from work and should seek COVID-19 testing. Symptomatic staff are instructed to isolate and quarantine pursuant to CDPH and local health guidance, which generally lasts for at least 10 days after the onset of symptoms, 24 hours since their fever has passed without the use of fever-reducing medication, and after symptoms have improved. Symptomatic staff who test negative for COVID-19, may return 24 hours after resolution of fever, without use of fever reducing medication, and improvement in symptoms. Any staff member who exhibits COVID-19 symptoms or who may be a close contact to a positive case, are given instructions for isolation and quarantine, as described below in **Testing of Staff Section** below.

Visitor Symptom and Exposure Screening:

Each visitor to the school site is screened for COVID-19 symptoms before entering. The staff member who greets the visitor at the entrance administers an in-person wellness check and temperature check (confirming temperature below 100.4 degrees Fahrenheit and negative responses to screening questions) prior to permitting the visitor to proceed to the specified destination. If the visitor exhibits COVID-19 symptoms and/or is a close contact exposure to a positive case, the visitor will not be allowed to enter the facility.

Student, staff and visitor symptoms and exposure screenings are kept as confidential and private as possible to maintain the confidentiality of the student and staff medical records. Race, nationality, and country of origin is never used as a basis for particularized health screening.

Healthy Hygiene Practices:

AAE has developed routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.

Sanitation routines enable students and staff to regularly wash their hands at staggered intervals. To facilitate these routines, additional handwashing stations have been added strategically around the campus. AAE ensures that soap, tissues, no-touch trash cans, face coverings, water, and paper towels or dryers for hand washing are available. Hand sanitizer bottles and stations have been added throughout the campus in each classroom, all restrooms, dining areas, each building, pick up and drop off zones, hallways, courtyards, and other high traffic areas.

AAE's Registered Nurse and staff teach and reinforce proper handwashing techniques, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes to all classes. Students and staff are instructed to wash their hands for 20 seconds with soap, rubbing thoroughly after application. AAE has conspicuously placed posters that encourage proper hand hygiene to help stop the spread of COVID-19.

Identification and Tracing of Contacts:

AAE has a full-time Registered Nurse who is assigned as the school's designated person for the local health department to contact about COVID-19 involving students. The Human Resources Director is the workplace coordinator for COVID-19 issues involving staff. The Registered Nurse and Human Resources Director work closely to support contact tracing, conducting investigations, providing appropriate notifications to exposed persons, creating and submitting lists of exposed persons, and reporting to public agencies as required.

Case investigation/contact tracing is initiated as soon as possible after the positive case is identified and will include the following:

- The positive case is interviewed to determine the infectious period and whether the positive case was infectious while at school; identify household and community close contacts, particularly any close contacts at school; determine if any school/work-related factors could have contributed to risk of infection.
- The positive case identifies other individuals they were in contact with during the infectious period, and what areas of campus they visited or were present in during the infectious period to include classrooms, common areas such as restrooms, breakrooms, etc.
- The positive case is instructed with guidelines for isolation to prevent spreading COVID-19 to others. All information collected is kept confidential and protected by privacy laws. The name of the positive case is not revealed to those the person may have exposed, even if they ask.

- Individuals who are identified as close contact exposures to the positive case are located and notified in writing of the exposure, information regarding testing, guidelines on quarantine to prevent the spread of infection, and employees are provided with information regarding COVID-19 related benefits to which the employees may be entitled under applicable federal, state or local laws.
- AAE continues to monitor and follow up with positive cases and individuals who are identified as close contact exposures to make sure they are following the isolation and quarantine instructions and to track the development of any potential COVID-19 symptoms.
- AAE follows the mandated reporting requirements as described in the CDPH Guidance regarding COVID-19 testing and cases. This is further explained in the **Identification of Reporting of Cases** section below.

Physical Distancing:

Physical Distancing (Staff): AAE will incorporate CDE guidance with respect to physical distancing between staff.

- Adjusted work schedules and telework options have been made available to staff to limit the total number of staff on campus each day.
- Desks and workspaces are arranged to create a minimum of six (6) feet between individuals.
- Break rooms, staff rooms, classrooms, and conference rooms have posted occupancy limits.
- Staff has been advised to minimize the use of staff rooms, break rooms, and other indoor settings. Staff is encouraged to eat meals outdoors, in their individual workspaces, or in large, well-ventilated spaces.
- Training and other meetings are conducted virtually or in a manner that accommodates physical distancing.

Physical Distancing (Students): AAE incorporates CDE guidance with respect to physical distancing between students on campus, to include some or all of the following:

- AAE has established a maximum occupancy of each classroom. Desks, tables and other classroom furniture are arranged to minimize face-to-face contact and maintain six (6) feet between students and teacher except where six (6) feet is not possible after a good-faith effort. A minimum of four (4) feet is maintained at all times. Efforts to minimize

face-to-face contact, maximize the use of outdoor spaces, install partitions, and optimize ventilation have been made.

- To reduce possibilities for infection, students remain in the same space and in cohorts as small and consistent as practicable, including for recess and lunch, as described above.
- AAE implemented measures to maintain physical distance while students move between classrooms, that are easy for students to understand and are developmentally appropriate, including the following recommendations:
 - Hallways: Preventing congregating in hallways as much as practicable.
 - Restrooms: Staggering restroom use by groups of students to the extent practicable, and/or assigning certain groups of students to use certain restrooms.
 - Playgrounds and Recess: Recess activities are held in separated areas designated by class and/or staggered throughout the day and limiting the use of shared playground equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.
- Outdoor and large format spaces are used for instructional activities where physical distancing cannot be maintained in classrooms.
- Activities, where there is an increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances, are held outdoors.
- Procedures for turning in assignments and materials have been implemented to minimize contact.
- AAE has implemented appropriate physical distancing measures during physical activities like physical education classes.
- AAE has implemented a plan to maintain physical distancing during meals (serving meals in the classroom or outdoors, staggering cafeteria use, etc.) Food is distributed in single-serve meals instead of buffet, salad bar, or family-style format.
- AAE ensures sufficient ventilation in all classrooms and shared workspaces. For instance, the central air filtration for HVAC systems in all classrooms and offices was maximized by installing Minimum Efficiency Reporting Value (MERV) filters of at least 13. Air purifying devices were also installed in HVAC systems in all buildings, excluding portables which have existing access to outside air flow.

Staff Training and Family Education:

AAE engages with students, staff and families to develop strategies to prepare and respond to the COVID-19 emergency. AAE trains staff, students and families and provides educational materials on the below COVID-19 health and safety protocols that are recommended by the CDPH and local health department. Methods of engagement and training include, but are not limited to: virtual meetings, webinars, online training modules, school-wide health and safety

committees, parent forums, email, and Infinite Campus Messenger. AAE parents who choose to have their children attend in-person instruction, are required to review and sign a Parent Acknowledgement Form agreeing to adhere to the school's COVID-19 health and safety protocols. The COVID-19 health and safety protocols that staff, students and families are educated on are:

- Enhanced sanitation practices
- Physical distancing requirements and recommendations for both inside and outdoor spaces
- Proper use, removal and washing of face coverings
- Proper hygiene, cleanliness and disinfection protocols
- Screening practices
- How COVID-19 is spread
- Preventing the spread of COVID-19 if you are sick, including the importance of staying home if staff members have symptoms, or if they or someone in their household has been diagnosed with COVID-19
- Local community testing sites and options for obtaining COVID-19 testing from testing from private medical providers, including testing arranged by AAE
- Guidelines for staff regarding COVID-19 specific symptom identification and when to seek medical attention
- Guidelines for families about when to keep students home from school
- Symptoms for self-reporting symptoms
- Criteria and plan to close school again for physical attendance of students

Testing of Staff/Students:

Staff and students who have a fever or other COVID-19 symptoms or who have been a close contact exposure to someone with COVID-19, are instructed to stay home from school and to seek COVID-19 testing. Staff and students who are symptomatic or may have been a close contact exposure to a positive case, are referred to a free local public health testing site, their health provider, or are offered an on-site free rapid testing kit through Valencia Branch Laboratory. Staff and students are instructed to return the COVID-19 test results to either AAE's Registered Nurse (for students) or the Human Resources Director (for staff) who will report those results to the local health department, as appropriate, as well as the insurance carrier. As both the testing and reporting are required under applicable public health order, staff cannot opt out. AAE will maintain the confidentiality of test results, other than the mandated reporting requirements.

Symptomatic staff and students are instructed to isolate pursuant to CDPH and local health guidance, which generally lasts for at least 10 days after the onset of symptoms, 24 hours since their fever has passed without the use of fever-reducing medication, and three (3) days after symptoms have improved. Symptomatic staff and students who test negative for COVID-19, may return to work on-site 24 hours after resolution of fever (without use of fever reducing medication) and improvement in symptoms.

Staff members and students who are identified as close contacts (household or non-household) to confirmed COVID-19 cases are sent home immediately, instructed to get COVID-19 testing five (5) to seven (7) days from the last exposure, are advised to quarantine for 10 days, and monitor for COVID-19 symptoms. Even if the staff member or student who was exposed tests negative, he or she is instructed to remain in quarantine for a full 10 days after the date of last exposure to the positive case or the date that the positive case completes his/her isolation. If the exposed staff member or student tests positive or later develops symptoms, he/she shall not return to work/school until he/she has met the CDPH and local health criteria to discontinue isolation as stated above.

Designated staff are encouraged to continue working remotely from home during the isolation or quarantine period, as long as they feel well enough to do so. In addition, all students are encouraged to continue with virtual instruction from home during their isolation or quarantine period. For staff who are unable to work remotely from home, information regarding COVID-19 related benefits are provided to include, but not limited to, workers' compensation, COVID-19 related leave, sick leave, state mandated leave, as well as anti-retaliation and anti-discrimination protections applicable to employees.

Consistent with CDPH and local health guidance, AAE conducts staff-wide surveillance testing according to the following standards:

- The goal of staff-wide surveillance testing is to test staff every two (2) months as local testing capacity permits.
- Staff who only work remotely and have no contact with students or staff and do not report to campus are not required to be tested.
- Surveillance testing may be more frequent in response to an outbreak at the school site, as instructed by CDPH or Cal/OSHA regulations, the local health department, or where otherwise required by law or public health guidance.

Students and family members are encouraged to be tested for COVID-19 monthly while receiving in-person instruction. In the event of a positive test result of a student or family member, AAE requires that parents/guardians notify school administration immediately if the

student tested positive for COVID-19 or if one (1) of their household members or non-household close contacts tested positive for COVID-19.

Identification and Reporting of Cases:

In the event of one (1) or more confirmed COVID-19 student or staff member cases, AAE adheres to the following mandated reporting requirements as described in the CDPH Guidance regarding COVID-19 testing and cases.

- Within one (1) business day of being made aware of a positive COVID-19 case among any student or employee who was present on AAE campus within the 10 days before the positive test result, notification is made to the local health department. The notification includes the below personally identifiable information of staff and students (without parental or staff consent):
 - The full name, address, telephone number, and date of birth of the individual who tested positive;
 - The date the individual tested positive, the school at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at school; and
 - The full name, address and telephone number of the person making the report.
- Within one (1) business day of being made aware of a positive COVID-19 case, AAE provides a written notice to all employees and independent contractors who may have had exposure to the positive case within the infection period. The notice includes information for testing, as well as, the disinfection and safety plan that AAE plans to implement and complete per the guidelines of the CDC.
- Within one (1) business day of being made aware of a positive case, written notice is also given to exposed families, as relevant, while maintaining confidentiality as required by state and federal laws. For instance, when a positive case is identified within a stable cohort, all students and staff within that cohort are notified of the positive case and they will be instructed to get tested for COVID-19.
- In addition, upon notice of any COVID-19 related serious illness or death of an employee occurring on campus or in connection with the employee's job, AAE will immediately report such information to Cal/OSHA.
- AAE also notifies it's workers' compensation claims administrator, as applicable, within three (3) business days.

Communication Plans:

AAE maintains confidentiality of COVID-19 test results to the fullest extent possible. AAE upholds the privacy requirements of FERPA, HIPAA and the ADA and only communicates minimally required information about positive cases, outbreaks, and exposures at school.

When a positive case is identified and determined to be present at school during his/her infectious period, AAE's COVID-19 designated staff member (either the Registered Nurse or Human Resources Director) sends the appropriate notification to potential exposures as described above in section **Identification and Reporting of Cases**. Notification is done without revealing the identity of the employee or student who tested positive as well as any other confidential medical information.

For employees, all of the medical information about any employee is stored separately from the employee's personnel file in order to limit access to this confidential information. AAE has a separate confidential medical file for each employee where medical information is stored. Medical information includes COVID-19 test results, medical certifications showing an employee needs time off due to COVID-19, necessary leave paperwork, etc. For students, AAE takes similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.

**Lewis Center for Educational Research
Injury and Illness Prevention Plan
COVID-19 Addendum**

California employers are required to establish and implement an Injury and Illness Prevention Program (“IIPP”) to protect employees from all worksite hazards, including infectious diseases.

The Lewis Center for Educational Research (“LCER”) has adopted this addendum to accommodate reopening its schools, the Academy for Academic Excellence and Norton Science and Language Academy, collectively referred to herein as (“LCER Schools”) for in-person instruction in accordance with the Framework for Reopening K-12 Schools from the California Department of Public Health (“CDPH”). **This document additionally complies with the temporary Cal/OSHA regulations issued November 30, 2020 which require a “written COVID-19 prevention plan.”** Resumption of in-person instruction presumes that LCER Schools operates in a county that either: 1) Is in the Red, Orange, or Yellow tier, pursuant to California’s Blueprint for a Safer Economy program, 2) has received a waiver allowing reopening, or 3) is reopening to provide limited and specialized services, consistent with the CDPH’s Cohort Guidance. LCER and school site administrators should coordinate with state and local health officials to obtain timely and accurate information about the level of disease transmission in the local community before resuming any on-site work practices. Local conditions will influence the decisions that public health officials make regarding community-level strategies.

This addendum contains three (3) parts. Part one (1) contains background information regarding COVID-19, including known symptoms, emergency warning signs and high-risk factors. Part two (2) provides guidelines for implementation of a COVID-19 Infection Control Plan, which includes short-term measures to implement while COVID-19 remains endemic in states and communities. Part three (3) contains measures to maintain a healthy workforce until herd immunity in the population is achieved or the global incidence of COVID-19 comes under control.

Background

In November 2019, a novel coronavirus (SARS-CoV-2) was discovered in Wuhan, China, which was found to cause a viral respiratory illness (coronavirus disease 2019, or “COVID-19”) leading to severe injury and death in certain populations, particularly elderly persons and persons with underlying health conditions.

COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020. In response to the COVID-19 Pandemic, public health officers in many states and counties ordered all individuals to stay home or at their place of residence (i.e., “Shelter in Place”), except as needed to maintain continuity of operations of certain critical infrastructure sectors. Across the nation, public schools and most other government offices and private businesses were closed in order to slow the spread of the coronavirus in the community. Many states and localities have now commenced phased reopening.

In 2020, the CDC identified the following symptoms of COVID-19, which typically appear within 2-14 days after exposure to the virus:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing

- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The CDC also recommends that, if a person shows any of the following emergency warning signs,* he or she should seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*Please note that this is not a complete list of all possible symptoms. Anyone experiencing any other symptoms that are severe or concerning should contact a medical provider.

Certain people are at higher risk for severe illness from COVID-19, including:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
 - People with chronic lung disease or moderate to severe asthma
 - People who have serious heart conditions
 - People who are immunocompromised
 - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
 - People with severe obesity (body mass index [BMI] of 40 or higher)
 - People with diabetes
 - People with chronic kidney disease undergoing dialysis
 - People with liver disease

Decisions to resume operations should be based on both the level of disease transmission in the community and the capacity to protect the safety and health of staff and students at each school site. By providing guidelines for the design of a control plan for COVID-19, part two (2) of this addendum is intended to allow for the resumption of school by implementing measures to prevent and slow the spread of COVID-19 within the workplace.

COVID-19 Infection Control Plan

Before resuming normal or phased school activities after a Shelter in Place order is lifted, prepare and implement a COVID-19 preparedness, response, control and prevention plan (i.e., COVID-19 Infection Control Plan). Federal, state, and local public health communications must be monitored to keep up with information available about COVID-19 regulations, guidance, and recommendations, to ensure that workers have access to the timeliest information.

1. Design, implement, update and maintain a COVID-19 Infection Control Plan:

The overall goal of the COVID-19 Infection Control Plan is to decrease the spread of COVID-19 and lower the impact of the disease in the workplace. This includes the following objectives:

- Prevent and reduce transmission among employees;
- Maintain healthy school operations; and
- Maintain a healthy work environment.

