

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  
September 13, 2021 - Public Meeting – 4:00 p.m.**

**Meeting at 17500 Mana Rd., Apple Valley, CA, Bldg H (Bud Biggs Multipurpose Room)  
Additional Location: 230 S. Waterman Avenue, San Bernardino, CA, Bldg D (Multipurpose Room)**

**To participate by teleconference, register for the meeting at this link:**

**<https://attendee.gotowebinar.com/rt/6305717194233748747>**

**Dial in using your phone: +1 (415) 930-5321 Passcode: 670-496-002**

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 per person and 15 minutes per topic shall be observed. If more than one person wishes to speak on the same topic, subsequent speakers should limit their remarks to new information only. If you are attending virtually and wish to send in a public comment to be read 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](mailto: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 LCER Ambassadors Update – Apple Cheung and Melissa Mangold
  - .02 AAE and NSLA End of Year 2021 Academic Performance Reports – Heather Juarez – Pg 3
5. **CONSENT AGENDA:**
  - .01 Approve Minutes of the August 9, 2021 Regular LCER Board Meeting – Pg 8
  - .02 Approve AAE 6<sup>th</sup> Grade Field Trip to Pali in Running Springs, CA, 9/29/21 – 10/1/21 – Pg 11
  - .03 Approve Revised AAE SFJROTC Senior Cadet Field Trip – Los Angeles & JPL Oct 2-4, 2021 – Pg 13
  - .04 Approve 2021/24 Amended MOU and College Careers Access Pathways Partnership Agreement Between Victor Valley Community College District and the LCER – Pg 15
6. **ACTION ITEMS:**
  - .01 Approve NSLA English Learner Master Plan – Heather Juarez – Pg 21
  - .02 Approve updated BP: 6158 Independent Study to include grades K-12 for long-term independent study – Lisa Lamb – Pg 51
  - .03 Approve updated IIPP (Illness, Injury and Prevention Plan) Addendum to reflect new COVID guidance for employees – Stacy Newman – Pg 56
  - .04 Approve updated BP 3500 Health and Safety Policy for COVID-19 to reflect new COVID guidance for staff and students – Stacy Newman – Pg 71
7. **DISCUSSION ITEMS:**
  - .01 NSLA Gym Construction Project Status Update – Lisa Lamb and David Gruber
  - .02 NSLA Construction Update and Completion Timeline – Lisa Lamb
  - .03 Discuss Changing Time of LCER Board Meetings, Alternating Primary Sites and Executive Order N-08-21 rescinding prior Executive Order N-29-20 and setting a date of October 1, 2021 for public agencies to transition back to public meetings held in full compliance with the Brown Act – Lisa Lamb – Alternating Sites Proposed on Pg 104
  - .04 Discuss Upcoming Key Events – Lisa Lamb – Pg 105

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- .05 NSLA Back to School Update – Fausto Barragan
- .06 Lewis Center Foundation Update – Jessica Rodriguez

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

- .01 President/CEO Report – Lisa Lamb – Pg 107
- .02 LCER Grant Tracking Report – Pg 114
- .03 LCER Financial Reports
  - Checks Over \$10K – Pg 115
  - Budget Comparisons – Pg 116
- .04 Lewis Center Foundation Financial Reports
  - July 2021 – Pg 118
- .05 AAE and NSLA Enrollment Data – Pg 119
- .06 LCER Board Attendance Log – Pg 121

**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 Rib

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

Date of meeting: 9/13/21

Title: AAE and NSLA End of Year 2021 Academic Performance Reports

Presentation:   x      Consent:           Action:           Discussion:           Information:       

Background:

Report to stakeholders the end of year academic data for AAE and NSLA.

Fiscal Implications (if any):

None

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

Performance data used to support progress of goals.

Recommendation:

Submitted by:

Heather Juarez for Valli Andreasen and Fausto Barragan

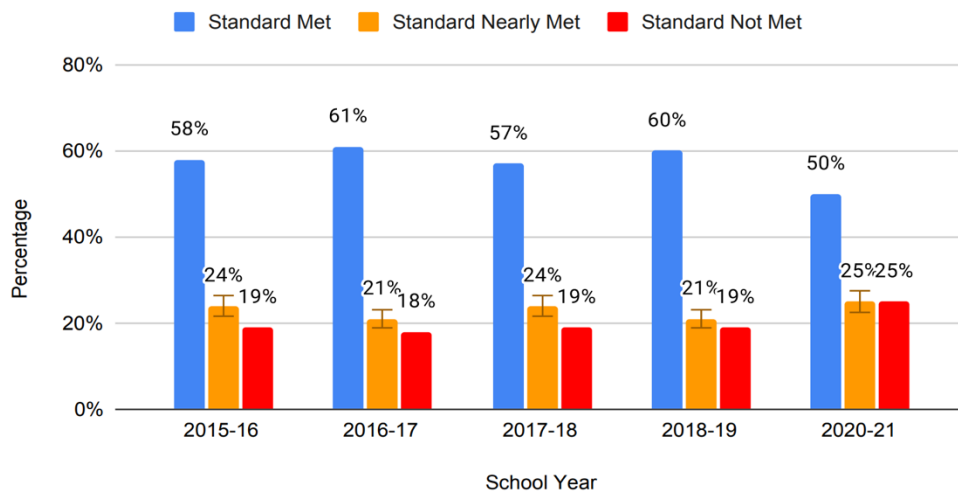
# Academy for Academic Excellence (AAE)

## AAE FAST FACTS

District Appeal or Countywide: Apple Valley Unified  
 Authorization Date by AVUSD: 1997  
 Opened: 1997  
 Renewal(s): 2025  
 Material Revision(s): N/A  
 Current Charter Term: AAE is in its 2<sup>nd</sup> Year of a 5 year Charter  
 Grades Authorized to Serve: TK-12  
 Grades Currently Served: TK-12

## AAE ACADEMIC DATA – ENGLISH LANGUAGE ARTS

**ELA % of Overall Student Performance**



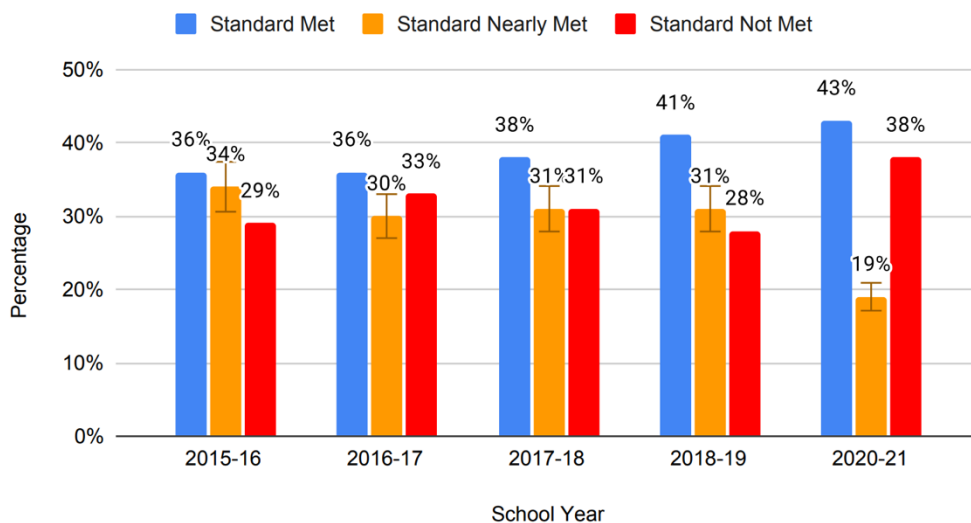
**ELA COMPARISON  
% Met/Exceed**

Year	AAE	AVUSD	SB COUNTY	CALIFORNIA
20-21*	50	-	-	-
18-19	60	41	45	51
17-18	57	40	44	50
16-17	61	39	42	49
15-16	58	42	41	49

\*2020-21 data is from school benchmarks and 11<sup>th</sup> grade SBAC

## AAE ACADEMIC DATA – MATH

**Math % of Overall Student Performance**



**MATH COMPARISON  
% Met/Exceed**

Year	AAE	AVUSD	SB COUNTY	CALIFORNIA
20-21*	43	-	-	-
18-19	41	25	32	40
17-18	38	25	30	39
16-17	36	24	29	38
15-16	36	25	28	37

\*2020-21 data is from school benchmarks and 11<sup>th</sup> grade SBAC

# Academy for Academic Excellence (AAE)

## AAE DEMOGRAPHIC DATA

### 2020-21 % ENROLLMENT BY ETHNICITY

	Black	Indian/ Alaskan	Asian	Filipino	Hispanic	Pacific Islander	White	Two+	Not Reported
<b>AAE</b>	3	1	3	2	40	0	43	8	0
<b>SBCUSD</b>	11	0	1	0	78	0	5	2	2
<b>SB COUNTY</b>	8	0	4	1	66	0	17	2	1
<b>CALIFORNIA</b>	5	1	9	2	55	0	22	4	1

### 2020-21 % ENROLLMENT BY SUBGROUP

	English Learner	Foster Youth	Homeless	SWD	SED
<b>AAE</b>	3	0	0	10	40
<b>SBCUSD</b>	20	1	8	13	89
<b>SB COUNTY</b>	15	1	6	13	72
<b>CALIFORNIA</b>	18	1	3	13	60

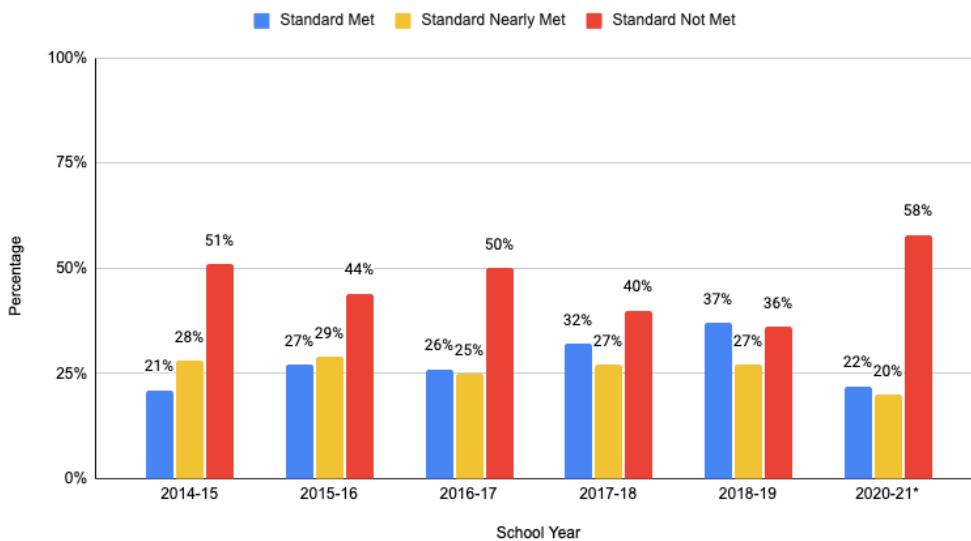
# NORTON SCIENCE AND LANGUAGE ACADEMY (NSLA)

## NSLA FAST FACTS

District Appeal or Countywide: Countywide  
 Authorization Date by SBCBOE: 2007  
 Opened: 2008  
 Renewal(s): 2012, 2017  
 Material Revision(s): N/A  
 Current Charter Term: NSLA is in its 3<sup>rd</sup> term which expires June 30, 2022  
 Grades Authorized to Serve: TK-12  
 Grades Currently Served: TK-9 \*Grade 10 starting in August, 2023

## NSLA ACADEMIC DATA – ENGLISH LANGUAGE ARTS

ELA % of Overall Student Performance



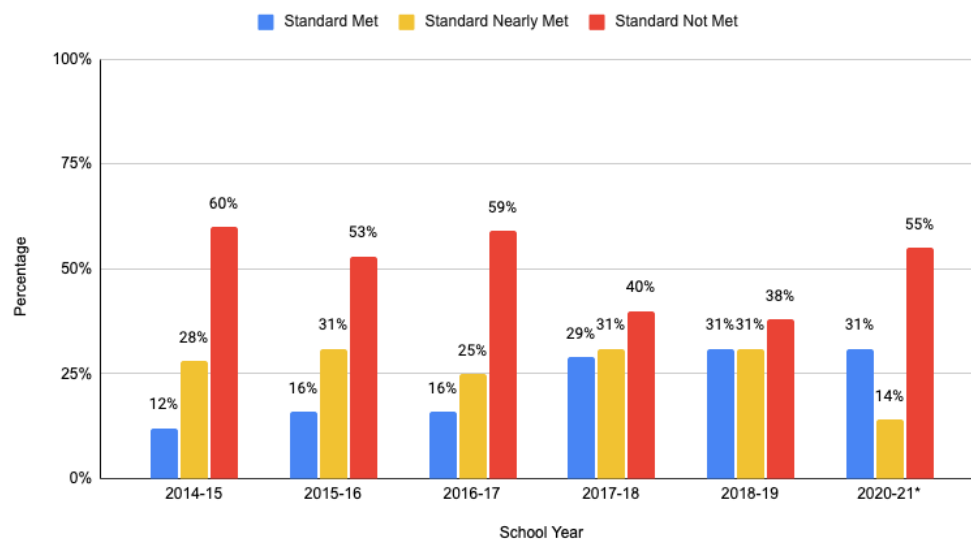
ELA COMPARISON  
% Met/Exceed

Year	NSLA	SBCUSD	SB COUNTY	CALIFORNIA
20-21	22	-	-	-
18-19	37	40	45	51
17-18	33	40	44	50
16-17	26	36	42	49
15-16	27	34	41	49
14-15	21	28	37	44

\*2020-21 data is from school benchmarks

## NSLA ACADEMIC DATA - MATH

Math % of Overall Student Performance



MATH COMPARISON  
% Met/Exceed

Year	NSLA	SBCUSD	SB COUNTY	CALIFORNIA
20-21	31	-	-	-
18-19	31	27	32	40
17-18	29	26	30	39
16-17	16	23	29	38
15-16	16	20	28	37
14-15	12	17	25	33

\*2020-21 data is from school benchmarks

# NORTON SCIENCE AND LANGUAGE ACADEMY (NSLA)

## NSLA DEMOGRAPHIC DATA

### 2020-21 % ENROLLMENT BY ETHNICITY

	Black	Indian/ Alaskan	Asian	Filipino	Hispanic	Pacific Islander	White	Two+	Not Reported
<b>NSLA</b>	6	0	1	0	87	0	5	1	0
<b>SBCUSD</b>	11	0	1	0	78	0	5	2	2
<b>SB COUNTY</b>	8	0	4	1	66	0	17	2	1
<b>CALIFORNIA</b>	5	1	9	2	55	0	22	4	1

### 2020-21 % ENROLLMENT BY SUBGROUP

	English Learner	Foster Youth	Homeless	SWD	SED
<b>NSLA</b>	31	1	3	12	72
<b>SBCUSD</b>	20	1	8	13	89
<b>SB COUNTY</b>	15	1	6	13	72
<b>CALIFORNIA</b>	18	1	3	13	60

**Minutes for Regular Meeting of the Lewis Center for Educational Research Board  
August 9, 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 Torii Gray (arrived at 5:00), Jim Morris, Omari Onyango, Sharon Page, Kevin Porter (arrived at 4:12), Jessica Rodriguez, David Rib and Rick Wolf were present.

LCER Board member Pat Caldwell was absent.

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

3. **PUBLIC COMMENTS:** AAE Ambassadors Melissa Mangold and Apple Cheung commented that they are happy to be back in class and things are much better now than they were before. They are happy to have Back to School night in person.

Ian and Amber Faussant commented regarding masks. They thought we could make our own choice as a charter school rather than following what Apple Valley does. They feel that teacher information should be age specific.

Pam McKay commented regarding masks and shared science behind masks and transmission.