All site administrators should implement and update as necessary a control plan that:

- Is specific to your workplace;
- Identifies all areas and job tasks with potential exposures to COVID-19; and
- Includes control measures in this policy to eliminate or reduce such exposures.

COVID-19 Infection Control Plans should consider that employees may be able to spread COVID-19 even if they do not show symptoms, which is a source of anxiety in the workforce, particularly among higher-risk individuals. Therefore, it is important to have discussions with workers about planned changes and seek their input. Additionally, collaboration with workers to effectively communicate important COVID-19 information.

2. Adjust operations to slow the spread:

- Employees who have COVID-19 symptoms should notify their supervisor and stay home as directed.
- Sick employees should follow CDC-recommended steps for self-quarantine. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their supervisor, local health departments and healthcare providers.
- Employees who appear to have symptoms upon arrival at work or who become sick during the day should immediately be separated from other employees, students, and visitors, and sent home.
- Adopt a procedure for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If implementing in-person health checks, conduct them safely and respectfully. Protect the screener using social distancing, barrier or partition controls, or personal protective equipment ("PPE"). However, reliance on PPE alone is a less effective control and is more difficult to implement, given PPE shortages and training requirements.

- Complete the health checks in a way that helps maintain social distancing guidelines, such as providing multiple screening entries into the building. Further detailed information regarding LCER's screening procedures may be found in the COVID-19 Health and Safety Policy.
- Should any LCER employees screen positive while at home or on campus, employees must follow all policies and procedures regarding isolation, quarantine, and testing to prevent or reduce the possible transmission of COVID-19 in the workplace.
- Follow guidance from the Equal Employment Opportunity Commission regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or country of origin or any other protected characteristics, and be sure to maintain confidentiality of each individual's medical status and history.

3. Conduct a Workplace Hazard Assessment:

The purpose of a hazard assessment of the workplace is to identify where and how workers might be exposed to COVID-19 at work. Combinations of controls from the hierarchy of controls are used to limit the spread of COVID-19 (see Controls Table in Appendix A). These include engineering controls, workplace administrative policies, and personal protective equipment (PPE) to protect workers from the identified hazards.

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls are needed for specific job duties.
 - Evaluating potential workplace exposures which employees or other persons at LCER Schools may encounter.
 - Evaluating places where LCER employees or others may congregate on campus, such as hallways, bathrooms, and break rooms.
 - Reviewing and incorporating all applicable federal, state, and local public health guidance related to COVID-19, as well as any other industry-specific guidance.
 - From time to time, evaluate existing COVID-19 health and safety measures to determine whether additional or different measures are necessary.
 - Periodically conduct inspections to identify any potential COVID-19 unhealthy conditions, work practices, procedures, and to ensure compliance with all COVID-19 health and safety measures.
 - Encouraging employees to participate and assist LCER in identifying and evaluating potential COVID-19 workplace hazards. LCER will do so by:
 - Hold weekly health and safety meetings with employees, administration, nurses, facilities, and others to ensure ongoing feedback from all areas within the organization and across both campuses
 - Provide periodic reminders to employees of importance of reporting potential COVID-19 workplace hazards. This may be done via email, webinars, virtual meetings, department meetings, etc.
 - Hold quarterly virtual all-staff meetings to disseminate the latest COVID-19 information and to solicit input from staff
- When engineering and administrative controls cannot be implemented or are not fully protective:
 - Determine what PPE is needed for each workers' specific job duties,
 - Select and provide appropriate PPE to the workers at no cost, and

- Train their workers on its correct use.
- In the event that a hazard assessment reveals any potential COVID-19 hazards, LCER will take corrective action to remediate any potential COVID-19 hazards, including developing additional policies and practices related to health and safety, social distancing, cleaning and disinfection, any other action necessary to reduce the spread of COVID-19.

4. Take action if an employee is suspected or confirmed to have COVID-19 infection:

Current Cal/OSHA Regulations

- Effective immediately, upon one (1) “COVID-19 case”¹ in the workplace, LCER will:
 - Investigate the COVID-19 case, determine the day and time the COVID-19 case was last present on the school campus, the date of the positive test and/or diagnosis, and the date the case has one (1) or more COVID-19 symptoms, if any.
 - Investigate whether other LCER employees or any other third parties may have had a COVID-19 exposure by evaluating the activities of the COVID-19 case at the school campus during the “high-risk exposure period”².
 - Give notice of potential exposure, within one (1) business day, and without revealing any personal identifying information³ of the COVID-19 case, to:
 - 1) All employees who may have had COVID-19 exposure, and
 - 2) Independent contractors and other employers present at the workplace during the high-risk exposure period.
 - Offer testing for COVID-19 to all employees with potential COVID-19 exposure in the workplace, at no charge and during working hours, as well as:
 - Information regarding COVID-19-related benefits under all applicable federal, state, and local laws, as well as potential salary continuation rights during any period of exclusion due to the COVID-19 exposure.
 - Investigate the potential that workplace conditions contributed to the risk of COVID-19 exposure, as well as remedial steps that could have been taken to reduce the risk of COVID-19 exposure.
- Effective immediately, and pursuant to current Cal/OSHA regulations:
 - All employees with COVID-19 exposure shall be excluded from the school campus for ten (10) days from the last known exposure to a COVID-19 case.
 - LCER employees with confirmed COVID-19 must not return to the school campus as follows⁴:
 - For employees who test positive and have symptoms consistent with COVID-19:

¹ Cal/OSHA regulations define a “COVID-19 case” as a person who: 1) Has a positive COVID-19 test, 2) is subject to a COVID-19 related order to isolate issued by a local health department or state health official, or 3) has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID-19 statistics of a county.

² “High-risk exposure period” is defined by Cal/OSHA as: 1) For individuals with COVID-19 symptoms, from two (2) days before the symptoms first develop until ten (10) days after symptoms first appeared, and 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved; or 2) for asymptomatic individuals who test positive for COVID-19, from two (2) days before until ten (10) days after the first positive COVID-19 test specimen was collected.

³ All personally identifying information related to COVID-19 cases or those with COVID-19 symptoms shall be kept confidential. However certain information may be provided to public health authorities, as required by law.

⁴ LCER will not require a negative test prior to an employee returning to work. 8 CCR 3505(c)(11)(D).

- 1) At least twenty-four (24) hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications,
 - 2) COVID-19 symptoms have improved, and
 - 3) At least ten (10) days have passed since COVID-19 symptoms first appeared.
- Employees who test positive but remain asymptomatic shall not return to the school campus until at least ten (10) days have passed since the date of specimen collection of their first positive COVID-19 test.
- Employees excluded from work due to COVID-19 exposure may be entitled to salary continuation during the ten (10) day exclusion period. LCER may elect to provide paid sick leave during this period. Any salary continuation benefits will account for funds received from public sources during this period, as well as any indemnity benefits as part of any workers' compensation claim related to the employee's COVID-19 exposure.
 - If a COVID-19 case is not work-related pursuant to all applicable workers' compensation laws, LCER employees are not entitled to salary continuation during the ten (10) day exclusion period.
 - If an LCER employee is unable to work for reasons other than protecting other employees or students at the school campus from possible COVID-19 transmission, the employee is not entitled to salary continuation during the ten (10) day exclusion period.
- Effective immediately, and in the event of a confirmed COVID-19 case at the school campus, LCER will notify the local public health department, as required by law.
 - Effective immediately, upon notice any COVID-19-related serious illnesses or death⁵ of an employee occurring in a place of employment or in connection with any employment, LCER will immediately report such information to Cal/OSHA.

AB 685

Effective January 1, 2021, employers are required to provide certain notices in response to a “notice of potential exposure to COVID-19,” in accordance with Labor Code section 6409.6. A “notice of potential exposure” means any of the following:

- (a) Notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite;
- (b) Notification from an employee, or their emergency contact, that the employee is a qualifying individual;
- (c) Notification through the school's testing protocol that the employee is a qualifying individual;
- or
- (d) Notification from a subcontracted employer that a qualifying individual was on the school site.

Upon receipt of a “notice of potential exposure,” LCER must take the following actions within one (1) business day of the notice:

⁵ Pursuant to 8 CCR §330(h), “Serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement.”

- (a) Provide a written notice to all employees who were on the premises in the same worksite⁶ as the qualifying individual⁷ within the infectious period⁸ that they may have been exposed to COVID-19.⁹
- (b) Provide a written notice to the exclusive representative, if any, of the above employees.¹⁰
- (c) Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
 - Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including COVID-19-related leave, LCER sick leave, state-mandated leave, supplemental sick leave, or negotiated leave provisions, as well as anti-retaliation and antidiscrimination protections applicable to employees.
- (d) Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the employer plans to implement and complete per the guidelines of the federal Centers for Disease Control.

Records of the above notices must be retained for a minimum of three (3) years.

Effective January 1, 2021 LCER must also take the following responses in the event of a COVID-19 "outbreak," as defined by CDPH:

- Within forty-eight (48) hours, the Chief Executive Officer ("CEO") or designee shall notify the county public health department of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.¹¹
- The CEO shall also report the address and NAICS code of the worksite where the qualifying individuals work.
- Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.

⁶ The "worksite" does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If LCER operates multiple worksites, LCER must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

⁷ A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

⁸ The "infectious period" means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

⁹ Written notice must be provided in the same manner that LCER ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one (1) business day of sending and shall be in both English and the language understood by the majority of the employees.

¹⁰ Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the school. This requirement does not apply if the school's employees do not have an exclusive representative.

¹¹ A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

Other Relevant Public Health Guidance

Specific guidelines for responding to suspected and confirmed cases of COVID-19 in schools are also found in the Framework for Reopening K-12 Schools released by the CDPH on July 17, 2020. In most cases, you do not need to shut down the facility. If it has been less than seven (7) days since the sick employee has been in the facility, close off any areas used for prolonged periods of time by the sick person:

- Wait 24 hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting twenty-four (24) hours is not feasible, wait as long as possible.
- During this waiting period, open outside doors and windows to increase air circulation in these areas.

If it has been seven (7) days or more since the sick employee used the facility, additional cleaning and disinfection is not necessary. Continue routinely cleaning and disinfecting all high-touch surfaces in the facility.

Follow the CDPH and CDC cleaning and disinfection recommendations:

- Clean dirty surfaces with soap and water before disinfecting them.
- To disinfect surfaces, use products that meet EPA criteria for use against SARS-Cov-2, the virus that causes COVID-19, and are appropriate for the surface.
- Always wear gloves and other PPE appropriate for the chemicals being used when you are cleaning and disinfecting.
- You may need to wear additional PPE depending on the setting and disinfectant product you are using. For each product you use, consult and follow the manufacturer's instructions for use.

Determine which employees may have been exposed to the virus and may need to take additional precautions:

- Inform employees of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the Americans with Disabilities Act (ADA). Follow the Public Health Recommendations for Community-Related Exposure and instruct potentially exposed employees to stay home for ten (10) days, or such period as established by local health order, telework if possible, and self-monitor for symptoms.

Measures to Maintain Healthy Ongoing School Operations

- 1. Identify a workplace coordinator.** Director of Human Resources, Stacy Newman, will be responsible for COVID-19 issues and their impact at the workplace.
- 2. Protect employees at higher risk for severe illness through supportive policies and practices.** Older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19.
 - Provide options to telework, if available and reasonable.

- Offer vulnerable workers duties that minimize their contact with students and other employees, if the worker agrees to this.
- Offer flexible options such as telework to employees where available and reasonable to eliminate the need for employees living in higher transmission areas to travel to workplaces in lower transmission areas and vice versa.

3. Communicate supportive workplace policies clearly, frequently, and via multiple methods. Employers may need to communicate with non-English speakers in their preferred languages.

- Train workers on how implementing any new policies to reduce the spread of COVID-19 may affect existing health and safety practices.
- Communicate to any contractors or on-site visitors about changes that have been made to help control the spread of COVID-19. Ensure that they have the information and capability to comply with those policies.
- Create and test communication systems that employees can use to self-report if they are sick and that you can use to notify employees of exposures and closures.
- Employees may contact human resources regarding concerns and may request to remain anonymous. Consistent with the Employee Handbook and all applicable policies, LCER will not tolerate discrimination, harassment, or retaliation against any employee who reports COVID-19 symptoms or hazards.

4. Establish policies and practices for social distancing. Where possible and reasonable, alter your workspace to help workers and students maintain social distancing and physically separate employees from each other and from students, such as:

- Implement flexible worksites (e.g., telework).
- Implement flexible work hours (e.g., rotate or stagger shifts to limit the number of employees in the workplace at the same time).
- Increase physical space between employees at the worksite by modifying the workspace.
- Increase physical space between employees and students (e.g., physical barriers such as partitions).
- Use signs, tape marks, or other visual cues such as decals or colored tape on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
- Implement flexible meeting and travel options (e.g., postpone non-essential meetings or events in accordance with state and local regulations and guidance).
- Close or limit access to common areas where employees are likely to congregate and interact.
- Prohibit handshaking.
- Deliver services remotely (e.g., phone, video, or web).
- Adjust school practices to reduce close contact with and among students — for example, by using larger formal spaces (e.g., auditoriums) or outdoor areas for instruction.
- When it is not possible to maintain a distance of at least six (6) feet, individuals shall be as far apart as possible.
 - In this situation, LCER will evaluate the need for additional eye protection and respiratory protection, consistent with CCR Title 8, section 5144.

5. Facial Coverings

- Until lifted, the CDPH has ordered that all persons must wear a face covering at work if the hazard

assessment has determined that they do not require PPE (such as a respirator or medical facemask) for protection.

- A face covering contains the wearer's respiratory droplets to help protect their co-workers and others.
- Face coverings are not considered PPE. They help prevent those who do not know they have the virus from spreading it to others, but do not offer the same level of protection for wearers from exposure to the virus that causes COVID-19 as PPE.
- Remind employees that CDC recommends wearing face coverings in public settings where other social distancing measures are difficult to maintain, especially in areas of significant community-based transmission. Wearing a face covering, however, does not replace the need to practice social distancing.
- As necessary, LCER will provide clean and undamaged face coverings.
- All face coverings must be worn, cleaned, and replaced as needed, and unless an applicable exception to wearing a facial covering applies, consistent with LCER's COVID-19 Health and Safety Policy.
- If an employee cannot wear a face covering, face shield with a drape, respiratory protection, or another effective alternative to a facial covering, the employee shall be kept at least six (6) feet apart from all other employees, students, and persons, unless the unmasked employee is tested at least twice per week for COVID-19. However, testing an employee twice per week is not an alternative to wearing a facial covering where otherwise required.

6. Engineering Controls

- To the maximum extent feasible, LCER will implement all appropriate actions to protect employees where six (6) feet of physical distancing cannot be maintained, consistent with the COVID-19 Health and Safety Policy, as well as this Plan.
- To the maximum extent feasible, LCER will ensure maximize the quantity of outside air in buildings or by natural ventilation systems, except when the United States EPA Air Quality Index is greater than one hundred (100) for any pollutant, or if opening windows or doors would cause additional hazards to employees.
- Conducting monthly inspections of the HVAC system.
- To the extent feasible, LCER will increase the filtration efficiency of its existing ventilations systems to the highest level that is safely allowable.

7. Give employees and students what they need to clean their hands and cover their coughs and sneezes:

- Provide tissues and no-touch trash cans.
- Provide soap and water in the workplace. All employees are encouraged to wash their hands frequently and will be provided ample time to do so. Employees should wash their hands for at least twenty (20) seconds each time.
- To the extent feasible, dependent on a hazard assessment, and consistent with LCER's COVID-19 Health and Safety Plan, LCER will consider providing additional handwashing facilities.
- If soap and water are not readily available, use alcohol-based hand sanitizer that is at least 60% alcohol. LCER prohibits hand sanitizer containing methanol (i.e. methyl alcohol). Ensure that adequate supplies are maintained.
- Ideally, place touchless hand sanitizer stations in multiple locations to encourage hand hygiene.

- Place posters that encourage hand hygiene to help stop the spread at the entrance to your workplace and in other workplace areas where they are likely to be seen. This should include signs for non-English speakers, as needed.
- Direct employees to visit CDC's coughing and sneezing etiquette and clean hands webpage for more information.

8. Limit Sharing of Tools, Equipment, and PPE

- LCER will not allow any employees, students, or any other persons to share any form of PPE, including but not limited to: Gloves, facial coverings, masks, and goggles.
- To the maximum extent feasible, LCER will prohibit the sharing of tools and equipment, including: Phones, headsets, desks, keyboards, and writing materials. Where sharing is required, the School will follow all cleaning and disinfection procedures, consistent with this Plan.
- On any LCERs busses or other vehicles which are otherwise shared, the high touch points such as steering wheels, seatbelt buckles, armrests, and seats will be disinfected between uses, consistent with this Plan.

9. Perform routine cleaning:

- Incorporate the Guidance for Cleaning and Disinfecting to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
- Routinely clean and disinfect all frequently touched surfaces in the workplace, such as workstations, keyboards, telephones, handrails, and doorknobs.
 - If surfaces are dirty, clean them using a detergent or soap and water before you disinfect them in accordance with Healthy Schools Act protocols.
 - For disinfection, most common, EPA-registered, household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method, and contact time).
- Discourage workers from using each other's phones, desks, offices, or other work tools and equipment, when possible.
- Provide disposable disinfecting wipes so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use.
- Store and use disinfectants in a responsible and appropriate manner according to the label.
- Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that could be very dangerous to breathe in.
- Advise employees to always wear gloves appropriate for the chemicals being used when they are cleaning and disinfecting and that they may need additional PPE based on the setting and product.

10. Perform enhanced cleaning and disinfection after persons suspected/confirmed to have COVID-19 have been in the facility:

- In the event of a suspected or confirmed COVID-19 case at LCER, LCER will determine all areas, materials, and equipment used by the case during the high-risk exposure period.
- Once identified, LCER will clean and disinfect in accordance with all CDC cleaning and disinfection

recommendations of all pertinent areas.

11. Minimize risk to employees when planning meetings and gatherings:

- Use videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Cancel, adjust, or postpone large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, hold meetings in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and wear face coverings.

12. COVID-19 Testing:

- Consistent with Cal/OSHA regulations, in the event of one (1) COVID-19 case, an outbreak¹², or a major outbreak at a LCER campus, LCER will offer COVID-19 testing to employees with exposure at no charge, and during working hours.
- In the event of one (1) COVID-19 case in the workplace, COVID-19 testing will be offered to all employees who have had potential COVID-19 exposure.
- In the event of a COVID-19 outbreak pursuant to Cal/OSHA regulations:
 - LCER must provide testing to all employees who were present in the exposed workplace.
 - Pursuant to Cal/OSHA regulations, “employees in the exposed workplace shall be tested and then tested again one (1) week later.”¹³
 - After the first two (2) COVID-19 tests, LCER must provide continuous COVID-19 testing of employees remaining at the workplace at least once per week, until outbreak criteria are no longer met.
- In the event of a “major COVID-19 outbreak,”¹⁴ LCER will provide COVID-19 testing at least twice per week to all employees present at the exposed workplace during the thirty (30) day period, and who remain at the workplace. This testing regimen will continue until there are no new COVID-19 cases in the workplace for a ten (10) day period.
- Consistent with current Cal/OSHA regulations, the School will require certain frequencies of COVID-19 testing before allowing employees with COVID-19 exposure to return to campus.
- In the event that COVID-19 testing is mandated by Cal/OSHA regulations, LCER employees may procure on-site testing for COVID-19 through:
 - Valencia Branch Laboratory
- If COVID-19 is not mandated by Cal/OSHA regulations, but testing is otherwise needed, employees may procure testing, likely free of charge, through their local county or from their health provider.

Record Keeping and Availability of Plan

- LCER will maintain records of the steps taking to implement this Plan for at least one (1) year, consistent with 8 CCR §3202(b).
- This Plan shall be made available at the workplace to all LCER employees, authorized

¹² An outbreak is defined by Cal/OSHA as one that is declared by the local public health department, or where there are three (3) or more cases on campus within a 14-day period. 8 CCR §3205.1(a)(1).

¹³ 8 CCR §3205.1(b)(2)A).

¹⁴ Cal/OSHA defines a major outbreak as “20 or more COVID-19 cases in an exposed workplace within a 30-day period.”

representatives, and Cal/OSHA representatives immediately upon request.

- LCER will track all COVID-19 cases, by keeping a record of the employee’s name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential. The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

The Executive Director is authorized to implement changes or additions to this addendum in order to ensure compliance with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”) and/or the facts of a specific circumstance, and to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this addendum.

Appendix A

Controls Table

The following table presents examples of controls to implement in the workplace. The most effective controls are those that rely on engineering solutions, followed by administrative controls, then PPE. PPE is the least effective control method and the most difficult to implement. Worksites may have to implement multiple complementary controls from these columns to effectively control the hazard.

Engineering (Facilities and Equipment)
<ul style="list-style-type: none"> • Assess job hazards for feasibility of engineering controls • Ensure ventilation and water systems operate properly • Alter office workspaces to maintain social distancing. Examples include: <ul style="list-style-type: none"> ○ Configure partitions as a barrier shield ○ Move electronic payment reader away from cashier in cafeteria ○ Use verbal announcements, signage, and visual cues to promote social distancing ○ Remove/rearrange furniture
Administrative
<p>Management and Communications</p> <ul style="list-style-type: none"> • Monitor state and local public health communications about COVID-19 • Require students who are ill to stay home • Encourage sick workers to report symptoms, stay home, and follow CDC guidance • Develop strategies to: <ul style="list-style-type: none"> ○ communicate with staff ○ manage staff concerns • Remind staff of available support services • Communicate to partners, suppliers, other contractors on policies and practices • Encourage social distancing and the use of face coverings (if appropriate) in the workplace • Use technology to promote social distancing (e.g., telework and virtual meetings) • Cancel group events • Close/limit use of shared spaces • Consider policies that encourage flexible sick leave and alternative work schedules. • Schedule stocking during off-peak hours <p>Cleaning and Disinfection</p> <ul style="list-style-type: none"> • Clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays)

- Provide employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19

Training

Provide employees with training on:

- Symptoms, emergency warning signs, and high-factors for COVID-19
- Policies and procedures to reduce the spread of COVID-19
- Information regarding COVID-19 transmission, including that COVID-19 “is an infectious disease that can be spread through the air when an infectious person talks, vocalizes, sneezes, coughs, or exhales; as well as that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth; as well as that infectious people may have no symptoms.”
- Information regarding the fact that particles containing the virus can travel more than six (6) feet, especially indoors; and thus, why social distancing, proper hygiene, and PPE are so important.
- General hygiene
- Cleaning and disinfection
- Face covers
- Social distancing
- Use of PPE
- Safe work practices
- Stress management
- COVID-19 related benefits under federal, state, and local law, including any potential benefits under current workers’ compensation laws, LCER’s leave policies, and any other rights by contract or collective bargaining agreement.

Personal Protective Equipment (PPE)

- Conduct workplace hazard assessment
- Determine what PPE is needed for their workers’ specific job duties based on hazards and other controls present
- Select and provide appropriate PPE to the workers at no cost, and train employees in the use of the PPE.

COVID-19 School Guidance Checklist

January 14, 2021

CALIFORNIA
ALL

Your Actions
Save Lives



Date: 02/02/2021

2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent: Norton Science and Language

Number of schools: 1

Enrollment: 812

Superintendent (or equivalent) Name: Lisa Lamb

Address: 503 East Central Avenue
San Bernardino, CA 92408

Phone Number: 760-946-5414 x 243

Email: llamb@lcer.org

Date of proposed reopening:
03/01/2021

County: San Bernardino

Current Tier: Purple
(please indicate Purple, Red, Orange or Yellow)

Type of LEA: Charter School

Grade Level (check all that apply)

TK 2nd 5th 8th 11th

K 3rd 6th 9th 12th

1st 4th 7th 10th

This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier, materials must additionally be submitted to your local health officer (LHO), local County Office of Education, and the State School Safety Team prior to reopening.

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is:

K12csp@cdph.ca.gov

LEAs or equivalent in Counties with a case rate $\geq 25/100,000$ individuals can submit materials but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.

For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:

I, Lisa Lamb, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to CalOSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents,

which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

Stable group structures (where applicable): How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

2-16 varies by classroom physical size maintaining 6ft social distance

If you have departmentalized classes, how will you organize staff and students in stable groups?

Departmentalized classes are currently meeting in full distance. See narr

If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

See attached narrative.

Entrance, Egress, and Movement Within the School: How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

Face Coverings and Other Essential Protective Gear: How CDPH's face covering requirements will be satisfied and enforced for staff and students.

Health Screenings for Students and Staff: How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

Healthy Hygiene Practices: The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.

Identification and Tracing of Contacts: Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

Physical Distancing: How space and routines will be arranged to allow for physical distancing of students and staff.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum: 10 feet

Minimum: 4 feet. If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

See attached narrative.

Staff Training and Family Education: How staff will be trained and families will be educated on the application and enforcement of the plan.

Testing of Staff: How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence.

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

We will continue with the testing cadence approved in our waiver on Oct

Testing of Students: How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence.

Planned student testing cadence. Please note if testing cadence will differ by tier:

No schedule student testing cadence at this time.

Identification and Reporting of Cases: At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).

Communication Plans: How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

Consultation: (For schools not previously open) Please confirm consultation with the following groups

Labor Organization

Name of Organization(s) and Date(s) Consulted:

Name: _____

Date: _____

Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

Name: _____

Date: _____

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

For Local Educational Agencies (LEAs or equivalent) in PURPLE:

Local Health Officer Approval: The Local Health Officer, for (state County) _____. County has certified and approved the CSP on this date: _____. If more than 7 business days have passed since the submission without input from the LHO, the CSP shall be deemed approved.

Additional Resources:

[Guidance on Schools](#)

[Safe Schools for All Hub](#)

Norton Science and Language Academy COVID-19 School Guidance Checklist

Stable group structures (where applicable):

The Norton Science and Language Academy (NSLA) follows the most recent Guidance Related to Cohorts for Children and Youth issued by the California Department of Public Health (CDPH) - updated on September 4, 2020, regarding cohort grouping. NSLA has implemented stable groups of students and staff to reduce the numbers of exposed individuals, decrease opportunities for exposure to or transmission of COVID-19, facilitate more efficient contact tracing in the event of a positive case, and allow for targeted testing and quarantine of a small group instead of a potential school wide closure in the event of a positive case or cluster of cases.

On October 16, 2020, NSLA was approved by the local health department for a waiver to return TK-5 grade students using a hybrid model of in-person instruction. NSLA proposed a thoughtful, phased reopening while the county was in the Purple Tier. NSLA's plan phased-in students by grade levels, with staggered return schedules, gradually allowing for specific grades to resume in-person learning, beginning with the youngest students. Each grade level was divided into two (2) stable groups for a minimum day schedule. With group A attending in person on Monday and Tuesday and Group B attending in person Thursday and Friday. Both groups participate in distance learning the other three (3) days per week. Families continue to have the choice to remain in full distance learning.

Stable groups are limited to no more than 16 individuals, including students and staff. Attention has been given to ensure students and staff remain in stable classroom groups by keeping the same students and teacher or staff together for the entire school day to prevent mixing between groups. Efforts have been made to assign students who live together or carpool together to the same cohort, if possible. Stable groups are kept separate from one another for special activities such as art, music, and exercise. Recesses, lunchtimes, and other activities are staggered so that no two (2) stable groups are in the same place at the same time.

Although the waiver was approved, the school elected not re-open for in-person instruction to the grade level stable groups as described above due to a surge in community cases. However, NSLA welcomed staff back to campus, and offers stable in-person specialized services and support for high needs students, following the same protocols described above and throughout this document. Specialized services include, but are not limited to: occupational therapy services, speech and language services, other medical services, behavioral services, educational support services as part of a targeted intervention strategy, or assessments, such as those

related to English Learner status, Individualized Education Plans and other required assessments.

Secondary classes are currently offered in full distance learning. NSLA will follow California Department of Public Health (CDPH)'s guidance for phasing back secondary grades as local conditions permit.

Entrance, Egress, and Movement Within the School:

NSLA has implemented measures to minimize close contact between students, staff, families, and the broader community at arrival, departure, and throughout the school day through the following methods:

- Designating multiple routes for ingress and egress into campus, using as many entrances and exits points as can be supervised appropriately to decrease crowding.
- Staggering arrival and drop off times and locations as consistently as practicable to minimize scheduling challenges for families.
- Instructing drivers and passengers to remain in their vehicles, to the extent possible, when dropping off or picking up students.
- Implementing health screenings of students and staff upon arrival at school.
- Requiring adults and students who enter campus for in-person pick-up or drop-off to wear a face covering.
- Providing supervision to disperse student gatherings during school arrival and departure.
- Designating one-way walking directional pathways inside and outside classrooms, hallways, etc. as practicable.
- Staggering recess, lunches, restroom use, passing periods, etc., to avoid mixing of students.
- Minimizing visitors and volunteers on campus until restrictions are lifted. Minimizing contact at school between students, staff, families, and the community at the beginning and end of the school day. NSLA prioritizes minimizing contact between adults at all times.

Face Coverings and Other Essential Protective Gear:

NSLA follows the CDPH COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California 2020-2021 School Year (CDPH Guidance) and local health orders on the use of face coverings. All staff and students are appropriately trained on the proper use of face coverings. Face coverings must be used in accordance with CDPH Guidance unless a person is exempt.

- All adults and all children age two (2) and older must wear a clean face-covering to school every day.
- Face coverings shall be worn while waiting to enter the school campus, in any indoor or outdoor area (except while eating or drinking) and while leaving school.
- Staff and students exempted from wearing a face covering due to a confirmed medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits.
- In limited situations where a face covering cannot be used (i.e., teaching young children, or assisting those with special needs), a face shield with a drape can be used instead of a face covering while in the classroom as long as physical distancing is maintained.
- Staff is expected to teach and reinforce the proper use, removal and washing of face coverings.
- Staff and students are frequently reminded not to touch the face covering and to wash their hands frequently.
- NSLA posted signs to remind staff, students, and visitors that the CDPH currently requires face coverings to be worn in public settings with certain limited exceptions.
- Students participating in sports should wear face coverings when participating in the activity, even with heavy exertion as tolerated, both indoors and outdoors.
- Proper use of face coverings will be strictly enforced. NSLA will exclude anyone who refuses to wear a face covering from campus.
- NSLA has an established protocol to provide face coverings for students and staff as needed.

NSLA requires staff to wear gloves and other Personal Protective Equipment (“PPE”) in accordance with the following:

- NSLA provides surgical masks, face shields, and disposable gloves for staff engaging in Wellness and Temperature Screenings.
- Workers or other persons handling or serving food must use gloves in addition to face coverings.
- NSLA provides a clear plastic barrier or face covering and disposable gloves for the front office and food service staff.
- NSLA provides equipment and PPE to custodial staff for cleaning and disinfecting, including:
 - For regular surface cleaning, gloves appropriate for all cleaning and disinfecting.

- For staff engaged in deep cleaning and disinfecting, proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and face mask or respirator) in addition to PPE as required by product instructions.
- As required by Cal/OSHA, NSLA has provided training on the proper use of PPE to protect staff from the hazards of the cleaning products used.

Health Screenings for Students and Staff:

NSLA follows the CDPH Guidance and local health protocols for screening staff and students. Daily screening for COVID-19 symptoms and for exposure to someone with COVID-19 prior to leaving for school can prevent staff and students with COVID-19 from coming to school while infectious and help from spreading the virus to others. Parents who chose to receive in-person instruction for their children, were required to sign a Parent Acknowledgement Form confirming they would follow all school health and safety guidelines, to include at-home health screening for their children.

Students Symptom and Exposure Screening:

Parents are instructed to screen the student before leaving the house for school. NSLA has provided all families with a list of COVID-19 symptoms. Before leaving the house, a parent should confirm that the student has a temperature below 100.4 degrees Fahrenheit, does not exhibit any other COVID-19 symptoms, and has not had close contact with a positive case.

In addition to home screening for students, staff actively monitor each student for COVID-19 symptoms when the student enters the school site, which will include a visual wellness check and may include a temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible. If a student answers “no” to all questions and appears well, the student is allowed to remain on campus. If the student’s temperature is 100.4 or above or they have verbally confirmed symptoms or appear to have symptoms, they will immediately be escorted to the isolation area of the health office. Office staff will contact the parent to pick up the student. Staff members who conduct wellness checks wear appropriate PPE.

Any student who has a fever or other COVID-19 symptoms must stay home from school and should seek COVID-19 testing. Symptomatic students are instructed to isolate and quarantine pursuant to CDPH and local health guidance, which generally lasts for at least 10 days after the onset of symptoms, 24 hours since their fever has passed without the use of fever-reducing medication, and after symptoms have improved. Symptomatic students who test negative for COVID-19 may return 24 hours after resolution of fever, without use of fever reducing medication, and improvement in symptoms. Any students who exhibit COVID-19 symptoms or who may be a close contact to a

positive case, are given instructions for isolation and quarantine, as described below in **Testing of Students Section** below.