Deborah Wheat commented regarding masks. She feels that students have anxiety regarding masks and believe they harm children.

Chairman Rib read public comments that had been sent in from Tina Caro regarding masks and a parent coalition, Evelyn Valdovinos regarding CDPH guidelines and SB COE requirements, and Marie Savinsky requesting adding an agenda item of Mask Choice and an agenda item of changing the Board meeting time to the September agenda

4. **SPECIAL PRESENTATIONS:**

- .01 Overview of Social Emotional Supports for Students – Marcelo Congo presented how social emotional supports work at the LCER. The support continuum includes analysis, implementation and data driven decision making. The LCER has many onsite resources including 3 FT psychologists and 2 FT academic-socioemotional counselors, as well as many other staff. The Desert Mountain SELPA office provides mental health providers and therapy based services as well. He also reviewed the crisis response protocol. There is also a mental health self-referral service available. We have many social-emotional support partnerships and MOUs. He also went through how we process suicide intervention and prevention. Our student computers contain a notification system if students are searching content related to active planning. We are then able to contact the parents or guardians to alert them and work with the family. David asked how much feedback we've received from staff. During the past 5-6 days there have been some behavior reports of anxiety. A question was asked if the monitoring system also picks up a threat to others. Yes, it has that capability.
- .02 Overview of 2021-22 Plans for LCER Programs to Include GAVRT, AVCI and Local Outreach – Lisa Lamb reported on the Apple Valley Center for Innovation partnership with AVUSD where we provide professional development opportunities, STEM nights, STEM field trips and High Desert Astronomical Society Events. We are also one of 9 organizations nationwide to be part of ARISS, where our students will be able to talk to astronauts on the International Space Station, working with ham radio clubs. There is a NASA STEM Expo in November and a field trip for our Space Force students to Vandenberg Space Force Base to participate in the DART Launch.



Ryan Dorcey reported on our Solar Patrol program through a NASA Grant and a partnership with Columbia Memorial Space Center. There will be a NASA in your Neighborhood Talk on September 10<sup>th</sup> and 11<sup>th</sup>, and upcoming events are the AGU Conference in December, NSLA/Chilean Student Exchange, Niche de las Estrellas Event on November 21, and a CubeSat Campaign with University of Michigan. Also, this is the first year we will have a FT computer science teacher at AAE and at NSLA.

## **5. DISCUSSION ITEMS:**

- .01 NSLA Gym Construction Project Status Update – John Phan, Campanile Group discussed NSLA gym financing projections and that we have delayed financing a little bit. There are currently 2 options – go back to the current lender or go out to market. Lisa reported that we are continuing to put the project together and will be continuing to update the Board before bringing it forward. Wendell Vaughn, TSK Architects, discussed the design of the gym and showed the site plan and floor plan. The increased bleacher capacity allows us to have student assemblies. Larry Rieder, CSPS, discussed the timeline and increased budget due to prevailing wage. We expect the permit by 12/7 with a 7-month timeframe which would put us at summer of 2022. Though we have exceeded costs on the main campus project due to the issues with Edison, sewer and soil costs, some things have already been paid on the gym project and we plan to value engineer this project. There are no hidden landmines and we expect to stay within budget. Lisa reported that the AAE Gym was 4 million without prevailing wage, so this project is within reason. David Gruber discussed fencing.
- .02 NSLA Construction Update and Completion Timeline – David Gruber thanked Near Cal for their help with delays, and they are on schedule and near completion. Construction should be completed by next Friday, and the only thing remaining is finishing landscaping. Wi-Fi is up and phones will be completed. There is a budget overage of about 1 million over contingency. We have been setting aside funds as we did not know what would be going on with NSLA and have put away \$1.5 million which will cover this. This amount is above our reserves and does not impact cash flow. This includes new and replacement furniture. The bond covenants require us to have 45 days of cash on hand, which we meet even with deferrals. David and Lisa will be attending the County Board of supervisors meeting tomorrow for a TEFRA to continue with the project. John Phan is also working with our authorizers, the County Board of Education. Sharon thanked the Exec Team and the Board for the foresight to put away funds for the project. Kevin asked if we had a fixed rate contract that minimized the change order costs. That is correct but some plans were rushed due to the timeline of getting off our old campus and onto the new one. The geotechnical rates were also completely off. Near Cal reviewed all the change orders to be sure they were necessary and the best cost.
- .03 NSLA Grand Opening and Ribbon Cutting September 2, 2021 @ 10:00 a.m. – Lisa Lamb discussed the Grand Opening ceremony. It will be a great celebration in the new multipurpose room. We have invited Congressman Pete Aguilar to speak. He has been very supportive of NSLA. County Superintendent Ted Alejandre is invited to say a few words, and Jim Morris will represent the Board as he has been involved with NSLA since the very beginning. Fausto is planning tours for the families. Let us know if you have anyone to include.
- .04 AAE and NSLA Back to School Updates – Valli Andreasen reported that we were able to return August 2 in person and that because we are masking we do not have to physical distance or require cohorts. The students are happy to be back. A new bell schedule has been implemented with the late start and new lunch schedules. We have 6-7 students so far that chose Independent Study. Fausto Barragan reported that NSLA is expected to start September 7. He thanked the facilities team who is getting the classrooms set up. Things are moving quickly.
- .05 Discussion Regarding the Uniform Dress Code – Lisa Lamb asked the Board for assistance in taking this year to review the uniform policies and get stakeholder input. Our policy is very outdated and we want to be thoughtful in the process and build a policy that is inclusive of both schools. We will be forming a committee with both principals and want the Board involved. Things to be discussed would include hair color, being inclusive, and uniforms being accessible to all students. Kevin, Jessica and Torii volunteered but cannot to commit to attending multiple meetings. We will keep

the Board updated and begin parent and student forums. This year will be limited enforcement of hair color and piercings.

- .06 Lewis Center Foundation Update – Jessica Rodriguez wants to be sure all the Board participate in the gala on October 1. The golf tournament was a great success with profits of around \$52K to be split with the Greater High Desert Chamber.

**6. CONSENT AGENDA:**

- .01 Approve Minutes of the June 3, 2021 Special LCER Board Meeting
- .02 Approve Minutes of the June 14, 2021 Regular LCER Board Meeting
- .03 Approve Minutes of the July 26, 2021 Special LCER Board Meeting
- .04 Approve AAE Consolidated Application and Reporting System
- .05 Approve NSLA Consolidated Application and Reporting System

On a motion by Sharon Page, seconded by Omari Onyango, vote 8-0, the LCER Board of Directors approved Consent Agenda Items 6.01 – 6.05 by roll call vote, with the June 14 minutes updated with the start time of 4:00.

**7. ACTION ITEMS:**

- .01 Approve Naming the Media Building at the New NSLA Campus in Honor of Jerry Lewis – Lisa Lamb reported that in the Foundation Board meeting it was discussed to dedicate a building on the new NSLA campus in honor of Jerry Lewis as it would be fitting due to all his work in the Inland Empire and the beginnings of NSLA. The media building holds mission control, science labs and the library. On a motion by Jim Morris, seconded by Kevin Porter, vote 8-0, the LCER Board of Directors approved Action Item 7.01 by roll call vote. Jim commented that we need to be sure to note why. The Lewis Family has offered to donate artifacts for the building.

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

- .01 President/CEO Report – Jim Morris noted that it is a great sign that a waiting list is being developed for NSLA. Omari Onyango thanked Lisa for her leadership.
- .02 LCER Grant Tracking Report
- .03 LCER Financial Reports
  - Checks Over \$10K
  - Budget Comparisons
- .04 Lewis Center Foundation Financial Reports
  - May/June 2021
- .05 AAE and NSLA Enrollment Data
- .06 LCER Board Attendance Log

**9. BOARD/STAFF COMMENTS:**

- .01 Ask a question for clarification – Kevin Porter asked about the Gala going forward – we are planning full speed ahead.
- .02 Make a brief announcement – Lisa Lamb reported that this has been the largest hiring summer in LCER history. Stacy Newman is currently doing contact tracing in younger grades. It is clear that COVID is still present and growing in our communities. We will continue to report staff and student case numbers and work with DPH and County Superintendents. We are only enforcing what is required. There are cases we are working with to provide alternatives for masking. Lisa commended Valli, Lisa and Sally for their work through many challenges to get school started. She also commended Fausto, Myrna and Humberto for their work to open a brand new campus. We should be in person for meetings at both campuses by next month.
- .03 Make a brief report on his or her own activities – David reported that Betty Biggs had asked for photos from the Bud Biggs dedication. He put together a photo book for her and one for Mitsubishi and the LCER as well. We can do something similar for future dedications.
- .04 Future agenda items – LCER Board meeting start time.

**10. ADJOURNMENT: Chairman Rib adjourned the meeting at 6:34 p.m.**

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

Date of meeting: Sept. 13, 2021

Title: 6<sup>th</sup> Grade Science Camp

Presentation:      Consent:   X   Action:      Discussion:      Information:     

Background: Permission for 6<sup>th</sup> grade science camp in Running Springs, September 29-October 1, 2021

Fiscal Implications (if any):

Covid funds

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

Recommendation:

Submitted by: Scantlin, Beare, Klopping, 6<sup>th</sup> Grade Team



**LEWIS CENTER FOR EDUCATIONAL RESEARCH**  
**Academy for Academic Excellence**

**FIELD TRIP REQUEST FORM**

Date Submitted: 8-6-21

Office use only

Date/Time submitted:  
 Initials:  
 Transportation Booked:  
 Initials:  
 Calendared:  
 Initials:

Requested by: 6th Grade Team  
 Destination: Pali - Running Springs  
 Date(s) of trip: 9/29/2021-10/1/2021  
 School departure time: 9/29 9:00 am  
 Destination departure time: 10/1 9:30 am  
 Overnight/Out-of-State stay: XYES NO  
 Number of students: 100 adults: 4

Phone: 760 946-5414 ext 374, 372, 371  
 Grade Level: 6th Grade  
 Destination arrival time: 9/29 11:00 am  
 School return time: 10/1 11:00 am  
 Water activities involved: YES XNO  
 Admission students: N/A adults: N/A

**Transportation**

(circle one)  
 Bus requested? XYES NO Bus company name: \_\_\_\_\_  
 Number of busses requested: \_\_\_\_\_ Bus company contact name: \_\_\_\_\_  
 \*\*\*Bus Passenger information: Number of students: 100 adults: 4  
 Private Vehicle Used?\* YES NO  
 ASB/Club Sponsored? YES NO Name of Club: \_\_\_\_\_  
 (paid by club)  
 Proper Insurance Coverage? YES NO Other Transportation: \_\_\_\_\_

\*Must be on approved driver list, list names below or attach separate sheet with driver names:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Brief Description of Educational Benefit to be derived from this activity:**

Students will engage in an innovative outdoor program offering educational experiences near California's gorgeous Lake Arrowhead and San Bernardino mountains. During their field trip, students will be able to experience learning from a whole new angle.

I have followed the checklist prior to submitting this form:

Principal Signature: *Valle Andreason*

*L. Scastro*  
 Teacher Signature

Funding Code: ELO AB/GB 86

Date: 8/6/21

BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES  
 A DETAILED ITINERARY MUST BE INCLUDED FOR EACH FIELD TRIP  
 THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS

Lewis Center for Educational Research  
Board Packet Agenda Items

Date of meeting: 2-6 October 2021

Title: SFJROTC Senior Cadet Field Trip

Presentation: \_\_\_\_\_ Consent: \_\_\_\_\_ Action: \_\_\_\_\_ Discussion: \_\_\_\_\_ Information: \_\_\_\_\_

Background: Field trip to Washington DC needs to be changed for COVID-19 concerns. New plan is to visit Los Angeles Space Force Base and JPL for two nights.  
Fiscal Implications (if any):  
Air fare not needed

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

Focus will be on Space Force instead of Air Force.

Recommendation:

Approve revised field trip.

Submitted by:

Col Armstrong SSSA



9/3/2021

LOCATION CHANGE *ju*



LEWIS CENTER FOR EDUCATIONAL RESEARCH  
Academy for Academic Excellence

FIELD TRIP REQUEST FORM

Date Submitted: 19 May 2021

Office use only  
Date/Time submitted:  
Initials:  
Transportation Booked:  
Initials:  
Calendared:  
Initials:

Requested by: Colonel George Armstrong

Destination: Washington, DC LASFD & SPL

Date(s) of trip: 2-4 October 2021

School departure time: 4:00 PM, 2 October

Destination departure time: 6:00 PM, 4 October

Overnight/Out-of-State stay: (YES) NO

Number of students: 25 adults: 5

Los Angeles Space Force Base *ju*  
**Transportation**

Phone: 760-646-8822

Grade Level: 12 grade JROTC cadets

Destination arrival time: 5:00 AM, 3 October

School return time: 11:00 PM, 4 October

Water activities involved: YES (NO)

Admission students: \_\_\_\_\_ adults: \_\_\_\_\_

Bus requested? (circle one)  
YES (NO)

Bus company name: \_\_\_\_\_

Number of busses requested: \_\_\_\_\_

Bus company contact name: \_\_\_\_\_

\*\*\*Bus Passenger information: Number of students: \_\_\_\_\_ adults: \_\_\_\_\_

Private Vehicle Used?\* (YES) NO

ASB/Club Sponsored? (paid by club) YES (NO)

Name of Club: \_\_\_\_\_

Proper Insurance Coverage? (YES) NO

Other Transportation: \_\_\_\_\_

\*Must be on approved driver list, list names below or attach separate sheet with driver names:

Approved driver list to be attached.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Brief Description of Educational Benefit to be derived from this activity: 8th JROTC Senior Cadet Trip to Washington D.C. Supports SPOROTC 4 curriculum. LASFD & NASA/SPL

I have followed the checklist prior to submitting this form:

Principal Signature: Valli Andreasen

Teacher Signature: George A. Armstrong

Funding Code: \_\_\_\_\_

Date: 5/24/21

BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES  
A DETAILED ITINERARY MUST BE INCLUDED FOR EACH FIELD TRIP  
THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIP

Received approval from AAE School Board of Directors at their monthly meeting 6-7-21

**AMENDED MEMORANDUM OF UNDERSTANDING  
AND COLLEGE AND CAREERS ACCESS PATHWAYS PARTNERSHIP AGREEMENT  
BETWEEN VICTOR VALLEY COMMUNITY COLLEGE DISTRICT  
AND THE LEWIS CENTER FOR EDUCATIONAL RESEARCH DISTRICT (AAE)  
FOR THE 2021/24 SCHOOL YEARS**

Victor Valley Community College District "COLLEGE" and The Lewis Center for Educational Research District "SCHOOL DISTRICT" (AAE) have agreed to the following amendments to the current July 1, 2021 - June 30, 2024 Memorandum of Understanding "MOU" and College and Career Pathways (CCAP) Partnership Agreement "AGREEMENT." The purpose of the Amendment is to revise the course offerings within the AGREEMENT Appendix. All other terms and conditions of the MOU and AGREEMENT shall remain unchanged and in full force and effect.

**RECITALS**

WHEREAS, California Education Code section 76004 allows community colleges to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities with the goal of developing seamless pathways from high school to community college; and

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Victor Valley Community College District; and

WHEREAS, on April 12, 2021 COLLEGE and SCHOOL DISTRICT adopted this MOU and AGREEMENT governing the 2021/24 CCAP programs; and

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the AGREEMENT using the Appendix for purposes 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

WHEREAS, the AGREEMENT Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy cases, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and

WHEREAS, COLLEGE now desires to amend the MOU and AGREEMENT, pursuant to MOU section 22.1, to be consistent with the courses actually offered to students under the MOU and AGREEMENT.