Staff Symptom and Exposure Screening:

All staff working on campus are also required to perform a self-administered wellness check for COVID-19 symptoms before leaving home for work. Any staff member who has a fever of 100.4 degrees Fahrenheit or higher, has any of the COVID symptoms or has had close contact with a positive case, is directed to notify the supervisor and stay home from work.

Staff are also required to perform self-screening at home and again upon arriving at their work site. This includes a temperature check (confirming temperature below 100.4 degrees Fahrenheit) as well the questionnaire. If staff answers “no” to all questions and their temperature is below 100.4 degrees Fahrenheit, they may remain on campus. If the staff’s temperature is 100.4 or above, they are to immediately leave the campus and to get tested for COVID-19.

Any staff member who has a fever or other COVID-19 symptoms must stay home from work and should seek COVID-19 testing. Symptomatic staff are instructed to isolate and quarantine pursuant to CDPH and local health guidance, which generally lasts for at least 10 days after the onset of symptoms, 24 hours since their fever has passed without the use of fever-reducing medication, and after symptoms have improved. Symptomatic staff who test negative for COVID-19, may return 24 hours after resolution of fever, without use of fever reducing medication, and improvement in symptoms. Any staff member who exhibits COVID-19 symptoms or who may be a close contact to a positive case, are given instructions for isolation and quarantine, as described below in **Testing of Staff Section** below.

Visitor Symptom and Exposure Screening:

Each visitor to the school site is screened for COVID-19 symptoms before entering. The staff member who greets the visitor at the entrance administers an in-person wellness check and temperature check (confirming temperature below 100.4 degrees Fahrenheit and negative responses to screening questions) prior to permitting the visitor to proceed to the specified destination. If the visitor exhibits COVID-19 symptoms and/or is a close contact exposure to a positive case, the visitor will not be allowed to enter the facility.

Student, staff and visitor symptoms and exposure screenings are kept as confidential and private as possible to maintain the confidentiality of the student and staff medical records. Race, nationality, and country of origin is never used as a basis for particularized health screening.

Healthy Hygiene Practices:

NSLA has developed routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.

Sanitation routines enable students and staff to regularly wash their hands at staggered intervals. To facilitate these routines, additional handwashing stations have been added strategically around the campus. NSLA ensures that soap, tissues, no-touch trash cans, face coverings, water, and paper towels or dryers for hand washing are available. Hand sanitizer bottles and stations have been added throughout the campus in each classroom, all restrooms, dining areas, each building, pick up and drop off zones, hallways, courtyards, and other high traffic areas.

NSLA's Registered Nurse and staff teach and reinforce proper handwashing techniques, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes to all classes. Students and staff are instructed to wash their hands for 20 seconds with soap, rubbing thoroughly after application. NSLA has conspicuously placed posters that encourage proper hand hygiene to help stop the spread of COVID-19.

Identification and Tracing of Contacts:

NSLA has a full-time Registered Nurse who is assigned as the school's designated person for the local health department to contact about COVID-19 involving students. The Human Resources Director is the workplace coordinator for COVID-19 issues involving staff. The Registered Nurse and Human Resources Director work closely to support contact tracing, conducting investigations, providing appropriate notifications to exposed persons, creating and submitting lists of exposed persons, and reporting to public agencies as required.

Case investigation/contact tracing is initiated as soon as possible after the positive case is identified and will include the following:

- The positive case is interviewed to determine the infectious period and whether the positive case was infectious while at school; identify household and community close contacts, particularly any close contacts at school; determine if any school/work-related factors could have contributed to risk of infection.
- The positive case identifies other individuals they were in contact with during the infectious period, and what areas of campus they visited or were present in during the

infectious period to include classrooms, common areas such as restrooms, breakrooms, etc.

- The positive case is instructed with guidelines for isolation to prevent spreading COVID-19 to others. All information collected is kept confidential and protected by privacy laws. The name of the positive case is not revealed to those the person may have exposed, even if they ask.
- Individuals who are identified as close contact exposures to the positive case are located and notified in writing of the exposure, information regarding testing, guidelines on quarantine to prevent the spread of infection, and employees are provided with information regarding COVID-19 related benefits to which the employees may be entitled under applicable federal, state or local laws.
- NSLA continues to monitor and follow up with positive cases and individuals who are identified as close contact exposures to make sure they are following the isolation and quarantine instructions and to track the development of any potential COVID-19 symptoms.
- NSLA follows the mandated reporting requirements as described in the CDPH Guidance regarding COVID-19 testing and cases. This is further explained in the **Identification of Reporting of Cases** section below.

Physical Distancing:

Physical Distancing (Staff): NSLA will incorporate CDE guidance with respect to physical distancing between staff.

- Adjusted work schedules and telework options have been made available to staff to limit the total number of staff on campus each day.
- Desks and workspaces are arranged to create a minimum of six (6) feet between individuals.
- Break rooms, staff rooms, classrooms, and conference rooms have posted occupancy limits.
- Staff has been advised to minimize the use of staff rooms, break rooms, and other indoor settings. Staff is encouraged to eat meals outdoors, in their individual workspaces, or in large, well-ventilated spaces.
- Training and other meetings are conducted virtually or in a manner that accommodates physical distancing.

Physical Distancing (Students): NSLA incorporates CDE guidance with respect to physical distancing between students on campus, to include some or all of the following:

- NSLA has established a maximum occupancy of each classroom. Desks, tables and other classroom furniture are arranged to minimize face-to-face contact and maintain six (6) feet between students and teacher except where six (6) feet is not possible after a good-faith effort. A minimum of four (4) feet is maintained at all times. Efforts to minimize face-to-face contact, maximize the use of outdoor spaces, install partitions, and optimize ventilation have been made.
- To reduce possibilities for infection, students remain in the same space and in cohorts as small and consistent as practicable, including for recess and lunch, as described above.
- NSLA implemented measures to maintain physical distance while students move between classrooms, that are easy for students to understand and are developmentally appropriate, including the following recommendations:
 - Hallways: Preventing congregating in hallways as much as practicable.
 - Restrooms: Staggering restroom use by groups of students to the extent practicable, and/or assigning certain groups of students to use certain restrooms.
 - Playgrounds and Recess: Recess activities are held in separated areas designated by class and/or staggered throughout the day and limiting the use of shared playground equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.
- Outdoor and large format spaces are used for instructional activities where physical distancing cannot be maintained in classrooms.
- Activities, where there is an increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances, are held outdoors.
- Procedures for turning in assignments and materials have been implemented to minimize contact.
- NSLA has implemented appropriate physical distancing measures during physical activities like physical education classes.
- NSLA has implemented a plan to maintain physical distancing during meals (serving meals in the classroom or outdoors, staggering cafeteria use, etc.) Food is distributed in single-serve meals instead of buffet, salad bar, or family-style format.
- NSLA ensures sufficient ventilation in all classrooms and shared workspaces. For instance, the central air filtration for HVAC systems in all classrooms and offices was maximized by installing Minimum Efficiency Reporting Value (MERV) filters of at least 13. Air purifying devices were also installed in HVAC systems in all buildings, excluding portables which have existing access to outside air flow.

Staff Training and Family Education:

NSLA engages with students, staff and families to develop strategies to prepare and respond to the COVID-19 emergency. NSLA trains staff, students and families and provides educational materials on the below COVID-19 health and safety protocols that are recommended by the CDPH and local health department. Methods of engagement and training include, but are not limited to: virtual meetings, webinars, online training modules, school-wide health and safety committees, parent forums, email, and Infinite Campus Messenger. NSLA parents who choose to have their children attend in-person instruction, are required to review and sign a Parent Acknowledgement Form agreeing to adhere to the school's COVID-19 health and safety protocols. The COVID-19 health and safety protocols that staff, students and families are educated on are:

- Enhanced sanitation practices
- Physical distancing requirements and recommendations for both inside and outdoor spaces
- Proper use, removal and washing of face coverings
- Proper hygiene, cleanliness and disinfection protocols
- Screening practices
- How COVID-19 is spread
- Preventing the spread of COVID-19 if you are sick, including the importance of staying home if staff members have symptoms, or if they or someone in their household has been diagnosed with COVID-19
- Local community testing sites and options for obtaining COVID-19 testing from testing from private medical providers, including testing arranged by NSLA
- Guidelines for staff regarding COVID-19 specific symptom identification and when to seek medical attention
- Guidelines for families about when to keep students home from school
- Symptoms for self-reporting symptoms
- Criteria and plan to close school again for physical attendance of students

Testing of Staff/Students:

Staff and students who have a fever or other COVID-19 symptoms or who have been a close contact exposure to someone with COVID-19, are instructed to stay home from school and to seek COVID-19 testing. Staff and students who are symptomatic or may have been a close contact exposure to a positive case, are referred to a free local public health testing site, their health provider, or are offered an on-site free rapid testing kit through Valencia Branch Laboratory. Staff and students are instructed to return the COVID-19 test results to either NSLA's Registered Nurse (for students) or the Human Resources Director (for staff) who will report those results to the local health department, as appropriate, as well as the insurance

carrier. As both the testing and reporting are required under applicable public health order, staff cannot opt out. NSLA will maintain the confidentiality of test results, other than the mandated reporting requirements.

Symptomatic staff and students are instructed to isolate pursuant to CDPH and local health guidance, which generally lasts for at least 10 days after the onset of symptoms, 24 hours since their fever has passed without the use of fever-reducing medication, and three (3) days after symptoms have improved. Symptomatic staff and students who test negative for COVID-19, may return to work on-site 24 hours after resolution of fever (without use of fever reducing medication) and improvement in symptoms.

Staff members and students who are identified as close contacts (household or non-household) to confirmed COVID-19 cases are sent home immediately, instructed to get COVID-19 testing five (5) to seven (7) days from the last exposure, are advised to quarantine for 10 days, and monitor for COVID-19 symptoms. Even if the staff member or student who was exposed tests negative, he or she is instructed to remain in quarantine for a full 10 days after the date of last exposure to the positive case or the date that the positive case completes his/her isolation. If the exposed staff member or student tests positive or later develops symptoms, he/she shall not return to work/school until he/she has met the CDPH and local health criteria to discontinue isolation as stated above.

Designated staff are encouraged to continue working remotely from home during the isolation or quarantine period, as long as they feel well enough to do so. In addition, all students are encouraged to continue with virtual instruction from home during their isolation or quarantine period. For staff who are unable to work remotely from home, information regarding COVID-19 related benefits are provided to include, but not limited to, workers' compensation, COVID-19 related leave, sick leave, state mandated leave, as well as anti-retaliation and anti-discrimination protections applicable to employees.

Consistent with CDPH and local health guidance, NSLA conducts staff-wide surveillance testing according to the following standards:

- The goal of staff-wide surveillance testing is to test staff every two (2) months as local testing capacity permits.
- Staff who only work remotely and have no contact with students or staff and do not report to campus are not required to be tested.
- Surveillance testing may be more frequent in response to an outbreak at the school site, as instructed by CDPH or Cal/OSHA regulations, the local health department, or where otherwise required by law or public health guidance.

Students and family members are encouraged to be tested for COVID-19 monthly while receiving in-person instruction. In the event of a positive test result of a student or family member, NSLA requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one (1) of their household members or non-household close contacts tested positive for COVID-19.

Identification and Reporting of Cases:

In the event of one (1) or more confirmed COVID-19 student or staff member cases, NSLA adheres to the following mandated reporting requirements as described in the CDPH Guidance regarding COVID-19 testing and cases.

- Within one (1) business day of being made aware of a positive COVID-19 case among any student or employee who was present on NSLA campus within the 10 days before the positive test result, notification is made to the local health department. The notification includes the below personally identifiable information of staff and students (without parental or staff consent):
 - The full name, address, telephone number, and date of birth of the individual who tested positive;
 - The date the individual tested positive, the school at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at school; and
 - The full name, address and telephone number of the person making the report.
- Within one (1) business day of being made aware of a positive COVID-19 case, NSLA provides a written notice to all employees and independent contractors who may have had exposure to the positive case within the infection period. The notice includes information for testing, as well as, the disinfection and safety plan that NSLA plans to implement and complete per the guidelines of the CDC.
- Within one (1) business day of being made aware of a positive case, written notice is also given to exposed families, as relevant, while maintaining confidentiality as required by state and federal laws. For instance, when a positive case is identified within a stable cohort, all students and staff within that cohort are notified of the positive case and they will be instructed to get tested for COVID-19.
- In addition, upon notice of any COVID-19 related serious illness or death of an employee occurring on campus or in connection with the employee's job, NSLA will immediately report such information to Cal/OSHA.
- NSLA also notifies its workers' compensation claims administrator, as applicable, within three (3) business days.

- **Communication Plans:**

NSLA maintains confidentiality of COVID-19 test results to the fullest extent possible. NSLA upholds the privacy requirements of FERPA, HIPAA and the ADA and only communicates minimally required information about positive cases, outbreaks, and exposures at school.

When a positive case is identified and determined to be present at school during his/her infectious period, NSLA's COVID-19 designated staff member (either the Registered Nurse or Human Resources Director) sends the appropriate notification to potential exposures as described above in section **Identification and Reporting of Cases**. Notification is done without revealing the identity of the employee or student who tested positive as well as any other confidential medical information.

For employees, all of the medical information about any employee is stored separately from the employee's personnel file in order to limit access to this confidential information. NSLA has a separate confidential medical file for each employee where medical information is stored. Medical information includes COVID-19 test results, medical certifications showing an employee needs time off due to COVID-19, necessary leave paperwork, etc. For students, NSLA takes similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.

**Lewis Center for Educational Research
Injury and Illness Prevention Plan
COVID-19 Addendum**

California employers are required to establish and implement an Injury and Illness Prevention Program (“IIPP”) to protect employees from all worksite hazards, including infectious diseases.

The Lewis Center for Educational Research (“LCER”) has adopted this addendum to accommodate reopening its schools, the Academy for Academic Excellence and Norton Science and Language Academy, collectively referred to herein as (“LCER Schools”) for in-person instruction in accordance with the Framework for Reopening K-12 Schools from the California Department of Public Health (“CDPH”). **This document additionally complies with the temporary Cal/OSHA regulations issued November 30, 2020 which require a “written COVID-19 prevention plan.”** Resumption of in-person instruction presumes that LCER Schools operates in a county that either: 1) Is in the Red, Orange, or Yellow tier, pursuant to California’s Blueprint for a Safer Economy program, 2) has received a waiver allowing reopening, or 3) is reopening to provide limited and specialized services, consistent with the CDPH’s Cohort Guidance. LCER and school site administrators should coordinate with state and local health officials to obtain timely and accurate information about the level of disease transmission in the local community before resuming any on-site work practices. Local conditions will influence the decisions that public health officials make regarding community-level strategies.

This addendum contains three (3) parts. Part one (1) contains background information regarding COVID-19, including known symptoms, emergency warning signs and high-risk factors. Part two (2) provides guidelines for implementation of a COVID-19 Infection Control Plan, which includes short-term measures to implement while COVID-19 remains endemic in states and communities. Part three (3) contains measures to maintain a healthy workforce until herd immunity in the population is achieved or the global incidence of COVID-19 comes under control.

Background

In November 2019, a novel coronavirus (SARS-CoV-2) was discovered in Wuhan, China, which was found to cause a viral respiratory illness (coronavirus disease 2019, or “COVID-19”) leading to severe injury and death in certain populations, particularly elderly persons and persons with underlying health conditions.

COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020. In response to the COVID-19 Pandemic, public health officers in many states and counties ordered all individuals to stay home or at their place of residence (i.e., “Shelter in Place”), except as needed to maintain continuity of operations of certain critical infrastructure sectors. Across the nation, public schools and most other government offices and private businesses were closed in order to slow the spread of the coronavirus in the community. Many states and localities have now commenced phased reopening.

In 2020, the CDC identified the following symptoms of COVID-19, which typically appear within 2-14 days after exposure to the virus:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing

- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The CDC also recommends that, if a person shows any of the following emergency warning signs,* he or she should seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*Please note that this is not a complete list of all possible symptoms. Anyone experiencing any other symptoms that are severe or concerning should contact a medical provider.

Certain people are at higher risk for severe illness from COVID-19, including:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
 - People with chronic lung disease or moderate to severe asthma
 - People who have serious heart conditions
 - People who are immunocompromised
 - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
 - People with severe obesity (body mass index [BMI] of 40 or higher)
 - People with diabetes
 - People with chronic kidney disease undergoing dialysis
 - People with liver disease

Decisions to resume operations should be based on both the level of disease transmission in the community and the capacity to protect the safety and health of staff and students at each school site. By providing guidelines for the design of a control plan for COVID-19, part two (2) of this addendum is intended to allow for the resumption of school by implementing measures to prevent and slow the spread of COVID-19 within the workplace.

COVID-19 Infection Control Plan

Before resuming normal or phased school activities after a Shelter in Place order is lifted, prepare and implement a COVID-19 preparedness, response, control and prevention plan (i.e., COVID-19 Infection Control Plan). Federal, state, and local public health communications must be monitored to keep up with information available about COVID-19 regulations, guidance, and recommendations, to ensure that workers have access to the timeliest information.

1. Design, implement, update and maintain a COVID-19 Infection Control Plan:

The overall goal of the COVID-19 Infection Control Plan is to decrease the spread of COVID-19 and lower the impact of the disease in the workplace. This includes the following objectives:

- Prevent and reduce transmission among employees;
- Maintain healthy school operations; and
- Maintain a healthy work environment.

All site administrators should implement and update as necessary a control plan that:

- Is specific to your workplace;
- Identifies all areas and job tasks with potential exposures to COVID-19; and
- Includes control measures in this policy to eliminate or reduce such exposures.

COVID-19 Infection Control Plans should consider that employees may be able to spread COVID-19 even if they do not show symptoms, which is a source of anxiety in the workforce, particularly among higher-risk individuals. Therefore, it is important to have discussions with workers about planned changes and seek their input. Additionally, collaboration with workers to effectively communicate important COVID-19 information.

2. Adjust operations to slow the spread:

- Employees who have COVID-19 symptoms should notify their supervisor and stay home as directed.
- Sick employees should follow CDC-recommended steps for self-quarantine. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their supervisor, local health departments and healthcare providers.
- Employees who appear to have symptoms upon arrival at work or who become sick during the day should immediately be separated from other employees, students, and visitors, and sent home.
- Adopt a procedure for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If implementing in-person health checks, conduct them safely and respectfully. Protect the screener using social distancing, barrier or partition controls, or personal protective equipment ("PPE"). However, reliance on PPE alone is a less effective control and is more difficult to implement, given PPE shortages and training requirements.

- Complete the health checks in a way that helps maintain social distancing guidelines, such as providing multiple screening entries into the building. Further detailed information regarding LCER's screening procedures may be found in the COVID-19 Health and Safety Policy.
- Should any LCER employees screen positive while at home or on campus, employees must follow all policies and procedures regarding isolation, quarantine, and testing to prevent or reduce the possible transmission of COVID-19 in the workplace.
- Follow guidance from the Equal Employment Opportunity Commission regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or country of origin or any other protected characteristics, and be sure to maintain confidentiality of each individual's medical status and history.

3. Conduct a Workplace Hazard Assessment:

The purpose of a hazard assessment of the workplace is to identify where and how workers might be exposed to COVID-19 at work. Combinations of controls from the hierarchy of controls are used to limit the spread of COVID-19 (see Controls Table in Appendix A). These include engineering controls, workplace administrative policies, and personal protective equipment (PPE) to protect workers from the identified hazards.

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls are needed for specific job duties.
 - Evaluating potential workplace exposures which employees or other persons at LCER Schools may encounter.
 - Evaluating places where LCER employees or others may congregate on campus, such as hallways, bathrooms, and break rooms.
 - Reviewing and incorporating all applicable federal, state, and local public health guidance related to COVID-19, as well as any other industry-specific guidance.
 - From time to time, evaluate existing COVID-19 health and safety measures to determine whether additional or different measures are necessary.
 - Periodically conduct inspections to identify any potential COVID-19 unhealthy conditions, work practices, procedures, and to ensure compliance with all COVID-19 health and safety measures.
 - Encouraging employees to participate and assist LCER in identifying and evaluating potential COVID-19 workplace hazards. LCER will do so by:
 - Hold weekly health and safety meetings with employees, administration, nurses, facilities, and others to ensure ongoing feedback from all areas within the organization and across both campuses
 - Provide periodic reminders to employees of importance of reporting potential COVID-19 workplace hazards. This may be done via email, webinars, virtual meetings, department meetings, etc.
 - Hold quarterly virtual all-staff meetings to disseminate the latest COVID-19 information and to solicit input from staff
- When engineering and administrative controls cannot be implemented or are not fully protective:
 - Determine what PPE is needed for each workers' specific job duties,
 - Select and provide appropriate PPE to the workers at no cost, and

- Train their workers on its correct use.
- In the event that a hazard assessment reveals any potential COVID-19 hazards, LCER will take corrective action to remediate any potential COVID-19 hazards, including developing additional policies and practices related to health and safety, social distancing, cleaning and disinfection, any other action necessary to reduce the spread of COVID-19.

4. Take action if an employee is suspected or confirmed to have COVID-19 infection:

Current Cal/OSHA Regulations

- Effective immediately, upon one (1) “COVID-19 case”¹ in the workplace, LCER will:
 - Investigate the COVID-19 case, determine the day and time the COVID-19 case was last present on the school campus, the date of the positive test and/or diagnosis, and the date the case has one (1) or more COVID-19 symptoms, if any.
 - Investigate whether other LCER employees or any other third parties may have had a COVID-19 exposure by evaluating the activities of the COVID-19 case at the school campus during the “high-risk exposure period”².
 - Give notice of potential exposure, within one (1) business day, and without revealing any personal identifying information³ of the COVID-19 case, to:
 - 1) All employees who may have had COVID-19 exposure, and
 - 2) Independent contractors and other employers present at the workplace during the high-risk exposure period.
 - Offer testing for COVID-19 to all employees with potential COVID-19 exposure in the workplace, at no charge and during working hours, as well as:
 - Information regarding COVID-19-related benefits under all applicable federal, state, and local laws, as well as potential salary continuation rights during any period of exclusion due to the COVID-19 exposure.
 - Investigate the potential that workplace conditions contributed to the risk of COVID-19 exposure, as well as remedial steps that could have been taken to reduce the risk of COVID-19 exposure.
- Effective immediately, and pursuant to current Cal/OSHA regulations:
 - All employees with COVID-19 exposure shall be excluded from the school campus for ten (10) days from the last known exposure to a COVID-19 case.
 - LCER employees with confirmed COVID-19 must not return to the school campus as follows⁴:
 - For employees who test positive and have symptoms consistent with COVID-19:

¹ Cal/OSHA regulations define a “COVID-19 case” as a person who: 1) Has a positive COVID-19 test, 2) is subject to a COVID-19 related order to isolate issued by a local health department or state health official, or 3) has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID-19 statistics of a county.

² “High-risk exposure period” is defined by Cal/OSHA as: 1) For individuals with COVID-19 symptoms, from two (2) days before the symptoms first develop until ten (10) days after symptoms first appeared, and 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved; or 2) for asymptomatic individuals who test positive for COVID-19, from two (2) days before until ten (10) days after the first positive COVID-19 test specimen was collected.

³ All personally identifying information related to COVID-19 cases or those with COVID-19 symptoms shall be kept confidential. However certain information may be provided to public health authorities, as required by law.

⁴ LCER will not require a negative test prior to an employee returning to work. 8 CCR 3505(c)(11)(D).

- 1) At least twenty-four (24) hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications,
- 2) COVID-19 symptoms have improved, and
- 3) At least ten (10) days have passed since COVID-19 symptoms first appeared.
- Employees who test positive but remain asymptomatic shall not return to the school campus until at least ten (10) days have passed since the date of specimen collection of their first positive COVID-19 test.
- Employees excluded from work due to COVID-19 exposure may be entitled to salary continuation during the ten (10) day exclusion period. LCER may elect to provide paid sick leave during this period. Any salary continuation benefits will account for funds received from public sources during this period, as well as any indemnity benefits as part of any workers' compensation claim related to the employee's COVID-19 exposure.
 - If a COVID-19 case is not work-related pursuant to all applicable workers' compensation laws, LCER employees are not entitled to salary continuation during the ten (10) day exclusion period.
 - If an LCER employee is unable to work for reasons other than protecting other employees or students at the school campus from possible COVID-19 transmission, the employee is not entitled to salary continuation during the ten (10) day exclusion period.
- Effective immediately, and in the event of a confirmed COVID-19 case at the school campus, LCER will notify the local public health department, as required by law.
- Effective immediately, upon notice any COVID-19-related serious illnesses or death⁵ of an employee occurring in a place of employment or in connection with any employment, LCER will immediately report such information to Cal/OSHA.

AB 685

Effective January 1, 2021, employers are required to provide certain notices in response to a "notice of potential exposure to COVID-19," in accordance with Labor Code section 6409.6. A "notice of potential exposure" means any of the following:

- (a) Notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite;
- (b) Notification from an employee, or their emergency contact, that the employee is a qualifying individual;
- (c) Notification through the school's testing protocol that the employee is a qualifying individual; or
- (d) Notification from a subcontracted employer that a qualifying individual was on the school site.

Upon receipt of a "notice of potential exposure," LCER must take the following actions within one (1) business day of the notice:

⁵ Pursuant to 8 CCR §330(h), "Serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement."

- (a) Provide a written notice to all employees who were on the premises in the same worksite⁶ as the qualifying individual⁷ within the infectious period⁸ that they may have been exposed to COVID-19.⁹
- (b) Provide a written notice to the exclusive representative, if any, of the above employees.¹⁰
- (c) Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
 - Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including COVID-19-related leave, LCER sick leave, state-mandated leave, supplemental sick leave, or negotiated leave provisions, as well as anti-retaliation and antidiscrimination protections applicable to employees.
- (d) Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the employer plans to implement and complete per the guidelines of the federal Centers for Disease Control.

Records of the above notices must be retained for a minimum of three (3) years.

Effective January 1, 2021 LCER must also take the following responses in the event of a COVID-19 "outbreak," as defined by CDPH:

- Within forty-eight (48) hours, the Chief Executive Officer ("CEO") or designee shall notify the county public health department of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.¹¹
- The CEO shall also report the address and NAICS code of the worksite where the qualifying individuals work.
- Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.

⁶ The "worksite" does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If LCER operates multiple worksites, LCER must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

⁷ A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

⁸ The "infectious period" means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

⁹ Written notice must be provided in the same manner that LCER ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one (1) business day of sending and shall be in both English and the language understood by the majority of the employees.

¹⁰ Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the school. This requirement does not apply if the school's employees do not have an exclusive representative.

¹¹ A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

Other Relevant Public Health Guidance

Specific guidelines for responding to suspected and confirmed cases of COVID-19 in schools are also found in the Framework for Reopening K-12 Schools released by the CDPH on July 17, 2020. In most cases, you do not need to shut down the facility. If it has been less than seven (7) days since the sick employee has been in the facility, close off any areas used for prolonged periods of time by the sick person:

- Wait 24 hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting twenty-four (24) hours is not feasible, wait as long as possible.
- During this waiting period, open outside doors and windows to increase air circulation in these areas.

If it has been seven (7) days or more since the sick employee used the facility, additional cleaning and disinfection is not necessary. Continue routinely cleaning and disinfecting all high-touch surfaces in the facility.

Follow the CDPH and CDC cleaning and disinfection recommendations:

- Clean dirty surfaces with soap and water before disinfecting them.
- To disinfect surfaces, use products that meet EPA criteria for use against SARS-Cov-2, the virus that causes COVID-19, and are appropriate for the surface.
- Always wear gloves and other PPE appropriate for the chemicals being used when you are cleaning and disinfecting.
- You may need to wear additional PPE depending on the setting and disinfectant product you are using. For each product you use, consult and follow the manufacturer's instructions for use.

Determine which employees may have been exposed to the virus and may need to take additional precautions:

- Inform employees of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the Americans with Disabilities Act (ADA). Follow the Public Health Recommendations for Community-Related Exposure and instruct potentially exposed employees to stay home for ten (10) days, or such period as established by local health order, telework if possible, and self-monitor for symptoms.

Measures to Maintain Healthy Ongoing School Operations

1. **Identify a workplace coordinator.** Director of Human Resources, Stacy Newman, will be responsible for COVID-19 issues and their impact at the workplace.
2. **Protect employees at higher risk for severe illness through supportive policies and practices.** Older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19.
 - Provide options to telework, if available and reasonable.

- Offer vulnerable workers duties that minimize their contact with students and other employees, if the worker agrees to this.
 - Offer flexible options such as telework to employees where available and reasonable to eliminate the need for employees living in higher transmission areas to travel to workplaces in lower transmission areas and vice versa.
- 3. Communicate supportive workplace policies clearly, frequently, and via multiple methods.** Employers may need to communicate with non-English speakers in their preferred languages.
- Train workers on how implementing any new policies to reduce the spread of COVID-19 may affect existing health and safety practices.
 - Communicate to any contractors or on-site visitors about changes that have been made to help control the spread of COVID-19. Ensure that they have the information and capability to comply with those policies.
 - Create and test communication systems that employees can use to self-report if they are sick and that you can use to notify employees of exposures and closures.
 - Employees may contact human resources regarding concerns and may request to remain anonymous. Consistent with the Employee Handbook and all applicable policies, LCER will not tolerate discrimination, harassment, or retaliation against any employee who reports COVID-19 symptoms or hazards.
- 4. Establish policies and practices for social distancing.** Where possible and reasonable, alter your workspace to help workers and students maintain social distancing and physically separate employees from each other and from students, such as:
- Implement flexible worksites (e.g., telework).
 - Implement flexible work hours (e.g., rotate or stagger shifts to limit the number of employees in the workplace at the same time).
 - Increase physical space between employees at the worksite by modifying the workspace.
 - Increase physical space between employees and students (e.g., physical barriers such as partitions).
 - Use signs, tape marks, or other visual cues such as decals or colored tape on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
 - Implement flexible meeting and travel options (e.g., postpone non-essential meetings or events in accordance with state and local regulations and guidance).
 - Close or limit access to common areas where employees are likely to congregate and interact.
 - Prohibit handshaking.
 - Deliver services remotely (e.g., phone, video, or web).
 - Adjust school practices to reduce close contact with and among students — for example, by using larger formal spaces (e.g., auditoriums) or outdoor areas for instruction.
 - When it is not possible to maintain a distance of at least six (6) feet, individuals shall be as far apart as possible.
 - In this situation, LCER will evaluate the need for additional eye protection and respiratory protection, consistent with CCR Title 8, section 5144.
- 5. Facial Coverings**
- Until lifted, the CDPH has ordered that all persons must wear a face covering at work if the hazard

assessment has determined that they do not require PPE (such as a respirator or medical facemask) for protection.

- A face covering contains the wearer's respiratory droplets to help protect their co-workers and others.
- Face coverings are not considered PPE. They help prevent those who do not know they have the virus from spreading it to others, but do not offer the same level of protection for wearers from exposure to the virus that causes COVID-19 as PPE.
- Remind employees that CDC recommends wearing face coverings in public settings where other social distancing measures are difficult to maintain, especially in areas of significant community-based transmission. Wearing a face covering, however, does not replace the need to practice social distancing.
- As necessary, LCER will provide clean and undamaged face coverings.
- All face coverings must be worn, cleaned, and replaced as needed, and unless an applicable exception to wearing a facial covering applies, consistent with LCER's COVID-19 Health and Safety Policy.
- If an employee cannot wear a face covering, face shield with a drape, respiratory protection, or another effective alternative to a facial covering, the employee shall be kept at least six (6) feet apart from all other employees, students, and persons, unless the unmasked employee is tested at least twice per week for COVID-19. However, testing an employee twice per week is not an alternative to wearing a facial covering where otherwise required.

6. Engineering Controls

- To the maximum extent feasible, LCER will implement all appropriate actions to protect employees where six (6) feet of physical distancing cannot be maintained, consistent with the COVID-19 Health and Safety Policy, as well as this Plan.
- To the maximum extent feasible, LCER will ensure maximize the quantity of outside air in buildings or by natural ventilation systems, except when the United States EPA Air Quality Index is greater than one hundred (100) for any pollutant, or if opening windows or doors would cause additional hazards to employees.
- Conducting monthly inspections of the HVAC system.
- To the extent feasible, LCER will increase the filtration efficiency of its existing ventilations systems to the highest level that is safely allowable.

7. Give employees and students what they need to clean their hands and cover their coughs and sneezes:

- Provide tissues and no-touch trash cans.
- Provide soap and water in the workplace. All employees are encouraged to wash their hands frequently and will be provided ample time to do so. Employees should wash their hands for at least twenty (20) seconds each time.
- To the extent feasible, dependent on a hazard assessment, and consistent with LCER's COVID-19 Health and Safety Plan, LCER will consider providing additional handwashing facilities.
- If soap and water are not readily available, use alcohol-based hand sanitizer that is at least 60% alcohol. LCER prohibits hand sanitizer containing methanol (i.e. methyl alcohol). Ensure that adequate supplies are maintained.
- Ideally, place touchless hand sanitizer stations in multiple locations to encourage hand hygiene.

- Place posters that encourage hand hygiene to help stop the spread at the entrance to your workplace and in other workplace areas where they are likely to be seen. This should include signs for non-English speakers, as needed.
- Direct employees to visit CDC's coughing and sneezing etiquette and clean hands webpage for more information.