NOW, THEREFORE, the parties hereto do mutually agree as follows:

## APPENDIX: AMENDED COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) PARTNERSHIP AGREEMENT

### 1.0 COLLEGE AND SCHOOL DISTRICT INFORMATION

#### 1.1 COLLEGE AND SCHOOL DISTRICT POINT OF CONTACT

<u>College/District</u>	<u>Name</u>	<u>Telephone</u>	<u>Email</u>
Victor Valley College	Chris Piercy	760-559-6991	<a href="mailto:Chris.Piercy@vvc.edu">Chris.Piercy@vvc.edu</a>
The Lewis Center-AAE	Lisa Lamb	760-946-5414	Llamb@lcer.org

**PROGRAM YEAR: 2021/2024**

**COLLEGE: Victor Valley College**

#### 1.2 APPROVED CCAP COURSES

The COLLEGE and the SCHOOL DISTRICT agree to the following courses being approved and available to participating schools as part of their CCAP offering. Availability may be limited due to the ability of the COLLEGE to staff the requested course. **No course will be offered during the duration of this MOU that is not on this approved list.**

VVC APPROVED CCAP COURSES 2021-24				
	<b>SUBJECT</b>	<b>COURSE</b>	<b>UNIT</b>	<b>DESCRIPTION</b>
1	AGNR	60	1.0-4.0	HORTICULTURE LABORATORY
2	AGNR	74A	1	SUSTAINABLE COMMUNITY LEADERSHIP
3	AGNR	74B	1	BIODIVERSITY MANAGEMENT & TECHNOLOGY
4	AGNR	74D	1	HABITAT RESTORATION
5	AGNR	121	3	INTRODUCTION TO ENVIROMENTAL HORTICULTURE
6	AGNR	122	3	PLANT PROAGATION AND GREENHOUSE PRODUCTION
7	AGNR	123	3	INTRODUCTION TO PLANT SCIENCE
8	AGNR	131	4	INTRODUCTION TO SOIL SCIENCE
9	AGNR	141	3	PLANT MATERIAL AND USAGE
10	AGNR	170	4	ENVIROMENTAL SCIENCE AND SUSTAINABILITY
11	AGNR	172	3	NAT RES REMOTE SENSING AND GEOGRAPHIC INF SYST (GIS)
12	AGNR	173	3	WATERSHED MANAGEMENT AND RESTORATION
13	AGNR	175	3	SUSTAINABLE AGRICULTURE, ENVIROMENT, AND SOCIETY
14	ANIM	50	3	PRINCIPLES OF ANIMATION IN MAYA
15	ANIM	160	3	3D MAX FUNDAMENTALS
16	ANTH	101	3	INTRODUCTION TO PHYSICAL ANTHROPOLOGY
17	ART	101	3	SURVEY OF ART HISTORY-PREHISTORIC TO MEDIEVAL
18	ART	102	3	SURVEY OF ART HISTORY-RENAISSANCE TO CONTEMPORARY
19	ART	104	3	FILM AS AN ART FORM
20	ART	105	3	INTRODUCTION TO ART
21	ART	125	3	DRAWING 1
22	ASL	122	4	AMERICAN SIGN LANGUAGE 1
23	ASL	123	4	AMERICAN SIGN LANGUAGE 2
24	ASL	124	4	AMERICAN SIGN LANGUAGE 3



25	ASL	125	4	AMERICAN SIGN LANGUAGE 4
26	ASTR	101	3	DESCRIPTIVE ASTRONOMY
27	AUTO	58	2	LUBRICATION TECHNICIAN
28	AUTO	59	3	AUTOMOTIVE TIRE TECHNICIAN
29	AUTO	77.3	2	AUTOMOTIVE WORKPLACE PROFESSIONALISM
30	AUTO	89.3	4	INTRO TO HYBRID, ELECTRIC VEHIC AND PROPULSION VEHIC TECH
31	AVA	50	4	AVIATION TECHNOLOGY SURVEY
32	AVA	50B	4	AIRCRAFT METALLIC FABRICATION
33	BADM	100	2	INTRODUCTIONS TO BUSINESS ORGANIZATIONS
34	BADM	109	3	HUMAN RESOURCE MANAGEMENT
35	BADM	112	3	INTRODUCTION TO MARKETING
36	BADM	118	3	BUSINESS LAW
37	BIOL	100	4	GENERAL BIOLOGY
38	BIOL	107	4	INTRODUCTION TO HUMAN BIOLOGY
39	CHDV	100	3	CHILD GROWTH AND DEVELOPMENT
40	CHDV	106	3	CHILD, FAMILY, AND COMMUNITY
41	CHDV	133	3	ART EXPERIENCES FOR YOUNG CHILDREN
42	CHDV	134	3	LANGUAGE AND EARLY LITERACY DEVELOPMENT
43	CHDV	144	2	MATH AND SCIENCE EXPERIENCES FOR YOUNG CHILDREN
44	CHDV	145	2	MUSIC AND MOVEMENT EXPERIENCES FOR YOUNG CHILDREN
45	CHEM	100	4	INTRODUCTORY CHEMISTRY
46	CIS	101	4	COMPUTER LITERACY
47	CIS	121	4	INTRODUCTION TO WEB ANIMATION
48	CJ	92	3	WRITING FOR CRIMINAL JUSTICE
49	CJ	93	3	TRAFFIC ENFORCEMENT AND INVERSTIGATION
50	CJ	101	3	INTRODUCTION TO CRIMINAL JUSTICE
51	CJ	103	3	CRIMINAL LAW
52	CJ	104	3	LEGAL ASPECTS OF EVIDENCE
53	CJ	135	3	JUVENILE LAW AND PROCEDURES
54	CMST	105	3	INTERCULTURAL COMMUNICATION
55	CMST	106	3	INTERPERSONAL COMMUNICATION
56	CMST	109	3	PUBLIC SPEAKING
57	CT	130	3	RESIDENTIAL REMODELING
58	CTMF	121A	3	WOODWORKING
59	CTMF	121B	3	INTERMEDIATE WOODWORKING
60	CTMT	120	4	RESIDENTIAL MAINTENANCE AND REPAIR
61	ECON	101	3	PRINCIPALS OF ECONOMICS: MACRO
62	EDUC	101	3	INTRODUCTION TO TEACHING
63	EMS	50	2.5	EMERGENCY MEDICAL RESPONDER
64	EMS	60	9.5	EMERGENCY MEDICAL TECHNICIAN
65	ENGL	101	4	ENGLISH COMPOSITION AND READING
66	ENGL	81	2	CO-REQUISITE SUPPORT FOR ENGLISH 101
67	ENGL	102	3	COMPOSITION AND LITERATURE
68	ENGL	104	3	CRITICAL THINKING AND COMPOSITION
69	FIRE	100	3	PRINCIPLES OF EMERGENCY SERVICES
70	FIRE	101	3	FUNDEMENTALS OF FIRE SERVICE OPERATIONS
71	FIRE	102	3	FIRE PREVENTION TECHNOLOGY

72	FIRE	109	3	WILDLAND FIRE CONTROL
73	FIRE	110	3	PRIN OF FIRE AND EMER SERVICES SAFETY AND SURVIVAL
74	GEOG	101	3	INTRODUCTION TO PHYSICAL GEOGRAPHY
75	GEOL	101	4	PHYSICAL GEOLOGY
76	GUID	50	1	COLLEGE SUCCESS
77	GUID	51	1	ORIENTATION TO COLLEGE
78	GUID	56	1.5	SELF ESTEEM
79	GUID	101	3	FIRST YEAR EXPERIENCE
80	GUID	103	3	CAREER EXPLORATION AND LIFE PLANNING
81	GUID	107	3	LEARNING STRATEGIES AND STUDY SKILLS
82	HIST	103	3	WORLD HISTORY TO 1500
83	HIST	104	3	WORLD HISTORY SINCE 1500
84	HIST	115	3	HISTORY OF CALIFORNIA
85	HIST	117	3	HISTORY OF THE UNITED STATES TO 1876
86	HIST	118	3	HISTORY OF THE UNITED STATES FROM 1876
87	HIST	130	3	LATIN AMERICAN HISTORY TO 1822
88	HIST	131	3	LATIN AMERICAN HISTORY FROM 1822
89	LIBR	110	3	INFO LITERACY IN DIGITAL AGE
90	MATH	105	4	COLLEGE ALGEBRA
91	MATH	85	2	COREQUISITE SUPPORT FOR COLLEGE ALGEBRA
92	MATH	120	4	INTRODUCTION TO STATISTICS
93	MATH	80	2	COREQUISITE SUPPORT FOR INTRODUCTORY STATISTICS
94	MUSC	101	3	THE FUNDAMENTALS OF MUSIC
95	MUSC	117	3	HISTORY OF JAZZ
96	MUSC	118	3	SURVEY OF ROCK AND ROLL
97	MUSC	116	3	MUSIC IN AMERICA
98	OCEA	101	3	OCEANOGRAPHY
99	PAL	100	3	INTRODUCTION TO PARALEGAL STUDIES
100	PAL	102	3	BEGINNING LEAGL RESEARCH FOR PARALEGALS
101	PAL	103	3	BEGINNING LEGAL WRITING
102	PAL	104	3	LEGAL ETHICS FOR PARALEGALS
103	PHIL	101	3	INTRODUCTION TO PHILOSOPHY
104	PHOT	101	3	INTERMDIATE PHOTOGRAPHY
105	PHOT	111	3	BEGINNING DIGITAL PHOTOGRAPHY
106	PHYS	100	4	INTRODUCTORY PHYSICS
107	POLS	101	3	INTRODUCTION TO POLITICAL SCIENCE
108	POLS	102	3	INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS
109	POLS	114	3	POLITICAL PHILOSOPHY
110	PSCI	101	3	PRINCIPLES OF PHYSICAL SCIENCE
111	PSYC	101	3	INTRODUCTION TO PSYCHOLOGY
112	PSYC	110	3	DEVELOPMENTAL PSYCHOLOGY
113	RLST	101	3	INTRODUCTION TO RELIGIOUS STUDIES
114	RLST	113	3	RELIGION AND SOCIETY
115	RMGT	2	4.5	PREP/LINE COOK
116	RMGT	7	4.5	BAKERY/PASTERY TRAINING
117	SOC	101	3	INTRODUCTION TO SOCIOLOGY
118	SOC	102	3	SOCIAL PROBLEMS

119	SPAN	101	5	ELEMENTARY SPANISH
120	SPAN	102	5	ELEMENTARY SPANISH
121	TA	101	3	INTRODUCTION TO THEATRE
122	TA	106	3	BEGINNING ACTING

**1.3 DATE, TIME, AND LOCATION OF ALL CCAP COURSES**

All COLLEGE CCAP courses will be taught on the school site designated for each course either in person or synchronously online. Classrooms will be assigned by the site administrator and will possess all required equipment. CCAP classes will be taught during the official school day Monday through Friday. CCAP courses can be taught on Saturday if the SCHOOL DISTRICT designates it as an official school day and part of their overall instructional plan.

**1.4 BEGINNING AND ENDING DATES FOR ALL CCAP COURSES IN THE SCHOOL DISTRICT(S)**

Fall 2021 classes will begin the week of August 9 and run through the week of December 16. Spring 2022 classes will begin the week of January 10 and run through the week of May 20.

**1.5 CCAP 2019-2020 COURSE TIME PERIOD**

AAE courses will be taught in an asynchronous ONLINE capacity for both fall and spring terms. A designated period will be set aside during the regular school day to satisfy instructional contact hours. Once Senate Bill 328 has been implemented, start and end times for fall 2022 through spring 2024 will be determined by COLLEGE and SCHOOL DISTRICT.

**1.6 COURSES REQUESTED**

Fall 2021, AAE High School requested SOC 101 and POLS 102. Spring 2022, AAE High School requested PHIL 101 and ART 105.

**1.7 FTES 2019-2020 ESTIMATE**

The number of requested courses for AAE High School for 2021-2022 is 4. Based on average of 20 students per class (minimum requirement is 20) 80 students will be served. Total FTES estimate for 2021/2022 is 10.8.

**2. PROGRAM SCOPE/GOAL**

SCHOOL DISTRICT will provide both CTE and transfer courses to students who may not be college bound and who are underrepresented in higher education through this CCAP agreement. The goal of the program is to establish seamless pathways that prepare students for transfer to COLLEGE and CSU/UC as well as CTE pathways aligned with the particular high school programs. High school CTE pathways include Criminal Justice, Computer Science, Manufacturing/Construction Tech, Engineering, Information and Communication Technologies, Restaurant Management, Family and Consumer Science, Automotive, Healthcare, and Environmental Studies.

**3. BOOKS AND INSTRUCTIONAL MATERIALS**

The total cost of books and instructional materials for students participating as part of the CCAP

agreement will be borne by school district.

**4. ASSESSMENT OF BENEFIT TO STUDENTS**

COLLEGE is responsible for the tracking of students from SCHOOL DISTRICT to the college in order to assess the benefit gained from the courses in this agreement. Criteria will include, but is not limited to: the number of high school students enrolled in partnership, number of college courses offered, number and percentage of successful course completions, and number of FTES generated.

**5. EMPLOYER OF RECORD**

COLLEGE will be the employer of record for purposes of assignment monitoring.

**6. EDUCATIONAL PROGRAMS(S) AND COURSE(S)**

COLLEGE is responsible for all educational programs(s) and course(s) offered as part of this CCAP Agreement whether the educational programs(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE. School District is responsible for providing COLLEGE with a two-year course plan 150 days before the start of the first semester of this agreement. Requests for additional courses must be made no later than 90 day prior to the start of the semester. It is understood that the COLLEGE has the option of filling or not filling requested courses based on availability of instructors.

Signed: \_\_\_\_\_

Superintendent, School District

Date: \_\_\_\_\_

Signed:  \_\_\_\_\_

Superintendent/President, Victor Valley College

Date: 8/3/21

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

Date of meeting: 9/13/21

Title: NSLA English Learner Master Plan

Presentation: \_\_\_\_\_ Consent: \_\_\_\_\_ Action: x Discussion: \_\_\_\_\_ Information: \_\_\_\_\_

**Background:**

Both our authorizer and WASC team encouraged NSLA to have a more formal English Learner Master Plan that will be reviewed annually for effectiveness.

**Fiscal Implications (if any):**

Annual Title I and Title III monies to support English Learners.

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

Supports the school's mission, vision, and goals

**Recommendation:** Review and approve NSLA English Learner Master Plan. Once approved, the plan will be discussed with staff and implemented.

**Submitted by:**

Heather Juarez and Toni Preciado



# *Creating Global Citizens*

Norton Science & Language Academy

Master Plan for English learners

230 S. Waterman Ave.  
San Bernardino, CA 92408  
909-386-2300

# Norton Science & Language Academy Master Plan for English Learners

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Lisa Lamb  
Fausto Barragan

CEO  
Principal

## Lewis Center for Educational Research School Board

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Kevin Porter  
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# Chapter I: Mission & Vision

## NSLA Mission Statement

Our NSLA mission is to ensure learning for a diverse and often underserved population of students who will be college and career ready as a result of our safe and rigorous bilingual, biliterate, and multicultural education.

## NSLA Vision Statement

We are a bilingual, biliterate, and multicultural community that achieves at the highest academic levels.

## NSLA Schoolwide Learner Outcomes

### CLASE

#### Community

- Demonstrate an internalized set of three personal standards; Show Respect, Make Good Decisions, Solve Problems.
- Build relationships by working collaboratively with peers, staff, families and the community

#### Language

- Recognize and celebrate the value of multiculturalism
- Become global citizens by applying bilingual and biliterate skills

#### Academic Achievement

- Use acquired knowledge and skills to be college and career ready
- Create data-driven goals and implement action plans to ensure success

#### Science

- Apply knowledge of science, technology and math across the learning disciplines
- Be proficient in the use of technology to support learning

#### Empowerment

- Foster a growth mindset when faced with challenges
- Demonstrate autonomy by making rational, informed decisions that support NSLA, the local community and global causes

Norton Science & Language Academy (NSLA) offers a Dual Immersion Program in grades TK-8 and World Language Program in grades 6-12 which supports the approved charter's educational goals including teaching science everyday beginning in Transitional Kindergarten.

NSLA's goal is for all students to be able to speak, read, and write in Spanish and English in all academic areas after continued attendance in the program for five years.

NSLA's mission and goals reinforce the school's educational philosophy. Students graduating from NSLA will be effective bilingual communicators, with the ability to analyze and use critical thinking skills and be responsible global citizens in the school and community. NSLA maintains high academic and behavioral standards and stresses both academic skills and a broad understanding of content knowledge. A cornerstone of NSLA's philosophy is maintaining and deepening a connectedness between parents, students and the school.

In order to provide a program with high academic rigor, it is important that NSLA maintain a school culture of excellence. This is achieved through collaboration and teamwork focused on best practices and assessment data analysis to continually guide instruction.

NSLA prepares students to be fully educated, contributing citizens of the 21st century, with the knowledge and skills to pursue higher education and/or their career of choice and to be lifelong learners. To accomplish this with its diverse student population, and to increase learning opportunities for all pupils and provide expanded learning experiences, NSLA has implemented the following:

- A nurturing and intellectually stimulating environment for students as they participate in experiential learning aligned with the Common Core State Standards (CCSS)
- Opportunities for equal educational access for all students
- A dual language learning model in English and Spanish to become fully bilingual and biliterate
- A world language learning model in English, Spanish, Mandarin, and American Sign Language
- Science and technology experiences through instructional tools to enable students to succeed in the 21st century
- Additional enrichment educational opportunities through its weekly classes of music, art, P.E., and Mandarin Chinese
- Athletic programs for students in middle and high school

NSLA's Special Education program includes two separate, but collaborative, programs for Resource Specialist Program and Intensive Specialized Academic Instruction for grades TK-12. Added collaboration between general education and special education teachers has also been established and is regularly monitored.

The school and its faculty play an essential role to provide a focused, standards-based curriculum and individualized attention to guarantee that each foundational block of knowledge is mastered. Learning best occurs in small group settings where children are immersed in the

subject matter using a variety of pedagogical methods to allow children to learn, implement, and use the knowledge gained through practical application.

NSLA verifies its dual language program is research-based and follows the proven guidelines provided by experts in the field. Dual Immersion guiding principles include the implementation of quality curriculum that is aligned to the CCSS and that provides students with opportunities to access authentic literature in both languages. Instruction and staff quality are both guiding principles that are a continuous focus for NSLA. Through Guided Language Acquisition Design (GLAD) strategies, quality instruction is ensured, while maintaining compliance regarding teachers credentialing addresses the need to have quality staff who are native speakers preferably. Encouraging parent participation and continuing to seek resources and support from the community, all work to maintain a quality dual immersion program. Students at NSLA are motivated to have a strong work ethic as well as a sense of empowerment and structure.

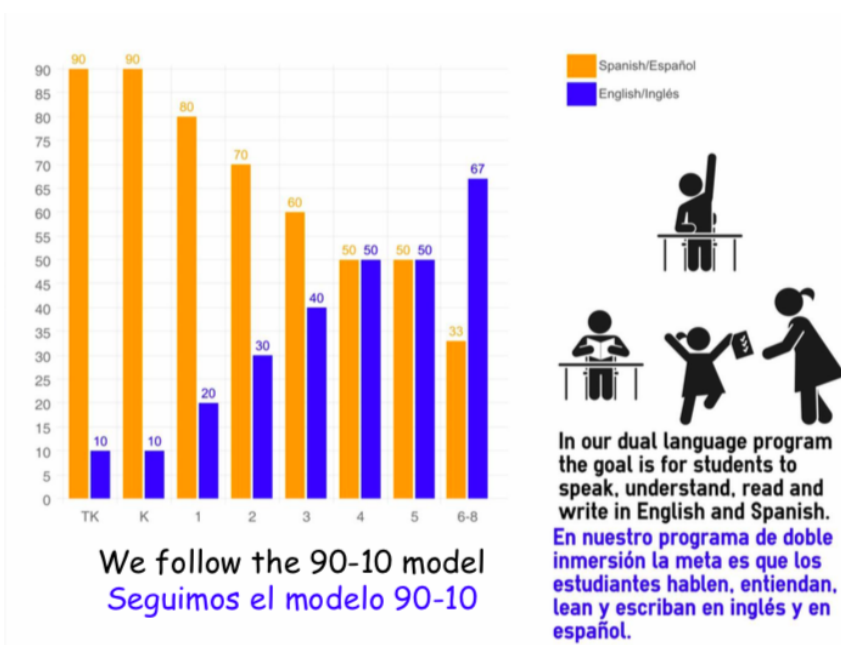
NSLA prepares students to be fully educated, contributing citizens of the 21st century, with the knowledge and skills to pursue higher education and/or their career of choice, and to be self-motivated, competent, lifelong learners. An educated person in the 21st century is someone who:

- Has been educated in a nurturing and intellectually stimulating environment as they participate in experiential learning aligned with the CCSS and Next Generation Science Standards (NGSS) and actively utilize that knowledge in real-world applications. NSLA students participate in a rigorous, yet relevant, curriculum that focuses on applying knowledge, not just being passive recipients of knowledge. This curriculum also features programs to meet the needs of all students, and includes students with special needs, both gifted and at-risk.
- Has been provided with opportunities for equal educational access, no matter their background or educational needs. All students have the opportunity to participate in activities that both remediate and enrich the educational experience.
- Has the opportunity to experience real-life science and technology through partnerships with public and private businesses. The strong partnership with NASA/JPL through the Goldstone-Apple Valley Radio Telescope (GAVRT) program is one example of this. As the secondary program builds at NSLA, students will become increasingly more involved in data analysis that is collected from current NASA campaigns such as the: Juno/Jupiter Quest, SETI, Black Hole Patrol and Solar Patrol. Additionally, in line with NASA's vision of global science and engineering collaborations, NSLA is developing an intentional partnership with the native Spanish speaking students in Chile who also are participants in GAVRT. This involvement would actively engage students with the premier scientists in a global collaboration initiative and provide exchange opportunities for students from both countries.

- Has the opportunity to become fluent and proficient in more than one language. At NSLA, students are enrolled in a dual language immersion program.

The goals of the academic program:

- **Bilingualism:** High levels of proficiency in English and a second language. All participants will demonstrate oral proficiency in their first and a second language. **Biliteracy:** High levels of academic proficiency in English and a second language. All participants will demonstrate their ability to perform on grade level in English on the same tests and standards as all students, as well as in the target language.
- **Multicultural Proficiency:** All participants will understand different cultures and develop a level of high self-esteem, appreciate the value of their own culture, as well as other cultures in our society, and access to instructional tools to succeed in the 21st Century. Through a variety of educational experiences, including higher levels of collaboration, NSLA students learn how to apply knowledge and develop the tools necessary to be lifelong learners. Along with NSLA emphasis in science, mathematics and technology, students' education is centered on a dual language immersion model to provide students with the opportunity to become fully bilingual and biliterate in English and Spanish. The education model is also enhanced with a balance of visual and performing arts and Mandarin Chinese. The following diagram illustrates the dual immersion language 90-10 model.



The content of NSLA curricula is aligned with the Common Core State Standards, the Next Generation Science Standards, and other California Content Standards, and when applicable,

with national content standards. As a dual language immersion program, curriculum is provided in both English and Spanish.

NSLA offers a full range of courses including: Language Arts, Mathematics, Science, History/Social Studies, Science, Visual and Performing Arts, and Physical Education/Health. Courses stress the application of content knowledge to solve real-life problems.

This is accomplished by:

- Focusing on the essential skills of reading, written, and oral communication, mathematics, science, and history in English and Spanish.
- Emphasizing experiential learning through hands-on projects, oral presentations, and technology integration in core subjects.
- A focus on information literacy, giving students the tools necessary to access relevant information and apply it to specific situations in English and Spanish.
- Providing state of the art technology and other resources through educational partners such as: NASA/JPL, Apple Education, code.org and the San Bernardino County Superintendent of Schools.
- Offering research-based designed strategies that provide students with opportunities to implement projects.

Teachers use a rich variety of instructional strategies and classroom activities, from simulations, labs, cooperative learning, and the Socratic Method, to guest speakers, manipulatives, GLAD strategies, and role-playing to actively engage students in their learning. Students are immersed daily in a variety of activities that emphasize higher level thinking skills: presenting information, collaborating with others, applying skills, and thinking critically. Students also have plenty of opportunities to use resources other than textbooks in class.

## Chapter II: Identification & Assessment

NSLA meets all applicable legal requirements for English learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. NSLA implements policies to assure proper placement, evaluation, and communication regarding English learners and the rights of students and parents.

Upon enrollment, NSLA administers the home language survey. If any of the questions answered indicate a language other than English is spoken in the home, students will take the English Learner Proficiency Assessment for California (ELPAC) assessment within thirty days of initial enrollment and annually thereafter until redesignated as fluent English proficient. NSLA will notify all parents of its responsibility for ELPAC testing. ELPAC results will be made available to families within thirty days of receiving the results.

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

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

## Chapter III: Instructional Program

NSLA is committed to providing English learners with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible. The Dual Immersion program at NSLA is based on current research and best practice. NSLA follows the 90-10 Dual Immersion model in grades TK-8. The design is an enrichment model that targets the acquisition of academic proficiency in English and Spanish, together with mastery of grade level core content and performance standards. Ideally, students enroll at NSLA in Kindergarten or Transitional Kindergarten and attain grade level mastery in both languages as they continue through high school. This requires careful design of the daily schedule and focused teacher collaboration to ensure students are receiving appropriate standards based instruction in each language.

Table 1 outlines the percentage of time, content and language allocation in the 90-10 model at NSLA. At the middle school level the percentage changes in order to best meet the needs of students as they prepare to transition to high school. This table reflects that students will continue to develop proficiency in Spanish by receiving focused and rigorous instruction on high-level Spanish skills with the use of authentic Spanish Literature.

Table 1: NSLA Dual Language Immersion 90-10 Model

<b>Grade</b>	<b>Content Areas taught in Spanish</b>	<b>Daily Percentage</b>	<b>Content Areas taught in English</b>	<b>Daily Percentage</b>
<b>TK</b>	Spanish Language Arts Academic SLD History/Social Science Math	90%	Science Academic ELD	10%
<b>K</b>	Spanish Language Arts Academic SLD History/Social Science Math	90%	Science Academic ELD	10%
<b>1st Grade</b>	Spanish Language Arts Academic SLD History/Social Science Math	80%	Science Academic ELD	20%
<b>2nd Grade</b>	Spanish Language Arts Academic SLD History/Social Science Math	70%	Science Academic ELD	30%
<b>3rd Grade</b>	Spanish Language Arts Academic SLD History/Social Science Math	60%	English Language Arts Science Academic ELD	40%

<b>4th Grade</b>	Spanish Language Arts Academic SLD History/Social Science	50%	English Language Arts Academic ELD Science Math	50%
<b>5th Grade</b>	Spanish Language Arts Academic SLD History/Social Science	50%	English Language Arts Academic ELD Science Math	50%
<b>6th Grade</b>	Spanish Language Arts Academic SLD History/Social Science	33% (2 of 6 periods)	English Language Arts Academic ELD Science Math	67% (4 of 6 periods)
<b>7th Grade</b>	Spanish Language Arts Academic SLD History/Social Science	33% (2 of 6 periods)	English Language Arts Academic ELD Science Math	67% (4 of 6 periods)
<b>8th Grade</b>	Spanish Language Arts Academic SLD History/Social Science	33% (2 of 6 periods)	English Language Arts Academic ELD Science Math	67% (4 of 6 periods)

Students entering high school have a choice of two pathways: Dual Immersion or World Languages. The Dual Immersion track allows students to continue their mastery of both the English and Spanish languages through enrollment in Spanish for Spanish Speakers and AP Spanish Language and Literature. This pathway provides a rigorous, dual immersion path for students to achieve the State Seal of Biliteracy on their diploma and earn AP credits for future college courses. The World Languages track provides students with the opportunity to choose from three languages: Spanish, Mandarin, or American Sign Language (ASL). Both Spanish and Mandarin are a four year program also providing them the opportunity to achieve the State Seal of Biliteracy and AP credits for future college courses. ASL courses are provided through San Bernardino Valley College dual enrollment. Students choosing ASL will earn credit towards an Associates Degree and the State Seal of Biliteracy.



Table 2: NSLA High School Language Pathways

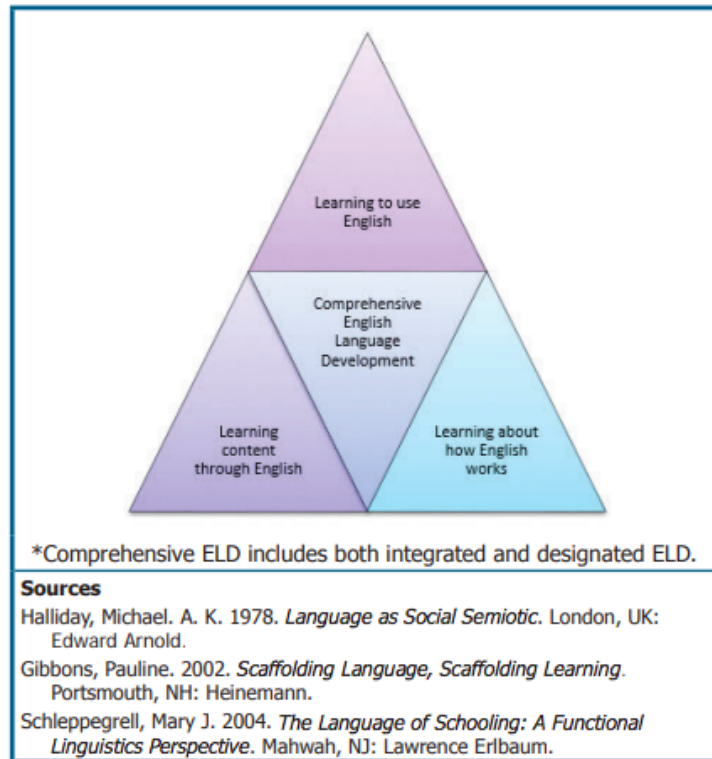
	
<b>Dual Immersion</b>	<b>World Languages</b>
Spanish for Spanish Speakers 1 & 2 AP Spanish Language AP Spanish Literature	Spanish 1, 2, & 3 AP Spanish Language Mandarin 1, 2, & 3 AP Chinese Language American Sign Language 1, 2, 3, & 4

ELD taught by fully qualified teachers of English learners and is implemented in accordance with the *California English Language Arts/English Language Development Framework (2014)* as follows (Chapter 2, pp. 106-108; 115-116):

1. “Designated ELD is a protected time during the regular school day when teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge abilities needed for content learning in English.”
2. Integrated ELD refers to “ELD taught throughout the day and across disciplines. All teachers with ELs in their classrooms should use the CA ELD standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress.”

California ELA/ELD Framework Comprehensive ELD Figure (Chapter 2, page 59)

**Figure 2.19. Three Interrelated Areas of Comprehensive ELD\***



The ELD program is aligned with the 2012 California English Language Development Standards. The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and complements and amplifies the English Language Arts CCSS. Both ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English.

Designated ELD is a systematic, explicit component of the English learner’s total educational program. Designated ELD is taught by a credentialed teacher who receives on-going professional development on the implementation of the CA ELD Standards and research-based pedagogy. Designated ELD involves interaction to provide students the opportunity to acquire English to communicate and collaborate with each other, rather than solely focusing on the language itself (grammar, syntax, coherence).

Designated ELD instruction occurs daily and is delivered by fully credentialed teachers for all English learners. Students receive Designated ELD for a minimum of 30 minutes per day. Student groups are formed by teachers using the students' performance on the ELPAC, ELD progress assessments monitored by Test of English Language Learning (TELL), as well as curriculum-embedded assessments.