8. Limit Sharing of Tools, Equipment, and PPE

- LCER will not allow any employees, students, or any other persons to share any form of PPE, including but not limited to: Gloves, facial coverings, masks, and goggles.
- To the maximum extent feasible, LCER will prohibit the sharing of tools and equipment, including: Phones, headsets, desks, keyboards, and writing materials. Where sharing is required, the School will follow all cleaning and disinfection procedures, consistent with this Plan.
- On any LCERs busses or other vehicles which are otherwise shared, the high touch points such as steering wheels, seatbelt buckles, armrests, and seats will be disinfected between uses, consistent with this Plan.

9. Perform routine cleaning:

- Incorporate the Guidance for Cleaning and Disinfecting to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
- Routinely clean and disinfect all frequently touched surfaces in the workplace, such as workstations, keyboards, telephones, handrails, and doorknobs.
 - If surfaces are dirty, clean them using a detergent or soap and water before you disinfect them in accordance with Healthy Schools Act protocols.
 - For disinfection, most common, EPA-registered, household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method, and contact time).
- Discourage workers from using each other's phones, desks, offices, or other work tools and equipment, when possible.
- Provide disposable disinfecting wipes so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use.
- Store and use disinfectants in a responsible and appropriate manner according to the label.
- Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that could be very dangerous to breathe in.
- Advise employees to always wear gloves appropriate for the chemicals being used when they are cleaning and disinfecting and that they may need additional PPE based on the setting and product.

10. Perform enhanced cleaning and disinfection after persons suspected/confirmed to have COVID-19 have been in the facility:

- In the event of a suspected or confirmed COVID-19 case at LCER, LCER will determine all areas, materials, and equipment used by the case during the high-risk exposure period.
- Once identified, LCER will clean and disinfect in accordance with all CDC cleaning and disinfection

recommendations of all pertinent areas.

11. Minimize risk to employees when planning meetings and gatherings:

- Use videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Cancel, adjust, or postpone large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, hold meetings in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and wear face coverings.

12. COVID-19 Testing:

- Consistent with Cal/OSHA regulations, in the event of one (1) COVID-19 case, an outbreak¹², or a major outbreak at a LCER campus, LCER will offer COVID-19 testing to employees with exposure at no charge, and during working hours.
- In the event of one (1) COVID-19 case in the workplace, COVID-19 testing will be offered to all employees who have had potential COVID-19 exposure.
- In the event of a COVID-19 outbreak pursuant to Cal/OSHA regulations:
 - LCER must provide testing to all employees who were present in the exposed workplace.
 - Pursuant to Cal/OSHA regulations, “employees in the exposed workplace shall be tested and then tested again one (1) week later.”¹³
 - After the first two (2) COVID-19 tests, LCER must provide continuous COVID-19 testing of employees remaining at the workplace at least once per week, until outbreak criteria are no longer met.
- In the event of a “major COVID-19 outbreak,”¹⁴ LCER will provide COVID-19 testing at least twice per week to all employees present at the exposed workplace during the thirty (30) day period, and who remain at the workplace. This testing regimen will continue until there are no new COVID-19 cases in the workplace for a ten (10) day period.
- Consistent with current Cal/OSHA regulations, the School will require certain frequencies of COVID-19 testing before allowing employees with COVID-19 exposure to return to campus.
- In the event that COVID-19 testing is mandated by Cal/OSHA regulations, LCER employees may procure on-site testing for COVID-19 through:
 - Valencia Branch Laboratory
- If COVID-19 is not mandated by Cal/OSHA regulations, but testing is otherwise needed, employees may procure testing, likely free of charge, through their local county or from their health provider.

Record Keeping and Availability of Plan

- LCER will maintain records of the steps taking to implement this Plan for at least one (1) year, consistent with 8 CCR §3202(b).
- This Plan shall be made available at the workplace to all LCER employees, authorized

¹² An outbreak is defined by Cal/OSHA as one that is declared by the local public health department, or where there are three (3) or more cases on campus within a 14-day period. 8 CCR §3205.1(a)(1).

¹³ 8 CCR §3205.1(b)(2)A).

¹⁴ Cal/OSHA defines a major outbreak as “20 or more COVID-19 cases in an exposed workplace within a 30-day period.”

representatives, and Cal/OSHA representatives immediately upon request.

- LCER will track all COVID-19 cases, by keeping a record of the employee’s name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential. The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

The Executive Director is authorized to implement changes or additions to this addendum in order to ensure compliance with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”) and/or the facts of a specific circumstance, and to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this addendum.

Appendix A

Controls Table

The following table presents examples of controls to implement in the workplace. The most effective controls are those that rely on engineering solutions, followed by administrative controls, then PPE. PPE is the least effective control method and the most difficult to implement. Worksites may have to implement multiple complementary controls from these columns to effectively control the hazard.

<p>Engineering (Facilities and Equipment)</p> <ul style="list-style-type: none"> • Assess job hazards for feasibility of engineering controls • Ensure ventilation and water systems operate properly • Alter office workspaces to maintain social distancing. Examples include: <ul style="list-style-type: none"> ○ Configure partitions as a barrier shield ○ Move electronic payment reader away from cashier in cafeteria ○ Use verbal announcements, signage, and visual cues to promote social distancing ○ Remove/rearrange furniture
<p>Administrative</p> <p>Management and Communications</p> <ul style="list-style-type: none"> • Monitor state and local public health communications about COVID-19 • Require students who are ill to stay home • Encourage sick workers to report symptoms, stay home, and follow CDC guidance • Develop strategies to: <ul style="list-style-type: none"> ○ communicate with staff ○ manage staff concerns • Remind staff of available support services • Communicate to partners, suppliers, other contractors on policies and practices • Encourage social distancing and the use of face coverings (if appropriate) in the workplace • Use technology to promote social distancing (e.g., telework and virtual meetings) • Cancel group events • Close/limit use of shared spaces • Consider policies that encourage flexible sick leave and alternative work schedules. • Schedule stocking during off-peak hours <p>Cleaning and Disinfection</p> <ul style="list-style-type: none"> • Clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays)

- Provide employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19

Training

Provide employees with training on:

- Symptoms, emergency warning signs, and high-factors for COVID-19
- Policies and procedures to reduce the spread of COVID-19
- Information regarding COVID-19 transmission, including that COVID-19 “is an infectious disease that can be spread through the air when an infectious person talks, vocalizes, sneezes, coughs, or exhales; as well as that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth; as well as that infectious people may have no symptoms.”
- Information regarding the fact that particles containing the virus can travel more than six (6) feet, especially indoors; and thus, why social distancing, proper hygiene, and PPE are so important.
- General hygiene
- Cleaning and disinfection
- Face covers
- Social distancing
- Use of PPE
- Safe work practices
- Stress management
- COVID-19 related benefits under federal, state, and local law, including any potential benefits under current workers’ compensation laws, LCER’s leave policies, and any other rights by contract or collective bargaining agreement.

Personal Protective Equipment (PPE)

- Conduct workplace hazard assessment
- Determine what PPE is needed for their workers’ specific job duties based on hazards and other controls present
- Select and provide appropriate PPE to the workers at no cost, and train employees in the use of the PPE.

Lewis Center for Educational Research
Board Agenda Item Cover Sheet
Date of meeting: March 8, 2021

Title: Continuing ASB and Student Activities Spending Plans and Temporary Approvals in Light of COVID-19 School Closures

Presentation: _____ Consent: X Action: _____ Discussion: _____ Information: _____

Background:

COVID 19 has led to a major impact in the operations of student activities at the Academy for Academic Excellence. During a normal year, approximately 15 to 20 clubs are approved and operate under standard operating procedures for student activities. The pandemic has forced many of these organizations to temporarily suspend operations, causing some issues as it relates to payments of obligations, and most importantly, give reduced opportunities for students to participate in their interests. The Board of Directors passed a consent agenda in May of 2020 to temporarily modify some standard operating procedures due to the immediate effect of the pandemic. It was passed with the anticipation that student organizations could resume operations in the 2020-21 school year. Since the organization has not been able to resume normal operations, it is requested that the board extend some of the modifications for the remainder of the 2020-21 school year.

Fiscal Implications (if any):

Should not have any impact on the AAE or LCER general fund, only student body funds which are held separately within the organization.

Impact on Mission, Vision or Goals (if any):

Student organizations and clubs help give students opportunities to benefit the student body in many different ways. What these organizations do by providing extracurricular activities to students on campus clearly benefits the Academy for Academic Excellence's mission of preparing students for post-secondary success.

Recommendation:

- Continue the extension for student organizations/clubs through June 30, 2021 to submit any documentation needed to update or maintain their student organization status through the 2020- 21 school year. The goal of this extension is so that they may resume operations at the beginning of the 2021-22 school year.
- Continue to allow student organizations/clubs to raise and spend funds under their most current constitution (from the 2019-20 school year) and budget until June 30, 2021. Student activities will still need to submit a constitution and budget for the 2020-2021 school year for approval for any new spending or fundraising. An exception is that if a student organization has a financial

obligation to pay an outstanding balance to an outside organization, they may do so under last year's constitution and budget.

- Continue to allow that if a club consists of more than 50% seniors, the club may vote to modify their currently adopted budget to allocate funds towards scholarships or other senior class-related expenses. The club will hold a virtual meeting and keep minutes if this course of action is desired by the student members.
- Allow student organizations that obtain full approval for the 2020-21 school year to provide awards to pupils for student accomplishments and excellence in value not to exceed \$15 per student. The purpose is to boost morale and show support for the student body for the difficult school year that they have encountered.
- Continue to allow student organization/club advisors and the principal approval for funds that need to be spent for obligatory reasons if the student activity group is unable to establish a quorum virtually in order to conduct an official meeting.

Respectfully submitted by:

Jeffrey Henderson

AAE Instructor, Senior Advisor and ASB Bookkeeper

**Lewis Center for Educational Research
STAFF REPORT**

Date: March 8, 2021
 To: LCER Board of Directors
 From: Lisa Lamb
 Re: President/CEO Report

Goal 1: Build the financial capacity of the LCER, including key provisions for sustainability.	
1.1 <u>Objective:</u> Each school will maintain a reserve balance of no less than 4% of the total operating budget. Reserves will be defined as unencumbered cash balance.	The Finance Department finalized the 2nd Interim Reporting and provided them to our authorizers. Through this process, we made the changes in coordination with the completed Audit from Nigro Nigro. Through this process, we have been able to confirm the ability to continue to meet this objective even with the expected Deferrals coming from the State this school year.
1.2 <u>Objective:</u> Support oversight and accountability of funds by LCER budget managers through monthly financial reports which include budget-to -actuals.	The Finance Department is continuing to provide Monthly Encumbrance Reports at the beginning of each month. Budget Development meetings have begun with individual Directors and Principals for the implementation of the new Budget Year.
1.3 <u>Objective:</u> Most restrictive dollars (i.e.: categorical funding, one-time monies, Special Education funding, grants, etc.) will be utilized first and according to funding requirements and as approved by the School Site Council.	The Executive Team continues to use the monthly encumbrance reports to support prioritizing the use of the most restricted dollars first. As we continue to prepare for the return of our students, the principals are continuing to develop plans to best utilize the remaining COVID funds and meet the safety of all. We are expecting to be able to expand on some offerings for our staff and students with the our federal funds in preparation for the return of students and to support our EL students in an effort to reclassify them.
1.4 <u>Objective:</u> The Foundation Board will raise funds to support the needs of LCER schools and programs.	The Foundation is continuing to support our campuses and are looking forward to the ability to offer additional fundraising events in the near future as the restrictions become lifted as the COVID cases are reducing in the County.
Goal 2: Develop and maintain facilities to meet the TK-12 needs at both campuses.	
2.1 <u>Objective:</u> Complete NSLA TK-12 and Head Start campus in Winter/Spring 2021.	The current building occupancy dates are as follows: Head Start – June 28, 2021 Admin & MPR – June 28, 2021 Buildings F, H, I, J – August 1, 2021 Building A & B – August 15, 2021 (North side are still pending due to power lines) Building E – July 7, 2021 <u>Vacate current campus no later than June 30, 2021</u>

2.2 Objective: Create a deferred maintenance schedule to properly identify and address the needs of aging equipment, building and infrastructure.

AAE

New Completions

- DG and plants to be installed around M BLDG
- Mud, sand, and paint drywall repairs in the GYM (Repainted almost the whole GYM)
- Built TV stands and delivered them to all the classrooms
- Preparing for the school reopening
- Supplies and inventory
- Stocking classrooms with PPE
- Pressure washed the campus
- Picked up all the debris, pallets, and trash around campus
- Training for the new guidelines
- Moved outside tables & trash cans around to meet guidelines for outside eating
- Repaired all the supply lines to all the drinking fountains
- Added (4) new portable hand washing stations on campus

In progress

- Replacing dug out roofs around the ball field
- Ball field maintenance
- Adding a few more Ionizers in the GYM & Bldg C
- Providing outside air to all the portable classrooms by actuating the louvers
- C102&C109 Bldg A 2nd floor Classrooms A201,A202 &A203 Capet scheduled to be replaced over spring break
- Installing the Billboard sign for captain McConnell hopefully over spring break
- Rebuild the Facilities wooden shed. Need to cut off 2ft of the shed to remain on property line and then rebuild the shed

NSLA

New Completions

- Built TV stands and delivered them to all the classrooms
- Preparing for the school reopening
- Supplies and inventory
- Stocking classrooms with PPE
- Pressure washed the campus
- Picked up all the debris, pallets, and trash around campus
- Training for the new guidelines
- Adding safe practicing signage for covid guild lines around campus
- Painting Rocket Stencils in front of each classroom for social distance
- Moved outside tables & trash cans around to meet guidelines for outside eating
- Added (3) portable hand washing station
- Set up Hand Sanitizer station around campus

In progress

- Staging and preparing for the move: On Going
- Moving furniture and unused equipment to offsite storage
- Coordinating and creating a schedule for the move with, Williams Scotsman, the moving company, and staff

	<ul style="list-style-type: none"> ● Providing outside air to all the portable classrooms by actuating the louvers ● Installing (4) large commercial portable AC units for G4 & G5
2.3 <u>Objective: Monitor technological systems to protect against external and internal security threats.</u>	<p>COVID funding has allowed for the upgrade to our technological systems. Our wired and wireless network has been totally replaced. These upgrades are the newest generation of wifi and allow for greater speed and throughput and far less latency. We also purchased new firewalls which will be installed within the next few weeks.</p>
2.4: <u>Utilize the refinancing of the AAE Bonds to address capital campaign needs (i.e. Multipurpose Room, secondary science labs, additional athletics and P.E. fields, special education, parking lot rehabilitation, etc.).</u>	<p>The AAE MPR construction is progressing. The project is expected to be completed around May 7, 2021.</p> <p>As the MPR project will account for all of the bond funding, the additional facilities' needs such as secondary science labs, additional fields, and parking lot repair will be allocated out of general funding in the coming years. The parking lot repair is the greatest priority and will be placed in the 2021-2022 AAE budget.</p>
Goal 3: Strengthen the academic programs at both schools resulting in increased student mastery while preparing every student for post-secondary success in the global society.	
3.1 <u>Objective: Both schools will demonstrate continued increases in student mastery in the area of Mathematics as reported on the California School Dashboard.</u>	<p>AAE school counselor and principal met with the high school math department to lay the foundation for creating the 2021-22 SY Master Schedule and school budget.</p> <ul style="list-style-type: none"> ● Add additional sections of Math 1A and Math 1B ● Add an additional class period to part-time math teacher (three periods to four) ● Add paid 6th period for a teacher to support students that failed this year (Math Lab). ● Add math intervention class back into 8th grade rotation. ● Fill vacancy for a Computer Science/Math credentialed teacher <p>NSLA teachers continue to analyze iReady math diagnostic data.</p>
3.2 <u>Objective: In order to decrease referrals for counseling and behavior incidents, both schools are implementing curricula at the elementary, middle and high school to support Social Emotional Learning (SEL). The collective outcomes of these strategies are to: enhance the ability of students to self-regulate, strengthen relationships amongst students and staff, and empower teachers to support SEL needs</u>	<p>The counseling and administrative teams continue to disseminate information and resources at different staff meetings on a monthly basis. Resources are shared and made available to support students, parents and staff during the pandemic and to address other social emotional concerns. Administrators support the counseling team with ongoing weekly communications to parents, students and staff regarding access to strategies and resources.</p> <p>Interagency collaboration between AAE/NSLA and the DM SELPA and SBCSS is made possible thanks to ongoing communication and meetings between clinicians and administrators providing socio-emotional support. Additional counseling resources have been recently expanded at both sites. Student Assistance Program (SAP) services from the DMCC are now available at AAE. Norton is currently strengthening socioemotional support via DM SELPA and SBCSS clinicians.</p>