Integrated ELD is the second component of NSLA's Comprehensive ELD program. It is intended to provide English learners with access to the content in all curricular areas through the consistent and systematic use of specially designed academic instruction in English (SDAIE) methodology. It also intends to develop ELs' linguistic development in those disciplines through instruction of the specific academic language and text types characteristic of each of the content areas. The ELD standards inform the teacher of the degree of linguistic scaffolds and supports necessary at a specific proficiency level. Critical features of SDAIE that make instruction comprehensible and meaningful to ELs must take into account the English Learner's proficiency level and the linguistic demands of the lesson. Additionally, teachers at NSLA implement GLAD strategies to engage students and provide opportunities for collaboration and interaction.

Both the CCSS and ELD standards call for the integration of the four domains of language: reading, writing, listening and speaking. The ELA/ELD Framework recommends an interdisciplinary approach to instruction in order to increase and facilitate connections between concepts and content areas. The responsibility for Integrated ELD must be shared through collaboration and planning among teachers across and within grade levels for grades TK-5 and across departments for grades 6-12. Understanding the profiles of ELs at the different proficiency levels allows teachers to provide the necessary support for students to interact with complex text.

The current state framework combines ELA/ELD instructional guidelines. NSLA periodically adopts ELA/ELD materials. Because such adoptions occur on a cyclical basis, specific titles are not given in this plan. Materials can only be chosen from the state approved ELA/ELD Adoption list found on the California Department of Education website. In addition to the LEA's adopted programs for all content areas, supplemental materials and resources such as realia, photos, literature, informational texts and media that facilitate comprehension and increase access to the content are utilized.

The teaching of English within the program is based on the student's level of English proficiency. The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development and a pathway leading to the California Common Core State Standards, English Language Arts Standards. Both the ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English. ELD instruction occurs daily for all English learners until reclassified to fluent English Proficient (RFEP).

English learners have access to Special Education services, just as all other students at NSLA. The process may begin with a careful review by the Student Success Team (SST) of all referrals. This review includes language surveys, SST referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing, a parent interview and student interview if age appropriate. The review is required to determine if Special Education assessment is needed and to determine if student performance is reflective

of expected patterns of the student's second language acquisition, based on schooling and the time in the United States and that growth is being made. When it is determined that an English learner needs to be assessed, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

Instructional decisions related to the student's language acquisition status must be described in the Individualized Education Program (IEP). When a student qualifies for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address English Language Development and goals that support access to the content areas through primary language instruction and or support. In ISAI classes, the Special Education staff provides ELD instruction to the English Learner. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English learners with an IEP.

## Chapter IV: Monitoring of Student Progress and Reclassification

The California English Language Arts/English Language Development Framework (2014) details two purposes for assessment: (1) Formative (assessment for learning) defined as the provision of “information about student learning minute-by-minute, day-to-day, and week-to-week so that teachers continuously adapt instruction to meet students’ specific needs and secure progress” (CA ELA/ELD Framework, 2014-Chapter 8, p. 822); and (2) Summative (assessment of learning) intended to “provide information on students’ current level of achievement after a period of learning has occurred” (CA ELA/ELD Framework, 2014 - Chapter 8, p. 823).

NSLA monitors student progress at least annually, based on a set of state-mandated and district-adopted assessments. These assessments are used to determine English Language proficiency as well as to evaluate students’ academic performance. They include:

- State-mandates English language proficiency assessments; ELPAC
- State mandated summative assessments for English Language Arts and Math
- Test of English Language Learning (TELL)
- LEA adopted summative and formative assessments aligned to Common Core State Standards (CCSS) for English Language Arts, Spanish Language Arts, Mathematics, and the California ELD Standards for language proficiency

The ELPAC is administered within 30 calendar days from the date of registration and annually between February and May of each school year. NSLA has a designated ELPAC team that has been trained in the administration and scoring of assessments. ELPAC assesses listening, speaking, reading and writing in English.

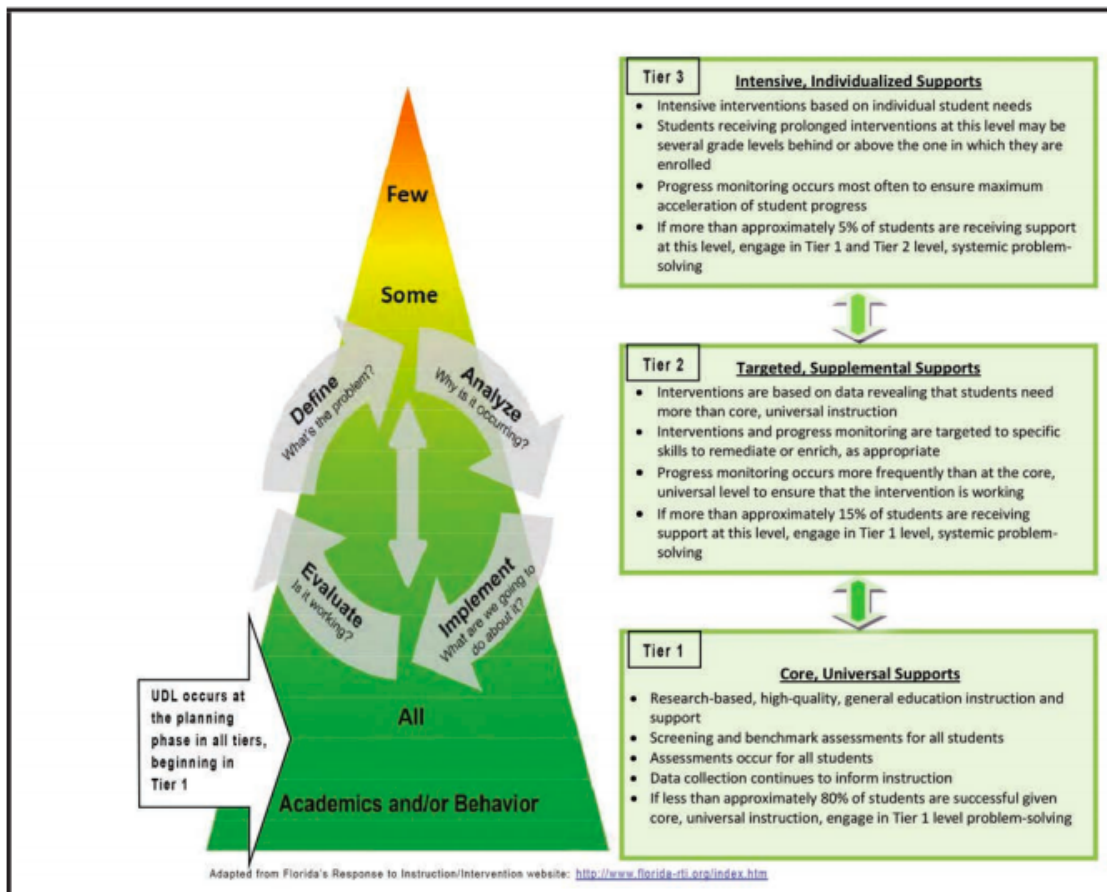
In addition to state-mandated assessments, district-adopted summative and formative assessments are given during the year to monitor student’s academic progress in English Language Arts, Spanish Language Arts and Math. NSLA utilizes district-adopted formative and summative assessments to monitor student’s language proficiency progress during each academic year. These assessments monitor English language acquisition for students in all grades to ensure every student is on target for meeting district and state proficiency-growth expectations.

Student assessment results are maintained in NSLA’s student information system. This allows for rapid access to results in a variety of formats. This system also allows for the retrieval of information related specifically to the progress of English learners, including enrollment patterns, language proficiency levels, instructional program placement, academic performance, and grade-level course assignments. This information is used for a variety of purposes, including

information that is related to reclassification and identification of students in need of language and learning review to plan for differentiated instruction.

Teachers use the core language arts and mathematics curriculum-embedded assessments to analyze student progress for planning differentiated instruction and to provide classroom interventions as appropriate. State-mandated ELPAC data, supplemented by other standardized or curriculum embedded language proficiency assessments, are used for instructional grouping in ELD. Teachers use formative assessments in ELD to identify areas of progress, grouping needs and modification of instruction to meet individual needs. CAASPP results are used in conjunction with diagnostic assessments in the language arts and mathematics curricula to identify students in need of interventions. Grade level and/or department teams meet regularly to examine student data, determine short-term goals, and plan instruction accordingly. Site administrators are responsible to monitor progress for all students.

NSLA uses Multi-Tiered System of Supports (MTSS) for data-based decision making, problem-solving, and professional development to focus on quality instruction, identify student instructional needs, continually monitor student progress, and provide evidence-based interventions. The figure below from CA ELA/ELD Framework, Chapter 9, p. 915 demonstrates how MTSS is a whole-school, data-driven, prevention based framework for improving learning outcomes for all students, including English learners, through a layered continuum of evidence-based practices and systems.



The California Department of Education’s English Learner Reclassification Guidelines stipulate the following criteria:

The LEA must reclassify a pupil from EL to proficient in English by using a process and criteria that include, but are not limited to:

(a) Assessment of English language proficiency (*EC § 313(d)(1)*; 5 *CCR § 11303(a)*.)

(b) Comparison of pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. (*EC § 313(d)(4)*; 5 *CCR § 11303(d)*.)

(c) Teacher evaluation that includes, but is not limited to, the pupil's academic performance. (“Teacher” refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil.) (*EC § 313(d)(2)*; 5 *CCR § 11303(b)*.)

(d) Opportunities for parent opinion and consultation during the reclassification process. (*EC § 313(d)(3)*; 5 *CCR § 11303(c)*.)

NSLA’s RFEP criteria adhere to state guidance and are outlined below in Table 2.

Table 2: RFEP Criteria

Area	Data Gathered	Reclassification Criteria
<b>English Language Proficiency</b>	ELPAC	Overall level: ELPAC Bridging Listening: ELPAC Expanding or higher Speaking: ELPAC Expanding or higher Reading: ELPAC Expanding or higher Writing: ELPAC Expanding or higher
<b>Academic Criteria</b>	Academic Assessment data to determine if English Learner student has sufficient English proficiency to be reclassified as a fluent English speaker	<b>Grades K-9</b> Local Assessment data (Benchmark assessments, etc.)
<b>Teacher Evaluation</b>	Teacher’s recommendation form, student work samples, and current report card	<b>Grade K-5</b> <ul style="list-style-type: none"> <li>• Teachers completes required forms and attaches student work that demonstrated satisfactory achievement in grade level academic core area</li> <li>• Report card indicates that student is approaching mastery of standards in all</li> </ul>

		<p>areas</p> <ul style="list-style-type: none"> <li>• Student is approaching or meeting grade level benchmarks in English reading</li> </ul> <p><b>Grades 6-9</b></p> <ul style="list-style-type: none"> <li>• Performs at or above grade level</li> <li>• Minimum of 'C' in academic areas on most current report card</li> <li>• Student is approaching or meeting grade level benchmarks in English reading and writing</li> </ul>
<b>Parent Option</b>	Description and results of consultation with parent	After reviewing the data parent agrees that reclassification is appropriate

Steps for Reclassification:

1. Site administrators will monitor progress toward attaining RFEP criteria. As part of on-going progress reporting, parents are informed of the child's progress toward meeting all RFEP criteria.
2. Site administrators will secure participation of the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil (5 CCR 11303[b])
  - a. The Teacher recommendation is based on documented academic performance in Core Curricular Areas.
  - b. Other factors not related to academic success or English Language proficiency should not preclude students from reclassification.
3. Parent opinion and consultation during the reclassification process (EC 313; 5 CCR 11303[c])
  - a. Site administrators will provide notice to parents and guardians of their right to review RFEP data, seek parent/guardian opinion and consultation, and encourage participation during the reclassification process.
  - b. Parent contact may be made face to face, by telephone or letter.
  - c. Additional steps for encouraging parental involvement in the process may include:
    - i. Meeting with parents of English learners who are close to meeting reclassification criteria, to explain the process and steps needed to reach the goal.
    - ii. Inviting parents to a group meeting to explain that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student's academic performance for at least two additional years. Students are also included in this meeting/celebration.
4. The site level team including, but not limited to, the Principal, Vice Principal and Teacher will review the evidence of student performance data. (EL Student Reclassification Form). The team will:



- a. Review all the student performance data.
- b. Review the teacher recommendation data.
- c. Take into consideration any concerns raised by the parent/guardian.
- d. Take a recommendation to reclassify or not to reclassify the student based on the evidence of the student performance data presented.

The student is then coded as reclassified in the district student information system. This enables district personnel to monitor all reclassified students for a minimum of two years in order to ensure correct classification, placement, and additional academic support to ensure ongoing success in the mainstream program.

If an English Learner student has an Individualized Education Program (IEP), the following procedures are followed:

#### *Students with Mild/Moderate Disabilities*

The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. The student's Case Manager will provide feedback to the reclassification team. If a student being considered for reclassification fails to meet the reclassification criteria within the expected time frame, the IEP team may determine that due to the nature of the identified student's disability, an alternative assessment may be considered in lieu of the ELPAC. The alternative assessment must be identified in the IEP and given each year. Results are compiled and presented to the parents/guardians for review on a yearly basis, along with other measures determined by the NSLA to assess student's progress towards reclassification. Once the criteria for reclassification is met, parents are notified and a review meeting is convened at which time the IEP team along with parents/guardians determine if reclassification is in the best interest of the student.

#### *Students with Moderate/Severe Disabilities*

An alternative reclassification process is used for students with moderate to severe disabilities whose IEP teams have determined that they are unable to participate in one or more parts of the ELPAC even with accommodations and/or modifications. Reclassification for these students is based upon alternative proficiency testing. The IEP team reviews the data and makes the decision about reclassification.

Site-level administrators are responsible for overseeing the progress monitoring of reclassified English learners at the end of each grading period for at least four academic years following a student's reclassification. As part of the monitoring process, student performance on critical achievement and performance measures is documented. If a student begins to fall behind on appropriate measures of achievement related to grade level standards, a student/parent/teacher

conference is held and the team meets to develop an intervention plan for the student. Services that may be provided include but are not limited to:

- Specialized academic assessment
- Tutoring
- Specialized reading instruction
- English Language Development instruction
- Primary language support
- Participation in targeted intervention provided by the school

The student's reclassification form is reviewed at each monitoring period, documenting continued progress toward proficiency in the content areas. After four years of monitoring, reclassification of the student is reviewed to determine that the student demonstrates sufficient progress. Forms documenting this progress are placed in the student's English learner folder, and the monitoring is terminated. If a student does not make sufficient progress, the monitoring process will continue.

## Chapter V: Staffing & Professional Learning

California State Law requires appropriate authorization of teachers to provide instruction to English learners, including individuals providing specified EL services (*EC Section 44001*, *EC Section 44830(a)*, *EC Section 44831*, and *EC Section 44253.1*). At NSLA any teacher assigned to provide English Language Development or primary language instruction to EL students must be appropriately certified with English Learner of Bilingual Authorization such as Cross-cultural, Language and Academic Development (CLAD), Language Development Specialist (LDS), SB 1969/39/2042, Bilingual Cross-Cultural, Language and Academic Development (BCLAD)/Bilingual Certificate of Competence (BCC) or other current English Learner authorizations designated by the California Commission on Teacher Credentialing. NSLA ensures that all administrators or additional teaching personnel whose assignment includes English learners also hold appropriate certification to provide necessary instructional services to English learners.

Teacher hiring and placement decisions are based on student and program data, including English Learner enrollment and other relevant factors. Whenever open teaching positions require Bilingual or English Learner Authorization, the Human Resource staff actively recruits and hires teachers who are fully certified to fill such positions.

The principal, with support from the Human Resources department, develops a proposed staffing plan for the school each year. This plan is reviewed each spring by the LCER Executive team. Vacancies are posted as necessary, listing required Commission on Teacher Credentialing authorizations for the positions. Working together, Human Resources staff and the site administrators properly assign credentialed teachers to specific programs requiring their specialized expertise. When a sufficient number of authorized teachers are not available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations.

Advertising and recruitment efforts are undertaken, internally and externally, until all positions are filled. These efforts include:

1. Job announcements sent to the following types of organizations:
  - a. Educational placement centers with teacher training programs at private, UC and CSU campuses
2. Advertisements placed as needed in appropriate newspapers and organizational newsletters such as the following:
  - a. Local newspapers, including Spanish language
  - b. Newsletters of bilingual educator organizations such as California Association of Bilingual Education (CABE)
  - c. Bilingual media
3. Recruiting booths at conference such as:

- a. Career Day events at local colleges/universities and secondary schools, where NSLA provides information concerning needs for bilingual teachers and paraprofessionals, employment opportunities and procedures for hiring
- b. Use of informational contacts in the community and/or local community organizations to identify potential candidates

The need for paraprofessional positions is determined in the same way as described above for teachers. Bilingual paraprofessionals contribute specialized skills in the Dual Immersion program. The most important priority for the bilingual paraprofessionals' assignment is student instructional support, in order to ensure comprehensible core content instruction in language arts, math, social studies and science. Paraprofessionals are not responsible for English Language Development.

The English Learner Master Plan will be introduced to NSLA staff through a carefully planned professional development process. This training will be given to all teachers and site administrators. Professional development sessions will be implemented by the instructional program facilitator and instructional leaders. Annual training on the English Learner Master Plan will be provided for all site members who have responsibility for implementing the plan. This will ensure that there will be a widespread understanding of the contents and commitment to high quality implementation.

Professional learning for teachers of ELs should focus on research and evidence-based instruction for ELs that is designed to maximize the development of English while also maximizing their development of core curricular knowledge and skills, through differentiated practices that include the development of Bi-literacy skills (Goldenberg & Saunders, 2010; Cadeiro-Kaplan, Lavadenz & Armas, 2012).

NSLA provides educators several avenues for professional learning. This includes the opportunity for teachers of ELs to reflect and collaborate on their instructional practices and utilize assessments to inform instruction. Teachers are part of effective professional learning communities meeting the needs of diverse learners. Training efforts related to English learners will focus on the following areas:

- ELD standards - simultaneous with CCSS, ELA, Math, NGSS for Integrated ELD (Research and evidence-based practices, Curriculum planning, differentiation and use of materials and assessment)
- Designated ELD (Research and evidence-based practices, Curriculum planning, differentiation and use of materials and assessment)
- Integrated English Language Development
- Primary language instruction (Dual Immersion program)
- Frontloading and Specially Designed Academic Instruction in English (SDAIE) Cultural Proficiency
- English-specific skills (non-transferable skills)
- Parent Engagement

- Guided Language Acquisition Design (GLAD) strategies

The NSLA principal, working with the administrative team and the Multi-tiered Systems of Support (MTSS) team will monitor teacher professional development related to English learner support to ensure that all staff members working with English learners receive relevant professional development and support.

## Chapter 6: Parent & Community Engagement

Families of English language learners are notified annually about ELPAC administration which includes an explanation of the purpose of the assessment, what will be tested, and how the results will be distributed. Once ELPAC results are available, they are reported to families through the school's student information system where families can access them at any time. Results are also mailed directly to families including an explanation of the scores. During parent teacher conferences, the results are discussed and an educational plan is developed to address any weak areas the student may have. Continued progress monitoring and communication of those results take place throughout the school year.

The school hosts monthly Family Literature Group meetings to support parents of EL students to navigate the school's expectations for their child including school information/communication, assisting their child with school work, community help, technology support, and any other questions parents may have. This is a unique opportunity for parents to collaborate together and share resources with each other. This group also provides the school feedback on the needs of EL families and students to better allocate resources specifically for English learners.

NSLA has an English Language Advisory Committee (ELAC) that meets every other month to discuss budgetary items, curriculum, instructional programs, and current site information. The members of this committee include school staff, parents of EL students, and the school's principal. The principal is responsible for organizing and calendaring these meetings. ELAC committee members support the school's EL parents by bringing topics for discussion and disseminating information back to stakeholders. Both agendas and notes are maintained for each meeting and made available to stakeholders.

NSLA provides other sessions to gather stakeholder feedback that includes support for English learners including School Site Council, Cafecito (monthly parent forums), Family Nights, and Parent/Teacher Conferences.

## Chapter 7: Program Evaluation & Accountability

NSLA conducts an annual review of its programs including services provided for its English learner population. NSLA uses multiple measures to monitor progress of its EL students. Within the classroom, teachers use formative assessment measures such as observations, collaboration, and checks for understanding to determine continued instruction or the need for intervention. Schoolwide, the school's Coordinator of Assessment & Programs monitors the following assessments for progress:

- Trimester/quarterly benchmark assessments
- Trimester iReady diagnostic growth for ELA and Math
- Trimester DRA
- Trimester/semester grades
- On-going Orton-Gillingham assessments
- Annual CAASPP Smarter Balanced Assessments for ELA and Math
- Annual ELPAC Summative assessment

Once available, results from these assessments are reviewed and disaggregated through the school's Student Information System. Student progress is monitored by administrators and educators. Decisions are made through the Professional Learning Community (PLC) regarding instruction and professional development based on these results.

All students receive targeted phonics instruction in the early grades within the normal classroom day. This phonics instruction is based on the Orton-Gillingham research-based program which has proven to benefit EL students. The key components provided through this program allow students access to building fluency, making connections between their native language and English, and reading the same content as their peers. If a student continues to show lack of progress in reading, they will be referred for Tier 2 Intervention to receive intensive and intentional instruction in small groups. Students may also attend after school tutoring or be placed in an intervention class period to receive more targeted instruction.

Students who have been reclassified as a Fluent English Learner, will continue to be monitored for four years, as required by law, to ensure adequate progress is being made and that reclassification was appropriate. Progress will be determined through teacher feedback, on-site benchmark assessments, universal screener, Smarter Balanced scores, grades, and parent feedback. If a student is not making adequate progress, a plan will be put in place through the Student Success Team (SST) process. Some actions that may take place are: Tier 2 Intervention, after school tutoring, intervention class period, small group instruction, or differentiated instruction with supports for ELs in place.

NSLA evaluates the effectiveness of its education program for ELs through an on-going process. Through engagement with administration, classroom teachers, Education Specialists,

students, and parents/guardians, the school is provided information to assist in making future decisions such as programs and curriculum. Data is provided at these engagement opportunities including the California Dashboard, CAASPP, site benchmarks, progress monitoring, ELPAC, reclassification numbers, student feedback, and parent/guardian feedback, to allow teams to identify the needs of our EL students and assist in creating an action plan that will help close the gap.



## Chapter 8: Resource Allocation

English learners are provided services through LCFF which includes base, concentration, and supplemental funding. They also receive services through categorical funds, primarily Title I and Title III. These services include personnel, curriculum, and other monies allocated to benefit English learners and their families.

General base funding resources provide access to the adopted curriculum that includes support for ELD instruction. All primary language texts and instructional materials are provided to English learners with general funds just as they are for native English speaking students.

Title I categorical funding provides ELD support with the school's Teacher on Assignment and Paraprofessionals designated for ELD instruction. Title III categorical funding is allocated to supporting only English learners. Much of this funding is for teacher professional development such as Project GLAD and progress monitoring tools and assessments. Supplemental curriculum designed specifically for English learners is purchased with these funds. Family support for English learners is funded through Title III. These supports include helping families of EL students understand all parts of the school system including communication and instruction help.

All funding allocated for English learners can be found in the school's annual Local Control & Accountability Plan (LCAP) and the annual LCAP Addendum specific to categorical expenditures. Both plans are created through stakeholder engagement including surveys, School Site Council, English Learners Advisory Committee, monthly parent group meetings, and school board meetings.

Annually, monetary allocations are reviewed for effectiveness through student growth measures and stakeholder feedback. This facilitates planning for the following school year and determines how best to allocate future funds to support English learners.

## References

“ELA/ELD Framework - English Language Arts (CA Dept of ...” *2014 ELA/ELD Framework, Introduction - Curriculum Frameworks (CA Dept of Education)*, California Department of Education, 2014, [www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf). (Chapter 2, pp. 106-108; 115-116)

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

Date of meeting: September 13, 2021

Title: Revision of BP 6158- Independent Study

Presentation: \_\_\_\_\_ Consent: \_\_\_\_\_ Action: X Discussion: \_\_\_\_\_ Information: \_\_\_\_\_

Background: The Board shall consider the scope of its existing or prospective use of independent study as an instructional strategy, it's purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of pupils or adult education students. Adopted policies shall reflect an awareness that excessive leniency in their terms can result in pupils falling so far behind their age peers as to increase, rather than decrease, the risk of their dropping out of school.

Fiscal Implications (if any): It is anticipated that increasing the long-term independent study options for K-8 will be fiscally beneficial. Since the beginning of school, AAE had 38 of students drop due to lack of independent study options in those grades. Although those seats have been filled, continued drops in enrollment at both schools could become fiscally detrimental.

Impact on Mission, Vision or Goals (if any): Due to the increased COVID positivity rates in our County, we have had a significant number of students placed on isolation or quarantine. This has also prompted some families to request long-term options due to medical needs. It is imperative to offer instructional supports to meet students' short and long-term needs.

Recommendation: Approve the Revision of BP 6158 – Independent Study

Submitted by: Lisa Lamb, President/CEO

## Lewis Center for Educational Research

### BP 6158: INSTRUCTION INDEPENDENT STUDY PROGRAM

Adopted: September 8, 2014

Revised: ~~July 26, 2021~~ September 13, 2021

The Governing Board authorizes Independent Study as an optional alternative instructional strategy for students in any K-12 school in the organization, which includes Academy for Academic Excellence and Norton Science and Language Academy. Independent Study provides a means for students to achieve curriculum objectives and meet graduation requirements outside the regular classroom. For the purpose of this policy, the terms "student" and "pupil" are synonymous.

Independent Study is a continuously voluntary, educational alternative in which no student may be required to participate. Instruction may be provided only if the student is offered a classroom option that is always available. Short-term independent study (less than 15 days in a school year) and long-term independent study (15 days or more in a school year) is available to all students. ~~Long-term independent study (15 days or more in a school year) is only available to students in grades 9-12.~~

Independent Study shall offer a means of individualizing an educational learning plan for students whose needs may be best met temporarily through study outside of the regular classroom setting. The organization shall provide and ensure students who are engaging in Independent Study have the same access to existing services and resources as are available to all other students in the school in which the Independent Study students are enrolled.

The President/CEO or designee shall determine that the prospective Independent Study student understands the organization's requirements for Independent Study and is prepared to meet them.

#### **Legal Requirements:**

1. **Maximum Length:** For students in all grade levels and all Schools governed by the organization, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be ten (10) school days.
2. **Evaluation:** The President/CEO or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - a. When any student fails to complete three (3) consecutive assignments during any period of ten (10) school days.
  - b. In the event Student's educational progress falls below satisfactory levels as determined by the Charter School's Multi-Tiered System of Supports (MTSS) team which considers ALL of the following indicators:

- i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
- ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- iii. Learning required concepts, as determined by the supervising teacher.
- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this Policy shall be treated as a mandatory interim student record. This record shall be maintained for a period of three (3) years from the date of the evaluation and if the student transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels, this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.
4. For students ~~in grades 9-12~~ who participate in fifteen (15) days or more of independent study in a school year, the Charter School has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follow:
  - a. Verification of current contact information for each enrolled pupil;
  - b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
  - c. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
  - d. When the evaluation described above under paragraph 2.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.
5. For students ~~in grades 9-12~~ who participate in fifteen (15) days or more of independent study in a school year, the following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
  - a. For pupils in kindergarten through grade 8, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned teachers shall be as follows:
    - i. Pupils will enroll in classes through a third-party vendor such as Acellus. The vendor will offer daily standards-based lessons with asynchronous

instructional support for all core academic areas. The vendor will provide attendance, grades and progress monitoring for the supervising teacher.

ii. The supervising teacher will offer synchronous instruction and interaction daily. The supervising teacher will be available to students daily, upon request.

a.b. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:

- i. Pupils will enroll in classes through an accredited third-party vendor such as Brigham Young University (BYU). The vendor will offer credit-bearing courses to fulfill high school graduation and UC/CSU A-G admission requirements.
- ii. The supervising teacher will offer synchronous instruction at least once a week. The supervising teacher will be available to students daily, upon request.

6. For students ~~in grades 9-12~~ who participate in fifteen (15) days or more of independent study in a school year, the following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:

- a. Upon request to return to in-person instruction, the student and parent will meet with an academic counselor or administrator to review completed coursework, enroll in appropriate classes, and review the four-year plan for graduation.
- b. The MTSS team will monitor the progress of students returning to in-person instruction to determine if additional academic, behavioral or social emotional support are needed.

7. Fully Executed Written Agreement: A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:

- ◆ The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- ◆ The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
- ◆ The specific resources, including materials and personnel, that will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- ◆ A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed

prior to an evaluation of whether or not the student should be allowed to continue in independent study.

- ◆ The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
  - ◆ A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
  - ◆ A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
  - ◆ The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
  - ◆ Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements Family Code section 6550.
8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
  9. The President/CEO or designee shall establish administrative regulations to implement Independent Study in accordance with the law.



## Lewis Center for Educational Research Injury and Illness Prevention Plan COVID-19 Addendum

With some exceptions, all California employers are required to establish and implement an effective written COVID-19 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 Injury and Illness Prevention Plan COVID-19 Addendum (“Addendum”) to accommodate safely reopening its schools for in-person instruction for the 2021-22 school year. The schools, the Academy for Academic Excellence and Norton Science and Language Academy, will be collectively referred to herein as (“LCER Schools”). This Addendum was written to conform to CAL/OSHA’s updated June 2021, as well as follows the COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year from the California Department of Public Health (“CDPH”) and the Guidance for COVID-19 Prevention in K-12 Schools from the Center for Disease Control and Prevention (“CDC”).

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 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 implemented a phased reopening of schools in 2021-22 school year.

On July 9, 2021, the Center for Disease Control and Prevention (“CDC”) published its updated recommendations for K-12 schools. On August 2, 2021, the CDPH published its updated COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year. The guidance applies CDC’s recommendations to the California context, in order to help K-12 schools formulate and implement plans for safe, successful, and full in-person instruction for the 2021-22 school year.

The CDC identifies 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

The surest path to safe and full in-person instruction at the outset of the school year, as well as minimizing missed school days in an ongoing basis, is a strong emphasis on layering multi-mitigation strategies. 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 return of full in-person instruction by implementing measures to prevent and slow the spread of COVID-19 within the workplace.

## **COVID-19 Infection Control Plan**

Before resuming full in-person school activities, the LCER must 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 are vaccinated, or 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 screenings, 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 screenings 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 regular 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 employees
- 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 revising existing 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. Suspected or Confirmed Case of COVID-19:

- Upon one (1) “COVID-19 case”<sup>1</sup> 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”<sup>2</sup>.
  - Give notice of potential exposure, within one (1) business day, and without revealing any personal identifying information<sup>3</sup> 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.
- Pursuant to current Cal/OSHA regulations:
  - All employees with COVID-19 close contact exposure shall be excluded from the school campus until the return to work provisions are met except, with the following exceptions (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, even if they were wearing a mask while they were around someone with COVID-19):
    - Employees who were fully vaccinated before the close contact and who do not develop COVID-19 symptoms.
    - COVID-19 cases who returned to work per our return-to-work criteria and have remained free of COVID-19 symptoms, for 90 days after the initial onset of COVID-19 symptoms, or for COVID-19 symptoms, for 90 days after the first positive test.
  - Employees who had a close contact exposure, may return to work as follows:
    - If asymptomatic, close contact exposure may return to work when 10 days have passed since the last known exposure to the positive case.