<p><u>in the classroom.</u></p>	<p>NSLA counselors and teachers continue to support the implementation of trauma-based and mindfulness strategies directly in the classroom or during virtual sessions. Videos, lessons and group counseling are offered to strengthen socio-emotional skills.</p> <p>AAE teachers continue to deliver SEL lessons and support in distance learning. TK-5 students have returned in a Hybrid instructional model which allows for in-person support. Parent/Teacher Conferences are scheduled next week for all elementary students.</p> <p>The AAE/NSLA MTSS teams are in the process of updating the MTSS chart to refine the process and define the roles of MTSS team members. The MTSS teams will oversee program implementation efforts and will continue to update ATM and Executive Teams of ongoing efforts to refine practices and improve support in the areas of socioemotional development and behavior.</p> <p>The weekly MTSS team meetings will also continue to support students and teachers academically, socio-emotionally and instructionally with a tiered system of support where the different team members are available to support in different capacities.</p> <p>NSLA will be interviewing for the Academic Counselor position on March 5 and 8, 2021. Over 50 candidates have applied for the position. The goal is to hire the best candidate to transition into the position and begin working to support NSLA in the continued development of the secondary program</p>
<p><u>3.3 Objective: Both schools will develop a more robust STEAM strand that builds upon itself in grades TK-12.</u></p>	<p>Executive Team has discussed with principals ways the organization can enhance education technology and STEAM programs at both schools. AAE has job postings on Edjoin for a High School Computer Science Math Teacher and MS Science Teacher opening which are the result of retirements. The proposed AAE 2021-22 budget will include the resumption of elementary STEAM rotation classes which include Technology/Coding and Space Science for TK-5 students. High school science lab space continues to be a priority.</p> <p>AAE students were in-person in Mission Control for the Mars Perseverance Landing. Student Landon Applegate had a question selected and answered on NASA's broadcast by the Director following the landing. AAE teacher Dorothy Moody also had a question answered during the broadcast. On March 3, AAE students grades TK-8 participated in Virtual STEM Assemblies hosted by AVUSD/s Sean and Pam Gillete on YouTube Live.</p> <p>NSLA teachers continue to implement science lessons using the TWIG science adoption. The Mars Rover 2020 landing was observed in Second grade teacher Maria Funaki's class as part of the LCERs Global Programs event to learn about and celebrate the landing on Mars. Bryce Huffine guided students through the exciting event with different hands-on activities. A large map showing where different rovers have landed was displayed outside on the NSLA playground. The excitement from students and staff was evident, especially at the moment that Perseverance landed on Mars.</p>

Goal 4: Recruit, develop, and retain highly qualified and diversified staff.

4.1 Objective: Evaluate ongoing and new recruitment efforts to ensure that all positions are filled with highly-qualified and diversified staff.

Recruitment continues to be a focus for the NSLA Task Force. The HR Team has finalized new job descriptions for NSLA high school teachers, counselor and classified positions for the 2021-22 school year. Job postings were placed on Edjoin for the positions to begin developing an interest pool. The high school positions officially opened on February 16, 2021. In addition, HR sent targeted recruitment emails to applicants on Edjoin that have previously applied for similar positions.

HR is working with LCER PR and Marketing Coordinator to enhance other recruitment efforts to include social media, LCER website, college recruitment sites, job boards, virtual job fairs, etc. In addition they have developed flyers/brochures to send in mailers and hand out at recruitment and other networking events. HR attended the University of Riverside Virtual Teacher Job Fair on February 19 and Edjoin Virtual Teacher Job Fair Wednesday, February 24. In addition, HR teamed up with NSLA Student Recruitment Task Force to recruit for classified job openings (i.e. character development officer, classified substitute, food service worker, etc.) on the weekend at the Inland Center Mall.

HR is finalizing the Intent to Return process which collects information from staff regarding plans for column advancement, retirement, grade level changes, etc. This helps HR and administration to determine position placement for the upcoming school year as well as assists with budget development.

4.2 Objective: Develop a comprehensive succession plan for all key positions.

The designated LCER Board committee members, Pat Caldwell and Sharon Page, along with the CEO and HR Director are reviewing succession planning documents, attended Board on Track Succession Planning webinars and are meeting to discuss the LCER CEO Succession Plan. The committee is reviewing/revising CEO job duties and will be drafting preliminary short and long term succession plans for the Board's consideration. Additionally, the CEO is working with Executive Team members to ensure all key areas of the CEO's duties and responsibilities are accounted for, should the need arise.

HR continues working with school site administration to ensure there are adequate resident substitutes who are training and prepared to step in to hybrid teaching at a moment's notice.

4.3 Objective: Invest in professional development for classified and certificated staff and board members.

The Executive Team has been participating in ongoing webinars/meetings to stay abreast of updated COVID-19 guidelines and other legal mandates to include legal (YM&C), Self Insured Schools of California (SISC), California Association of Schools Administrators (CASBO), Charter Safe, etc. The team is registered for the 2021 California Charter Schools Virtual Conference. Board members have been given session information to see if they are able and interested in joining us for specific sessions.

	<p>In order to keep all staff abreast of the COVID changes, information is being rolled out weekly via various communication channels. Weekly meetings are held with the Executive Team (Thursdays), all LCER Management (Fridays), Health Committee (Mondays), and ATM (Mondays at each school), and school-wide all staff meetings. Other meetings held include: Academic Leadership Team (both schools), individual dept meetings (as needed LCER-wide).</p> <p>Teacher Professional Development this school year has included the following:</p> <ul style="list-style-type: none"> ● Social Emotional Learning: Practicing mindfulness in a virtual environment ● ELD in a distance learning setting ● Differentiated/small group instruction in a virtual environment ● Educational technology to support hybrid instruction and daily synchronous learning ● iReady assessment training ● Distance Learning best practices
<p>4.4 <u>Create a highly attractive environment for staff which increases and/or maintains staff retention rates LCER-wide.</u></p>	<p>We realize that outside of compensation, safety is critical to staff retention. In light of the current climate we are in with COVID-19, the Executive Team has focused heavily on providing all the necessary structures and resources (both physical and emotional) to ensure the health, safety and well-being of our staff and students. All staff who were interested were able to secure a COVID vaccine. St. Mary and Redlands Hospitals are commendable in their extraordinary efforts to work with the school community.</p> <p>In addition, the Executive Team continues searching for ways to meet the objective of increasing compensation. An across the board 3.5% increase to all pay rate schedules was implemented effective November 1, 2020, retro to July 1, 2020. Some positions and stipends that were originally eliminated from the budget at the beginning of the year, due to COVID-19, have been reinstated. Staff compensation was also discussed at the annual strategic planning session in November. Continued salary increases will be reflected under the Board’s fiscal goal.</p>
<p>Goal 5: The Lewis Center for Educational Research will communicate and operate under a common vision, mission, goals, and objectives.</p>	
<p>5.1 <u>Objective: The Board of Directors and Executive Team will continue to participate in annual strategic planning. Progress toward goals will be reported monthly via the CEO Board Report.</u></p>	<p>Strategic Planning for 2020-2021 was held on November 13, 2020. A S.W.O.T. analysis was conducted, the current plan was reviewed, and the vision and goals were revised. The completed draft with updated objectives was approved by the board at the February meeting.</p>
<p>5.2 <u>Objective: Board and</u></p>	<p>We are currently working on broad recruitment for NSLA transitional</p>

<p><u>Executive Team will actively communicate LCER's mission to the stakeholders and communities that we serve.</u></p>	<p>kindergarten, kindergarten and grades 6-9. The following is a list of current recruitment efforts:</p> <ul style="list-style-type: none"> ● Orange Show Digital Billboard ● Inland Center Mall Booth and backlit directory ● Postcard mass mailing ● Neighborhood recruitment walks ● Neighborhood business introduction gift baskets ● Paid advertising on radio, social media and TV <p>The March 18th lottery currently has 157 students enrolled. Our goal is 292 new students for next year. To date, the most successful recruitment tool has been the booth at the Inland Center Mall. The paid advertisements will be running in the coming weeks and will hopefully drive the lottery numbers past our capacity thereby building the waiting list. All of these efforts have allowed us to actively communicate LCER and NSLA's missions in the Inland Empire.</p> <p>LCER's participation in the Mars 2020 mission provided an excellent opportunity for us to communicate our mission to our parents, students, staff, communities, and partners.</p>
<p><u>5.3 Objective: Increase communication with stakeholders regarding progress toward mission, vision, and goals.</u></p>	<p>LCER PR Coordinator has begun producing a monthly newsletter. This newsletter shares our progress toward our mission, vision, and goals with all of our families, staff, donors and partners. Along with highlighting specific celebrations and events, each newsletter also has a staff and student spotlight.</p> <p>LCER has made a significant effort to host regular parent forum meetings to share school reopening and other updates. These have been presented at various times in the day and evening as well as in both Spanish and English to provide greater access and engagement for all families.</p> <p>Each school has also discussed LCER and school vision, mission and goals with their Academic Leadership Teams. These efforts will continue as the updated LCAP drafting begins this month. Parent feedback will be sought via School Site Council, English Language Advisory Council, and LCAP Town Halls.</p>

Current PR Projects

- Website:
 - “About Us” page
 - Auto Fill Enrollment apps; more visibility
 - Mars Perseverance Video/photos
 - LCER & GAVRT Newsletter links
 - Recruitment Informational Page (Secondary Focused)
 - Miscellaneous requests

- Lewis Center - General:
 - NSLA Secondary Trifold Flyer
 - Mars 2020 Student Videos
 - Mars 2020 Flyer
 - Mars 2020 Press Release and Media Blast
 - Compiling Content for Newsletter
 - Norton Digital Campaign – El Dorado Sales
 - Add and Update Grant List (ongoing)
 - SnapDragon Grants (Both completed 2/14)
 - Donor Engagement (three a week)
 - NSLA Recruitment - General
 - IE Radio Station Spots
 - Spanish TV Commercial
 - COVID Safety Flyer

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Check/Voucher Register - Board Report - 10K
 From 1/28/2021 Through 2/16/2021

<u>Effective D...</u>	<u>Check Nu...</u>	<u>Vendor Name</u>	<u>Check Amount</u>	<u>Transaction Description</u>
1/29/2021	019		363,997.13	Group: Payroll; Pay Date: 1/29/2021
2/2/2021	45316	SBCSS	71,872.15	NSAA STRS contributions for January
2/2/2021		SBCSS	128,339.51	LCER/AE - STRS contributions for January
2/2/2021	45318	SBCSS	15,137.38	NSAA PERS contributions for January
2/2/2021		SBCSS	54,986.06	LCER/AE - PERS contributions for January
2/10/2021	45321	Carpet Corral	10,410.00	Deposit for PO# 2021-0461-AAE - carpet in Building A & C
2/10/2021	45324	SISC	190,370.45	Health Coverage for February 21
2/12/2021	020		<u>384,408.56</u>	Group: Payroll; Pay Date: 2/12/2021
Report Total			<u>1,219,521.24</u>	

All Funds - Budget Comparison 2019/20 to 2020/21

2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru January			
Revenue				
Revenue	24,219,500	14,128,042	10,091,458	41.67%
Expense				
Certificated Salaries	9,918,476	5,586,247	4,332,229	43.68%
Classified Salaries	3,463,235	1,849,472	1,613,763	46.60%
Benefits	4,860,713	2,667,444	2,193,269	45.12%
Books and Supplies	1,445,252	1,019,453	425,799	29.46%
Services & Other	2,277,763	1,079,306	1,198,457	52.62%
Capital Outlay	227,500	362,326	(134,826)	-59.26%
Other Outgo	947,000	516,782	430,218	45.43%
Share of LCER	0	0	0	N/A
Total Expense	23,139,939	13,081,030	10,058,909	43.47%
Add (Subtract) to Reserves	1,079,561	1,047,012	32,549	
Total Revenue				
	24,219,500	14,128,042	10,091,458	58.33%
Total Expense				
	23,139,939	13,081,030	10,058,909	56.53%
Add (Subtract) to Reserves	1,079,561	1,047,012	32,549	

Note - Revenue Reported is % of Budgeted Revenue Earned

2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru January			
Revenue				
Revenue	27,590,819	16,298,023	11,292,796	40.93%
Expense				
Certificated Salaries	10,367,719	5,777,630	4,590,089	44.27%
Classified Salaries	3,620,540	1,691,624	1,928,916	53.28%
Benefits	5,010,607	2,699,451	2,311,156	46.13%
Books and Supplies	3,225,619	2,938,433	287,186	8.90%
Services & Other	3,474,242	1,313,135	2,161,107	62.20%
Capital Outlay	125,500	5,183	120,317	95.87%
Other Outgo	0	22,435	(22,435)	N/A
Share of LCER	0	0	0	N/A
Total Expense	25,824,227	14,447,891	11,376,336	44.05%
Add (Subtract) to Reserves	1,766,592	1,850,132	(83,540)	
Total Revenue				
	27,590,819	16,298,023	11,292,796	59.07%
Total Expense				
	25,824,227	14,447,891	11,376,336	55.95%
Add (Subtract) to Reserves	1,766,592	1,850,132	-83,540	

AAE - Budget Comparison 2017/18 to 2018/19

2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru January			
Revenue				
Revenue	14,591,131	8,511,493	6,079,638	41.67%
Expense				
Certificated Salaries	5,916,706	3,329,843	2,586,863	43.72%
Classified Salaries	1,287,916	683,795	604,121	46.91%
Benefits	2,550,273	1,419,382	1,130,891	44.34%
Books and Supplies	752,885	535,692	217,193	28.85%
Services & Other	892,887	438,718	454,169	50.87%
Capital Outlay	177,500	72,936	104,564	58.91%
Other Outgo	947,000	514,782	432,218	45.64%
Share of LCER	1,741,438	875,710	865,728	49.71%
Total Expense	14,266,605	7,870,858	6,395,747	44.83%
Add (Subtract) to Reserves	324,527	640,635	(316,109)	
Total Revenue				
	14,591,131	8,511,493	6,079,638	58.33%
Total Expense				
	14,266,605	7,870,858	6,395,747	55.17%
Add (Subtract) to Reserves	324,527	640,635	-316,109	

Note - Revenue Reported is % of Budgeted Revenue Earned

2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru January			
Revenue				
Revenue	15,573,143	9,256,123	6,317,020	40.56%
Expense				
Certificated Salaries	6,088,835	3,404,899	2,683,936	44.08%
Classified Salaries	1,408,907	582,137	826,770	58.68%
Benefits	2,635,795	1,415,389	1,220,406	46.30%
Books and Supplies	1,018,355	950,597	67,758	6.65%
Services & Other	1,627,643	719,942	907,701	55.77%
Capital Outlay	100,000	5,183	94,817	94.82%
Other Outgo	0	14,477	(14,477)	N/A
Share of LCER	1,830,168	1,107,282	722,886	39.50%
Total Expense	14,709,703	8,199,906	6,509,797	44.26%
Add (Subtract) to Reserves	863,440	1,056,217	(192,777)	
Total Revenue				
	15,573,143	9,256,123	6,317,020	59.44%
Total Expense				
	14,709,703	8,199,906	6,509,797	55.74%
Add (Subtract) to Reserves	863,440	1,056,217	-192,777	

NSLA - Budget Comparison 2017/18 to 2018/19

2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru January			
Revenue				
Revenue	9,497,369	5,540,132	3,957,237	41.67%
Expense				
Certificated Salaries	3,516,967	1,978,487	1,538,480	43.74%
Classified Salaries	924,674	471,596	453,078	49.00%
Benefits	1,520,878	812,973	707,905	46.55%
Books and Supplies	617,939	428,845	189,094	30.60%
Services & Other	983,686	363,743	619,943	63.02%
Capital Outlay	20,000	276,818	(256,818)	-1284.09%
Other Outgo	0	2,000	0	N/A
Share of LCER	1,158,191	875,710	282,481	24.39%
Total Expense	8,742,335	5,210,172	3,534,163	40.43%
Add (Subtract) to Reserves	755,035	329,960	423,075	
Total Revenue				
	9,497,369	5,540,132	3,957,237	58.33%
Total Expense				
	8,742,335	5,210,172	3,534,163	59.60%
Add (Subtract) to Reserves	755,035	329,960	423,075	