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<sup>1</sup> Cal/OSHA regulations define a “COVID-19 case” as a person who: 1) Has a positive COVID-19 test, OR 2) Has a positive COVID-19 diagnosis from a licensed health care provider, OR 3) is subject to a COVID-19 related order to isolate issued by a local health department or state health official, or 4) 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.

<sup>2</sup> “High-risk exposure period” is defined by Cal/OSHA as: 1) For COVID-19 cases who develop COVID-19 symptoms, from two days before they first develop symptoms until all of the following are true: it has been 10 days since symptoms first appeared; 24 hours have passed with no fever, without the use of fever-reducing medications; and symptoms have improved. 2) For COVID-19 cases who never develop COVID-19 symptoms, from two days before until 10 days after the specimen for their first positive test for COVID-19 was collected.

<sup>3</sup> 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.

- If symptomatic, close contact exposure may return
      - 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, AND
      - 2) COVID-19 symptoms have improved, AND
      - 3) At least ten (10) days have passed since COVID-19 symptoms first appeared.
- LCER employees with confirmed COVID-19 must not return to the school campus as follows<sup>4</sup>:
  - For employees who test positive and have symptoms consistent with COVID-19:
    - 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, AND
    - COVID-19 symptoms have improved, AND
    - 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 will be provided with information on available benefits where permitted by law. This shall include any salary continuation during quarantine/isolation exclusion period. LCER will instruct employees on applicable state/federal COVID leave, as well as paid sick leave that may be available during this period of time. 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 applicable workers' compensation claim related to the employee's COVID-19 exposure.
  - If employee has exhausted applicable leave during the ten (10) day exclusion period, they will be given information about how to apply for unpaid FMLA and/or state disability.
  - 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.
- If an order to isolate, quarantine, or exclude an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted.
- 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, as well as report through the CDPH Shared Portal for Outbreak Tracking (SPOT).
- Upon notice any COVID-19-related serious illnesses or death<sup>5</sup> of an employee occurring in a place of employment or in connection with any employment, LCER will immediately report such information to Cal/OSHA.

## 5. Required Notification:

- In accordance with 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:
  - Notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite;

<sup>4</sup> LCER will not require a negative test prior to an employee returning to work. 8 CCR 3505(c)(11)(D).

<sup>5</sup> 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."

- Notification from an employee, or their emergency contact, that the employee is a qualifying individual;
- Notification through the school’s testing protocol that the employee is a qualifying individual; or
- 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:
  - Provide a written notice to all employees who were on the premises in the same worksite<sup>6</sup> as the qualifying individual<sup>7</sup> within the infectious period<sup>8</sup> that they may have been exposed to COVID-19.<sup>9</sup>
  - Provide a written notice to the exclusive representative, if any, of the above employees.<sup>10</sup> 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, as well as anti-retaliation and antidiscrimination protections applicable to employees.
  - 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.<sup>11</sup>
  - 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.

<sup>6</sup> 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).)

<sup>7</sup> 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).)

<sup>8</sup> 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).)

<sup>9</sup> 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.

<sup>10</sup> 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.

<sup>11</sup> 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).)

- In accordance with SB1159, LCER shall report to their claims administrator, within three (3) business days any time an employee, who has worked outside of the home, tests positive for COVID-19. This is not specific to cases that are potentially work related, rather ALL known positive cases. The following information shall be reported:
  - An employee has tested positive. No personal information should be provided, unless the employee feels they contracted it at work. If so, then the employee should be provided a DWC1 claim form.
  - The date that the employee tested positive.
  - The specific address or addresses of the employees work site during the 14-day period preceding the positive test.
  - The highest number of employees who reported to work at the employee’s specific place of employment in the 45-day period preceding the last day the employee worked at each specific place of employment. This mean EACH DAY, not the cumulative total.

## 6. Other Relevant Public Health Guidance

Specific guidelines for responding to suspected and confirmed cases of COVID-19 in schools are also found in the COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year published by the CDPH and last updated on August 2, 2021. 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.

## 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 without fear of reprisal.
- 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. Face Coverings:**

- The CDPH has ordered that all school employees must wear a face covering indoors, while in the presence of students, regardless of vaccination status.
  - A face covering contains the wearer's respiratory droplets to help protect their co-workers and others.
  - Face coverings help prevent those who do not know they have the virus from spreading it to others.
- The CDC recommends all employees wear masks indoors, regardless of vaccination status.
- The following exceptions to the use of face coverings still apply at LCER:
  - When an employee is alone in a room or their individual work space.
  - While eating or drinking provided employees are distanced at least six (6) feet apart.
  - Employees who cannot wear face coverings due to a medical or mental condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives, such as a face shield with a drape, will be considered on a case-by-case basis.
- As necessary, LCER will provide clean and undamaged face coverings including N-95 to any employee who requests one.
- Employees that are not fully vaccinated may request a respirator for voluntary use, without fear of retaliation. Employees voluntarily using respirators will be trained in how to properly wear them and how to perform a proper seal check.
- 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 maintain a distance of 6 feet apart from all other employees, students, and persons.

#### **5. Engineering Controls:**

- To the maximum extent feasible, LCER will implement all appropriate actions to protect employees consistent with the COVID-19 Health and Safety Policy, as well as this Plan.
- To the greatest extent feasible, LCER will 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.
- Conduct 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.

#### **6. Hand Sanitizing:**

- 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.
- Provide tissues and no-touch trash cans.

#### **7. 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.
- LCER will minimize 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.
- In LCER vehicles, high touch points such as steering wheels, seatbelt buckles, armrests, and seats will be disinfected between uses, consistent with this Plan.

#### **8. 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.

**9. 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.

**10. Minimize Risk to Employees When Planning Meetings and Gatherings:**

- Use videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- For large work-related meetings or gatherings that can only occur in-person, shall be held 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 maximize distancing and wear face coverings.

**11. COVID-19 Testing:**

- LCER will continue to make COVID-19 testing available at no cost to employees during employees’ paid time.
- Tests will be available to symptomatic employees, regardless of vaccination status and will be available to all employees after an exposure.
- Tests will also be available for employees to satisfy the CDPH weekly diagnostic screening testing requirements for unvaccinated employees members.
- Consistent with Cal/OSHA regulations, in the event of one (1) COVID-19 case, an outbreak<sup>12</sup>, 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

<sup>12</sup> 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).

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.”<sup>13</sup>
  - 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,”<sup>14</sup> 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.

## 12. Vaccination:

- The LCER will follow the CDPH mandate requiring verification of vaccination status among all employees, or will require diagnostic screening testing of unvaccinated workers at a minimum of once per week.
- The LCER will verify vaccine status of all workers according to the following modes:
  - COVID-19 Vaccine Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes the name of person vaccinated, type of vaccine provided and date last dose administered OR
  - A photo of a Vaccination Record Card as a separate document; OR
  - A photo of the employee’s Vaccination Record Card stored on a phone or electronic device; OR
  - Documentation of COVID-19 vaccination from a health care provider: OR
  - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader the employee’s name, date of birth, vaccine dates and vaccine type; OR
- The LCER will track verified employee vaccination status in a confidential manner, and will be stored in a confidential medical file, separate from the employee’s personnel file.
- Employees who are not fully vaccinated, or for whom vaccine status is unknown or documentation is not provided, must be considered unvaccinated.
- Unvaccinated or incompletely vaccinated employees must be tested **at least once weekly** with either PCR testing or antigen testing
- Unvaccinated or incompletely vaccinated employees must also observe all other infection control requirements, and are not exempted from the testing requirement even if they have a medical contraindication to vaccination, since they are still potentially able to spread the

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<sup>13</sup> 8 CCR §3205.1(b)(2)A).

<sup>14</sup> Cal/OSHA defines a major outbreak as “20 or more COVID-19 cases in an exposed workplace within a 30-day period.”

illness. Previous history of COVID-19 from which the individual recovered more than 90 days earlier, or a previous positive antibody test for COVID-19, **do not** waive this requirement for testing.

### **13. Training:**

LCER will 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.
- Importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Cleaning and disinfection safety protocols such as reading labels, wearing proper PPE, steps to minimize harm to employees, etc.
- Proper use of face coverings to include when and where to wear them, proper way to wear them, exceptions for wearing them, and where to obtain them
- Appropriate use of PPE to include when it’s necessary, how to use, handle and dispose of PPE.
- Safe work practices, such safe use of cleaners and disinfectants, avoiding sharing personal items, etc.
- Stress management and recourses for employees and families to help them cope with anxiety and stress during the pandemic
- COVID-19 related benefits under federal, state, and local law, including any potential benefits under current workers’ compensation laws, LCER’s leave policies, and other benefits

### **14. 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 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)

- Assess job hazards for feasibility of engineering controls
- Ensure ventilation and water systems operate properly
- Alter office workspaces to maintain social distancing. Examples include:
  - 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

##### Management and Communications

- 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:
  - communicate with employees
  - manage employee's concerns
- Remind employees 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

##### Cleaning and Disinfection

- 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

### **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.
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**Lewis Center for Educational Research**  
**Board Packet Agenda Items**  
Meeting Date: September 13, 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. A clean copy is provided as well. 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: ~~March 8~~September 13, 2021**

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~~short and long term independent study as an alternative to in-person instruction. ~~Distance learning~~Independent study will ~~also remain~~be available for students who are required to quarantine or isolate due to being infected with COVID-19 or being a close contact exposure to a positive COVID-19 case, 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 cohabitate 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~~independent study.

### 1. Limited Campus Access:

- ~~The LCER will limit nonessential visitors, volunteers, and activities involving external groups or organizations, particularly if there is moderate-to-high COVID-19 communicating transmission.~~
- ~~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 refused to follow this health and safety policy.~~
- ~~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~~ because they are required to quarantine or isolate due to being infected with COVID-19 or being a close contact exposure to a positive COVID-19 case ~~an elevated temperature or other COVID-19 related symptoms~~ shall be provided with ~~distance learning~~short term independent study opportunities to support academic success to the

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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, vendors 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, to the greatest extent possible, 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~~ Advise at-home health screenings of students and staff ~~upon~~ before 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~~ At-home 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, vomiting or 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 form 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the patient is isolated, even if they were wearing a mask while they were around someone with COVID-19.<sup>†</sup>

- ~~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, and shall not return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms 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. Symptomatic staff members should isolate and quarantine pursuant to CDPH and SBCDPH guidance, and shall not return for in-person work until they have met CDPH criteria to return to work for those with symptoms 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 staff member with potential COVID-19 symptoms tests negative, the staff member

may return 24 hours after their fever has passed without the use of fever reducing medication and symptoms have improved.

- 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.

<sup>4</sup>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.”

~~Campus Screening (Students). Staff shall actively monitor each student for COVID-19 symptoms 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 checks screening (confirming temperature below 100.4 degrees Fahrenheit visitor is not exhibiting symptoms of COVID or have been recently exposed to someone with COVID-19) 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 of the individuals. 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 and students 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 and students 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 or students 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 or student for disclosure of a positive test, diagnosis or order to self-quarantine or isolate. Any employee or student 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 employee where 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,<sup>2</sup> 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 worksite<sup>3</sup> as the qualifying individual<sup>4</sup> within the infectious period<sup>5</sup> that they may have been exposed to COVID-19.<sup>6</sup>
  - ~~○ Provide a written notice to the exclusive representative, if any, of the above employees.<sup>7</sup>~~
  - 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~~2021-22 School Year, including implementation of the following practices:~~

~~<sup>2</sup> 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).)~~

~~<sup>3</sup> 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).)~~

~~<sup>4</sup> 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).)~~

~~<sup>5</sup>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).)~~

~~<sup>6</sup>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.~~

~~<sup>7</sup>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: Consider having 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 in accordance to CDPH and LHD guidelines.~~
- 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.<sup>8</sup> The Executive Director shall also report the address and North American Industry Classification System (“NAICS”) code of the worksite where the qualifying individuals work.<sup>9</sup> 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,<sup>10</sup> 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~~ short term independent study. Consistent with the LCER’s adopted Distance Learning Independent Study Board Policy 6158, ~~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.~~

<sup>8</sup>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).)

<sup>9</sup>The NAICS code for a K-12 school is 611110.

<sup>10</sup>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~~mitigation measures while a school is closed, including ~~discouraging students vaccinations, masking, etc. -or staff from gathering elsewhere.~~
- Close contacts to confirmed COVID-19 case:
  - **For Staff:** The LCER follows the CDC and CDPH Guidance on Isolation and Quarantine for COVID-19 Contact Tracing for staff who are close contact exposures to confirmed COVID-19 cases.
    - For vaccinated staff who are close contacts of confirmed COVID-19 cases are not required to quarantine but should be tested 3-5 days following the date of their exposure.
    - For unvaccinated staff who are close contacts (regardless if exposure was during school out outside of school) of confirmed COVID-19 ~~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)~~three (3) to five (5) 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.~~
  - **For Students:** The LCER follows the CDC and CDPH Guidance on COVID-19 Public Health Guidance for K-12 Schools in California, 2021-122 School year for close contact exposures.
    - For vaccinated close contacts of confirmed COVID-19 cases are not required to quarantine but should be tested 3-5 days following the date of their exposure.
    - For unvaccinated students who are close contacts (at home or outside of school) of confirmed COVID-19 cases should be sent home immediately, instructed to get COVID-19 testing instructed to get COVID-19 testing ~~three (3) to five (5)~~ 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.
    - For unvaccinated students who are close contacts (during school) of confirmed COVID-19 cases, where both parties were wearing a mask in any school setting in which students are supervised by school staff (including indoor or outdoor school settings and school buses), may undergo a modified quarantine as follows. They may continue to attend school for in-person instruction if they:
      - Are asymptomatic;
      - Continue to appropriately mask, as required;
      - Undergo at least twice weekly testing during the 10-day quarantine; and
      - Continue to quarantine for all extracurricular activities at school, including sports, clubs, after school events, performances, etc.
      - If symptoms develop during this 10-day period, the exposed student must



- immediately isolate and get tested and/or contact their healthcare provider.
    - For unvaccinated close contacts (during school) of confirmed COVID-19 cases, where either party was not wearing a mask during the indoor exposure, may undergo a modified quarantine (at home) as follows, as long as they remain asymptomatic:
      - Quarantine can end after day 10 from the date of last exposure without testing; OR
      - Quarantine can end after day 7 if a diagnostic specimen is collected after day 5 from the date of last exposure and tests negative; AND
      - Continue daily self-monitoring for symptoms and continue with other safety measure to include wearing face coverings, hand washing, distancing as much as possible, through day 14 from last known exposure.
      - If any symptoms develop during this 14-day period, the exposed student must immediately isolate and get tested and/or contact their healthcare provider.
  - 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~~remain at home in isolation 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-Individuals 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-should 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, Cocksackie 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 24 hours since they were fever free without the use of fever reducing medication, and after symptoms have improved.~~
  - ~~○ 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 (peracetic) 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 and CDPH guidance with respect to physical distancing between students and 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 implement physical distancing to the greatest extent possible and will not exclude

students from in-person learning to keep a minimum distance requirement.

- The LCER will implement and layer other prevention strategies such as universal masking for all students and staff.
- The LCER will arrange desks and workspaces to create the maximum distance possible 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.
- Staff and students are encouraged to eat meals outdoors or in large, well ventilated spaces.
- Prioritize the use and maximization of outdoor space for activities where practicable. For example, 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 encouraged to be held outdoors.
- Minimize movement/mixing of students and teachers or staff as much as practicable. For example, for elementary students, consider ways to keep teachers/students with one the same group of students during lunch, maintain seating charts in all classrooms, keeping attendance for all activities.

for the whole day.

- ~~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.