Note - Revenue Reported is % of Budgeted Revenue Earned

2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru January			
Revenue				
Revenue	10,878,596	6,209,800	4,668,796	42.92%
Expense				
Certificated Salaries	3,748,496	2,073,882	1,674,614	44.67%
Classified Salaries	936,039	378,593	557,446	59.55%
Benefits	1,576,808	835,341	741,467	47.02%
Books and Supplies	1,072,549	897,491	175,058	16.32%
Services & Other	1,504,967	365,563	1,139,404	75.71%
Capital Outlay	0	0	13,000	100.00%
Other Outgo	0	7,958	(7,958)	N/A
Share of LCER	1,204,330	728,640	475,690	39.50%
Total Expense	10,056,189	5,287,468	4,768,721	47.42%
Add (Subtract) to Reserves	822,407	922,332	(99,925)	
Total Revenue				
	10,878,596	6,209,800	4,668,796	57.08%
Total Expense				
	10,056,189	5,287,468	4,768,721	52.58%
Add (Subtract) to Reserves	822,407	922,332	-99,925	

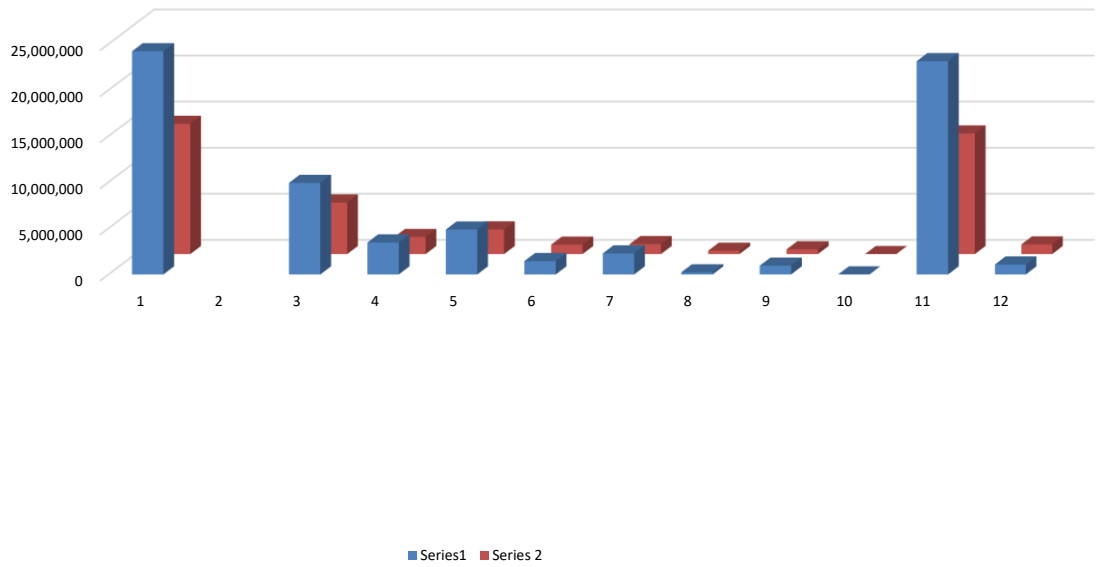
LCER - Budget Comparison 2017/18 to 2018/19

2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru January			
Revenue				
Revenue	131,000	96,890	34,110	26.04%
Expense				
Certificated Salaries	484,803	277,917	206,886	42.67%
Classified Salaries	1,250,645	694,081	556,564	44.50%
Benefits	789,562	435,089	354,473	44.89%
Books and Supplies	74,428	54,916	19,512	26.22%
Services & Other	401,190	276,845	124,345	30.99%
Capital Outlay	30,000	12,572	17,428	58.09%
Other Outgo	0	0	0	N/A
Share of LCER	(2,899,628)	(1,751,420)	(1,148,208)	
Total Expense	131,000	0	131,000	100.00%
Add (Subtract) to Reserves	0	96,890	(96,890)	
Total Revenue				
	131,000	96,890	34,110	73.96%
Total Expense				
	131,000	0	131,000	0.00%
Add (Subtract) to Reserves	0	96,890	-96,890	

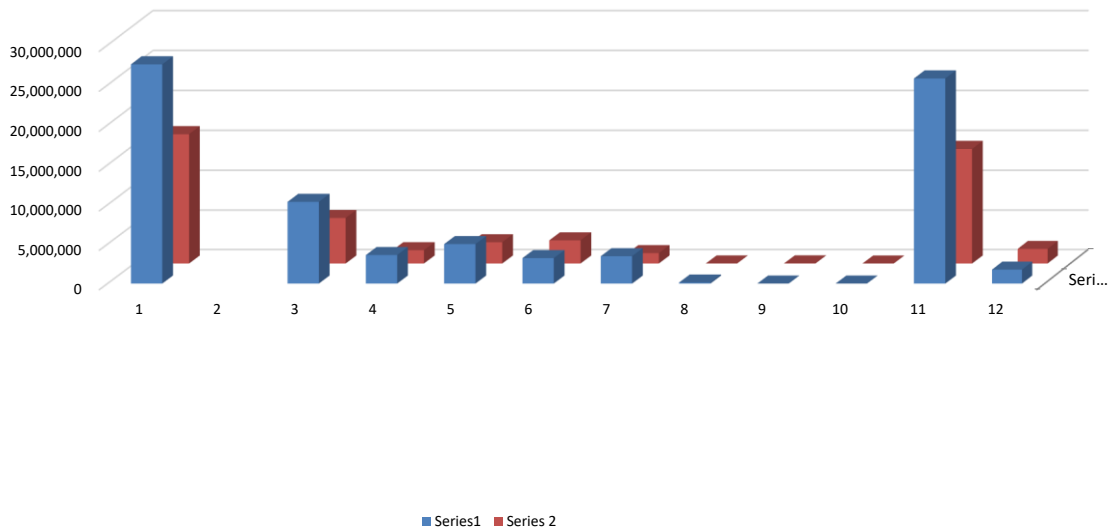
Note - Revenue Reported is % of Budgeted Revenue Earned

2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru January			
Revenue				
Revenue	1,139,080	832,100	306,980	26.95%
Expense				
Certificated Salaries	530,388	298,849	231,539	43.65%
Classified Salaries	1,275,594	730,894	544,700	42.70%
Benefits	798,004	448,721	349,283	43.77%
Books and Supplies	1,134,715	1,090,345	44,370	3.91%
Services & Other	341,632	227,630	114,002	33.37%
Capital Outlay	12,500	0	12,500	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	(3,034,498)	(1,964,339)	(1,070,159)	35.27%
Total Expense	1,058,335	832,100	226,235	21.38%
Add (Subtract) to Reserves	80,745	0	80,745	
Total Revenue				
	1,139,080	832,100	306,980	73.05%
Total Expense				
	1,058,335	832,100	226,235	78.62%
Add (Subtract) to Reserves	80,745	0	80,745	

2019-20



2020-21



**Lewis Center for Educational Research Board
Agenda Item Cover Sheet**

Date of meeting: 3.8.2021

Title: AAE Federal Cash Management Report

Presentation: Consent: Action: Discussion: Information:

Background:

Federal statutes require the California Department of Education (CDE) to implement cash management practices that minimize the time elapsing between the receipt and disbursement of funds by recipients of formula based federal grants awarded by the CDE. The Federal Cash Management Data Collection (CMDC) system was implemented to provide the CDE with necessary data to comply with this requirement.

Through this system, School districts, county offices of education, and direct funded charter schools awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.

Fiscal Implications (if any):

By submitting during the designated reporting period, CDE will apportion funds appropriately

Impact on Mission, Vision or Goals (if any):

Supports the additional programs that are directly funded through the awarded grants.

Recommendation:

Informative, no recommendation.

Submitted by: Veronica Calderon, Finance Administrator



[Logoff](#)

Federal Cash Management Data Collection

Data Collection

2020-21, CMDC Report 3

Academy for Academic Excellence (CDS Code: 36750773631207)

Reporting started on Sunday, January 10, 2021 12:01 AM. The deadline is Sunday, January 31, 2021 11:59 PM.

The Federal Cash Management for 2020-21, CMDC Report 3 was submitted Friday, January 29, 2021. You may [view the submitted data](#) and print a copy of the data submission page or make changes by resubmitting new data. Any resubmission of new data will invalidate the last submission.

[Instructions for reporting federal cash management data](#)

Required entries are indicated by an asterisk (*).

Data Collection

Title II, Part A

Resource Code: 4035

*Cash Balance:

Title IV, Part A

Resource Code: 4127

*Cash Balance:

Submission

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812 and CFR 200.415).

First Name: Veronica

Last Name: Calderon

Title: Finance Administrator

E-mail: vcalderon@lcer.org

Questions: [Leslie Sharp](#) | FederalCashManagement@cde.ca.gov | 916-323-4977

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

Testing Production Database

**Lewis Center for Educational Research Board
Agenda Item Cover Sheet**

Date of meeting: 3.8.2021

Title: NSLA Federal Cash Management Report

Presentation: Consent: Action: Discussion: Information:

Background:

Federal statutes require the California Department of Education (CDE) to implement cash management practices that minimize the time elapsing between the receipt and disbursement of funds by recipients of formula based federal grants awarded by the CDE. The Federal Cash Management Data Collection (CMDC) system was implemented to provide the CDE with necessary data to comply with this requirement.

Through this system, School districts, county offices of education, and direct funded charter schools awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.

Fiscal Implications (if any):

By submitting during the designated reporting period, CDE will apportion funds appropriately

Impact on Mission, Vision or Goals (if any):

Supports the additional programs that are directly funded through the awarded grants.

Recommendation:

Informative, no recommendation.

Submitted by: Veronica Calderon, Finance Administrator


[Logoff](#)

Federal Cash Management Data Collection

Data Collection

2020-21, CMDC Report 3

Norton Science and Language Academy (CDS Code: 36103630115808)

Reporting started on Sunday, January 10, 2021 12:01 AM. The deadline is Sunday, January 31, 2021 11:59 PM.

[Instructions for reporting federal cash management data](#)

Required entries are indicated by an asterisk (*).

Data Collection

Title I, Part A

Resource Code: 3010

*Cash Balance:

Title II, Part A

Resource Code: 4035

*Cash Balance:

Title III, LEP

Resource Code: 4203

*Cash Balance:

Title IV, Part A

Resource Code: 4127

*Cash Balance:

Submission

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812 and CFR 200.415).

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**LEWIS CENTER FOUNDATION
COMBINED BALANCE SHEET AND INCOME STATEMENT
January 1 - January 31, 2021**

CHECKING (LEWIS CENTER FOUNDATION)

Beginning Balance		\$22,918.92
Revenue		
Transfer from Savings - Unrestricted	\$615.74	
Transfer from Savings - AAE Capital Campaign	\$14,714.34	
NSLA Capital Campaign Donations	\$100.00	
\$30 for 30 Campaign Donations	\$620.00	
<i>Total</i>	\$16,050.08	
Expenditures		
USA Shade - AAE Shade Structure	\$14,714.34	
Visa - Employee Recognition	\$108.36	
Transfer to Savings - NSLA Capital Campaign Donation	\$100.00	
San Jose State University - Reissued scholarship check	\$500.00	
<i>Total</i>	\$15,422.70	
Ending Balance	<i>Total</i>	\$23,546.30

SAVINGS (LEWIS CENTER FOUNDATION)

Beginning Balance		
Restricted Funds - AAE Capital Campaign		\$97,667.63
Restricted Funds- NSLA Capital Campaign		\$44,891.38
Restricted Funds - Davis Endowment		\$12,034.36
Restricted Funds - Global Exchange Programs		\$12,954.23
Restricted Funds - HiDAS Endowment		\$63,844.36
Restricted Funds - Scholarships		\$26,604.69
Unrestricted Funds		\$64,986.94
		\$322,983.59
Revenue		
AAE Staff Scholarship	\$15.00	
Reimbursement from LCER for duplicate transfer	\$3,461.80	
NSLA Capital Campaign	\$100.00	
Interest	\$12.35	
<i>Total</i>	\$3,589.15	
Expenditures		
Transfer to Checking - AAE Shade Structures	\$14,714.34	
Transfer to Checking - Employee Recognition	\$1,115.74	
<i>Total</i>	\$15,830.08	
Ending Balance		
Restricted Funds - AAE Capital Campaign		\$82,957.00
Restricted Funds - NSLA Capital Campaign		\$44,992.74
Restricted Funds - Davis Endowment		\$12,034.86
Restricted Funds - Global Exchange Programs		\$12,954.73
Restricted Funds - HiDAS Endowment		\$63,846.71
Restricted Funds - Scholarships		\$26,620.67
Unrestricted Funds		\$67,335.96
	<i>Total</i>	\$310,742.66
Total Checking and Savings		\$334,288.96

Grant	Amount	Due Date	Result
NOAA	\$5,000,000	04/02/2020	NO
Astronomy & Astrophysics Research	\$48,500,000	Ongoing	Not Applicable
Captain Planet Foundation	\$2,500	Ongoing	Awaiting New Cycle
Henry T. Nicholas III Foundation	NA	Ongoing	No Progress
NASA ROSES	\$80,000		Completed
San Manuel Foundation	\$5,000	10/01/2020	NO
Equity Training	\$20,000	2020	Not Applicable
Lowe's Playground Grant	*\$50,000	???	In Pursuit
Snapdragon Book Foundation - AAE	\$11,000	02/14/2021	Completed
Snapdragon Book Foundation - NSLA	\$15,000	02/14/2021	Completed
San Manuel Foundation	\$5,000		Awaiting New Cycle

AAE	Enrollment		Waiting List	Seat Limit
Pre K	25	622		25
K	99	112		100
1st	99	229		100
2nd	99	176		100
3rd	112	192		112
4th	112	244		112
5th	112	135		112
6th	125	183		125
7th	125	130		125
8th	125	128		125
9th	119	62		120
10th	111	5		120
11th	103	5		120
12th	93	4		120
Total	1459	2227		

NSLA 2020-21 School Year							
Grade Level	Capacity	Current Enrollment	Available Seats	Waiting List			Upcoming Lottery
TK	25	23	2	2			
K	125	114	11	0			
1	125	109	16	0			
2	100	88	12	0			
3	112	103	9	0			
4	84	96	0	2			
5	84	90	0	3			
6	90	83	7	1			
7	60	57	3	4			
8	60	50	10	0			
Total	865	813	70	12			

NSLA 2021-22 School Year							
Grade Level	Capacity	Projected Max Rollover	Available Seats	Waiting List	Anticipated Enrollment	Anticipated Available Seats	Upcoming Lottery
TK	25	0	25	12	12	13	10
K	125	23	102	30	53	72	46
1	125	114	11	0	114	11	10
2	100	109	0	5	109	0	4
3	112	88	24	4	92	20	6
4	84	103	0	4	103	0	4
5	84	96	0	4	96	0	7
6	120	90	30	5	95	25	5
7	120	83	37	7	90	30	3
8	120	57	63	9	66	54	4
9	120	50	70	3	53	67	5
Total	1135	813	362	83	883	292	104

**LCER Board Meetings
Attendance Log 2021**

	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept. Regular	Oct Regular	Nov Regular	Dec Regular	TOTAL REGULAR
Pat Caldwell	Present										100%
Torii Gray	Present										100%
Jim Morris	Present										100%
Kevin Porter	Present										100%
Sharon Page	Present										100%
David Rib	Present										100%
Jessica Rodriguez	Present										100%
Rick Wolf	Present										100%
Omari Onyango	Absent										0%

							TOTAL SPECIAL
Torii Gray							
Sharon Page							
David Rib							
Jessica Rodriguez							
Pat Caldwell							
Omari Onyango							
Kevin Porter							
Rick Wolf							
Jim Morris							

**LCER Board Give and Get
Fiscal Year 2020/2021**

Member	Give	Get	In-kind	Total
Pat Caldwell	\$ 124			\$ 124
Torii Gray	\$ 62			\$ 62
James Morris	\$ 518			\$ 518
Omari Onyango	\$ 311			\$ 311
Sharon Page		\$ 330		\$ 330
Kevin Porter		\$ 250		\$ 250
Jessica Rodriguez	\$ 124			\$ 124
David Rib	\$ 108	\$ 10,000		\$ 10,108
Rick Wolf				\$ -
Total	\$ 1,248	\$ 10,580	\$ -	\$ 11,828

**Lewis Center Foundation Board Give and Get
Fiscal Year 2020/2021**

Member	Give	Get	In-kind	Total
Duberly Beck				\$ -
Desiree Burgnon	\$ 1,000			\$ 1,000
Buck Goodspeed	\$ 363			\$ 363
Tyler Jaramillo				\$ -
Umang Patel	\$ 93			\$ 93
Jessica Rodriguez	\$ 124			\$ 124
Marcia Vargas	\$ 1,552			\$ 1,552
Total	\$ 3,132	\$ -	\$ -	\$ 3,132

Total Combined Boards	\$ 4,256	\$ 10,580	\$ -	\$ 14,836
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