Physical distancing (buses): The LCER will incorporate CDE guidance with respect to physical distancing between students on buses for athletic and other events (if bus transportation is provided).

- ~~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 cohorts<sup>11</sup> and stable groups<sup>12</sup> 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.~~

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<sup>11</sup> 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.”

<sup>12</sup> 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.~~

- ~~• The LCER will maximize space between students and between students and the driver on school buses and will maximize air flow by opening windows as much as practicable.~~
- ~~• Seats on buses will be marked to require students to provide maximum physical distancing on buses. Seating will be staggered in accordance with CDE guidance.~~
- ~~• The LCER will ensure all individuals on the bus shall wear face covering at all times. Each bus is equipped with extra unused face coverings for students who may have inadvertently failed to bring one.~~

**9. Use of 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 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, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

- ~~• Face coverings are optional outdoors for students and staff. Until such time as the statewide or local health order is lifted, all adults and all children age two and older All students are required to must wear a face coverings in accordance with current CDPH, CDE and CDC guidance, while indoors, with exceptions per CDPH face mask guidance.~~
- ~~• All staff are required to mask when sharing indoor spaces with students. Staff excluded from this requirement are those that require respirator protection according to Cal/OSHA standards.~~

~~• except while actively eating or drinking.~~

~~• Staff excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.~~

- Staff/students shall wear a clean minimum ~~three~~two-ply disposable face covering to ~~work~~school every day.
- Staff/students should avoid touching the face covering and should wash their hands frequently, including after removing the face covering.
- Staff are expected to teach, model and reinforce proper use of face coverings, and in limited circumstances, face shields to students.
- Staff/students 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 staff/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/student must return to wearing a face covering ~~outside of the~~immediately after the phonological instruction, 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 face covering:~~
  - ~~While waiting to enter the school campus.~~
  - ~~In any area outside of the classroom (except when eating or drinking).~~
  - ~~While leaving school.~~
  - ~~While waiting for or riding on a school bus.~~
- A face shield with a drape on the bottom edge may be an acceptable alternative for students or staff who are restricted from wearing a face covering due to a documented medical condition ~~children under the age of two~~ or who otherwise have an exemption to wearing a mask, as long as their condition permits.
- Proper use of face coverings by student will be strictly enforced. The LCER will exclude from campus, anyone who refuses to wear a face covering in accordance with this policy. 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 face covering or face shield may be removed for meals, snacks, or outdoor recreation, or when it needs to be replaced. When a 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.
- All visitors will be required to wear face coverings in any indoor setting, while on campus or school sponsored event.

**10. 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 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.

**11. 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.

**12. Maintaining Healthy Operations:** The LCER will follow local public health orders and CDPH Guidance for maintaining healthy 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.

**13. Protection of Higher Risk Staff:**

**13.**

- 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.<sup>13</sup>
- 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.

**14. 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. According to the CDPH, vaccination against COVID-19 is the most effective means of preventing infection with the COVID-19 virus, and subsequent transmission and outbreaks.
- The LCER will follow the CDPH mandate requiring verification of vaccination status among all staff, or will require diagnostic screening testing of unvaccinated workers at a minimum of once per week.
- The LCER will verify vaccine status of all workers according to the following modes:
  - COVID-19 Vaccine Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes the name of person vaccinated, type of vaccine provided and date last dose administered OR
  - A photo of a Vaccination Record Card as a separate document; OR
  - A photo of the employee's Vaccination Record Card stored on a phone or electronic device; OR
  - Documentation of COVID-19 vaccination from a health care provider: OR
  - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader the employee's name, date of birth, vaccine dates and vaccine type; OR
  - Documentation of vaccination from other contract employers who follow these vaccination records guidelines and standards.
- The LCER will track verified employee vaccination status in a confidential manner, and will be stored in a confidential medical file, separate from the employee's personnel file.
- Employees who are not fully vaccinated<sup>14</sup>, or for whom vaccine status is unknown or documentation is not provided, must be considered unvaccinated.
- Asymptomatic unvaccinated or incompletely vaccinated<sup>15</sup> employees are required to undergo diagnostic screening testing.
- Unvaccinated or incompletely vaccinated employees must be tested **at least once weekly** with either PCR testing or antigen testing. Any PCR (molecular) or antigen test used must either have Emergency Use Authorization by the U.S. Food and Drug Administration or be operating per the Laboratory Developed Test requirements by the U.S. Centers for Medicare and Medicaid Services
- Unvaccinated or incompletely vaccinated employees must also observe all other infection control requirements, and are not exempted from the testing requirement even if they have a medical contraindication to vaccination, since they are still potentially able to spread the illness. Previous history of COVID-19 from which the individual recovered more than 90 days earlier, or a previous positive antibody test for COVID-19, **do not** waive this requirement for testing.

#### 15. 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.~~

<sup>14</sup> 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

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

**Adopted: July 16, 2020**

**Revised: September 13, 2021**

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.

The LCER offers short and long term independent study as an alternative to in-person instruction. Independent study will be available for students who are required to quarantine or isolate due to being infected with COVID-19 or being a close contact exposure to a positive COVID-19 case, medically fragile, or would be put at risk by an in-person instructional model. For example, students with a health condition, students with family members with a health condition, students who cohabitate 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 independent study.

### **1. Limited Campus Access:**

- The LCER will limit nonessential visitors, volunteers, and activities involving external groups or organizations, particularly if there is moderate-to-high COVID-19 communicating transmission.
- The LCER will 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 refused to follow this health and safety policy.
- Students excluded from campus because they are required to quarantine or isolate due to being infected with COVID-19 or being a close contact exposure to a positive COVID-19 case shall be provided with short term independent study 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, vendors 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, to the greatest extent possible, 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.
  - 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.
  - Advise at-home health screenings of students and staff before 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
- At-home 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, vomiting or 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, even if they were wearing a mask while they were around someone with COVID-19.
- *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, and shall not return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms which generally last for at least 10 days after 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. Symptomatic staff members should isolate and quarantine pursuant to CDPH and SBCDPH guidance, and shall not return for in-person work until they have met CDPH criteria to return to work for those with symptoms 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 staff member with potential COVID-19 symptoms tests negative, the staff member may return 24 hours after their fever has passed without the use of fever reducing medication and symptoms have improved.
  - 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 (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 screening (confirming visitor is not exhibiting symptoms of COVID or have been recently exposed to someone with COVID-19) 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.
- To prevent stigma and discrimination, health screenings should be kept as private as possible to maintain the confidentiality of the individuals. Race, nationality and country of origin should never be used as a basis for particularized health screening.
- 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 and students 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.
    - Additional levels of 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 and students 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 test results and report those results to SBCDPH.
    - Staff or students 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 or student for disclosure of a positive test, diagnosis or order to self-quarantine or isolate. Any employee or student 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 employee where 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, 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 worksite<sup>3</sup> as the

qualifying individual<sup>4</sup> within the infectious period<sup>5</sup> that they may have been exposed to COVID-19.

- Provide all employees who may have been exposed, 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, 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 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 Public Health Guidance for K-12 Schools in California, 2021-22 School Year, including implementation of the following practices:
  - 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.
  - 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: Consider having all students and staff 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 in accordance to CDPH and LHD guidelines.
- 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.<sup>8</sup> The Executive Director shall also report the address and North American Industry Classification System (“NAICS”) code of the worksite where the qualifying individuals work.<sup>9</sup> 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,<sup>10</sup> 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 short term independent study. Consistent with the LCER’s adopted Independent Study Board Policy 6158.
  - Provide guidance to parents, teachers and staff reminding them of the importance of community mitigation measures while a school is closed, including vaccinations, masking, etc.
- Close contacts to confirmed COVID-19 case:
  - **For Staff:** The LCER follows the CDC and CDPH Guidance on Isolation and Quarantine for COVID-19 Contact Tracing for staff who are close contact exposures to confirmed COVID-19 cases.
    - For vaccinated staff who are close contacts of confirmed COVID-19 cases are not required to quarantine but should be tested 3-5 days following the date of their exposure.
    - For unvaccinated staff who are close contacts (regardless if exposure was during school out outside of school) of confirmed COVID-19 cases should be sent home immediately, instructed to get COVID-19 testing instructed to get COVID-19 testing three (3) to five (5) days from the last exposure. Even if they test negative, they ~~and~~ 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.
  - **For Students:** The LCER follows the CDC and CDPH Guidance on COVID-19 Public Health Guidance for K-12 Schools in California, 2021-122 School year for close contact exposures.
    - For vaccinated close contacts of confirmed COVID-19 cases are not required to quarantine but should be tested 3-5 days following the date of their exposure.
    - For unvaccinated students who are close contacts (at home or outside of school) of



confirmed COVID-19 cases should be sent home immediately, instructed to get COVID-19 testing instructed to get COVID-19 testing three (3) to five (5) 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.

- For unvaccinated students who are close contacts (during school) of confirmed COVID-19 cases, where both parties were wearing a mask in any school setting in which students are supervised by school staff (including indoor or outdoor school settings and school buses), may undergo a modified quarantine as follows. They may continue to attend school for in-person instruction if they:
  - Are asymptomatic;
  - Continue to appropriately mask, as required;
  - Undergo at least twice weekly testing during the 10-day quarantine; and
  - Continue to quarantine for all extracurricular activities at school, including sports, clubs, after school events, performances, etc.
  - If symptoms develop during this 10-day period, the exposed student must immediately isolate and get tested and/or contact their healthcare provider.
- For unvaccinated close contacts (during school) of confirmed COVID-19 cases, where either party was not wearing a mask during the indoor exposure, may undergo a modified quarantine (at home) as follows, as long as they remain asymptomatic:
  - Quarantine can end after day 10 from the date of last exposure without testing; OR
  - Quarantine can end after day 7 if a diagnostic specimen is collected after day 5 from the date of last exposure and tests negative; AND
  - Continue daily self-monitoring for symptoms and continue with other safety measure to include wearing face coverings, hand washing, distancing as much as possible, through day 14 from last known exposure.
  - If any symptoms develop during this 14-day period, the exposed student must immediately isolate and get tested and/or contact their healthcare provider.
- 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 remain at home in isolation 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.
- Individuals 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 should 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 24 hours since they were fever free without the use of fever reducing medication, and after symptoms have improved.
- 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.
- 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 filtering 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:** The LCER will incorporate CDE and CDPH guidance with respect to physical distancing between students and staff.

- The LCER will implement physical distancing to the greatest extent possible and will not exclude students from in-person learning to keep a minimum distance requirement.
- The LCER will implement and layer other prevention strategies such as universal masking for all

students and staff.

- The LCER will arrange desks and workspaces to create the maximum distance possible between individuals.
  - Staff should minimize use of staff rooms, break rooms and other indoor settings.
  - Staff and students are encouraged to eat meals outdoors or in large, well ventilated spaces.
  - Prioritize the use and maximization of outdoor space for activities where practicable. For example, 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 encouraged to be held outdoors.
  - Minimize mixing of students as much as practicable. For example, for elementary students, consider ways to keep students with the same group of students during lunch, maintain seating charts in all classrooms, keeping attendance for all activities.
  - Where possible, trainings and other meetings will be conducted in a manner that accommodates physical distancing.
  - Physical distancing (buses): The LCER will incorporate CDE guidance with respect to physical distancing between students on buses for athletic and other events (if bus transportation is provided).
  - The LCER will maximize space between students and between students and the driver on school buses and will maximize air flow by opening windows as much as practicable.
  - Seats on buses will be marked to require students to provide maximum physical distancing on buses. Seating will be staggered in accordance with CDE guidance.
  - The LCER will ensure all individuals on the bus shall wear face covering at all times. Each bus is equipped with extra unused face coverings for students who may have inadvertently failed to bring one.
- 9. Use of 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 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, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.
- Face coverings are optional outdoors for students and staff. All students are required to wear face coverings while indoors, with exceptions per CDPH face mask guidance.
  - All staff are required to mask when sharing indoor spaces with students. Staff excluded from this requirement are those that require respirator protection according to Cal/OSHA standards.
  - Staff/students shall wear a clean minimum two-ply disposable face covering to school every day.
  - Staff/students should avoid touching the face covering and should wash their hands frequently, including after removing the face covering.
  - Staff are expected to teach, model and reinforce proper use of face coverings, and in limited circumstances, face shields to students.
  - Staff/students 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 staff/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/student must return to wearing a face covering immediately after the phonological instruction.
  - The LCER will post signs regarding the proper use, removal, and washing of face coverings.
  - A face shield with a drape on the bottom edge may be an acceptable alternative for students or staff who are restricted from wearing a face covering due to a documented medical condition or who otherwise have an exemption to wearing a mask, as long as their condition permits
  - Proper use of face coverings by student will be strictly enforced. The LCER will exclude from campus, anyone who refuses to wear a face covering in accordance with this policy. 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 face covering or face shield may be removed for meals, snacks, or outdoor recreation, or when it needs to be replaced. When a 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.
- All visitors will be required to wear face coverings in any indoor setting, while on campus or school sponsored event.

**10. 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 screenings.
- Workers or other persons handling or serving food must use gloves in addition to 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 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.

**11. 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.

**12. Maintaining Healthy Operations:** The LCER will follow local public health orders and CDPH Guidance for maintaining healthy 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.

### **13. 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.<sup>13</sup>
- 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.

### **14. COVID-19 Vaccinations:**

- According to the CDPH, vaccination against COVID-19 is the most effective means of preventing infection with the COVID-19 virus, and subsequent transmission and outbreaks.
- The LCER will follow the CDPH mandate requiring verification of vaccination status among all staff, or will require diagnostic screening testing of unvaccinated workers at a minimum of once per week.
- The LCER will verify vaccine status of all workers according to the following modes:
  - COVID-19 Vaccine Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes the name of person vaccinated, type of vaccine provided and date last dose administered OR
  - A photo of a Vaccination Record Card as a separate document; OR
  - A photo of the employee's Vaccination Record Card stored on a phone or electronic device; OR
  - Documentation of COVID-19 vaccination from a health care provider: OR
  - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader the employee's name, date of birth, vaccine dates and vaccine type; OR
  - Documentation of vaccination from other contract employers who follow these vaccination records guidelines and standards.
- The LCER will track verified employee vaccination status in a confidential manner, and will be stored in a confidential medical file, separate from the employee's personnel file.

- Employees who are not fully vaccinated<sup>14</sup>, or for whom vaccine status is unknown or documentation is not provided, must be considered unvaccinated.
- Asymptomatic unvaccinated or incompletely vaccinated<sup>15</sup> employees are required to undergo diagnostic screening testing.
- Unvaccinated or incompletely vaccinated employees must be tested **at least once weekly** with either PCR testing or antigen testing. Any PCR (molecular) or antigen test used must either have Emergency Use Authorization by the U.S. Food and Drug Administration or be operating per the Laboratory Developed Test requirements by the U.S. Centers for Medicare and Medicaid Services
- Unvaccinated or incompletely vaccinated employees must also observe all other infection control requirements, and are not exempted from the testing requirement even if they have a medical contraindication to vaccination, since they are still potentially able to spread the illness. Previous history of COVID-19 from which the individual recovered more than 90 days earlier, or a previous positive antibody test for COVID-19, **do not** waive this requirement for testing.

### 15. 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.
- 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 action taken pursuant to this section.

**Lewis Center for Educational Research  
Board of Directors  
Meeting Dates 2021-22  
4:00 p.m.**

August 9, 2021	
September 13, 2021	AAE
October 18, 2021	NSLA
November 8, 2021	AAE
December 13, 2021	NSLA
January 10, 2022	AAE
February 14, 2022	NSLA
March 14, 2022	AAE
April 11, 2022	NSLA
May 9, 2022	AAE
June 13, 2022	NSLA



<b>KEY EVENTS 2021-22</b>			
<b>Date</b>	<b>Time</b>	<b>Event</b>	<b>Location</b>
7/27/21	8:00 a.m.	AAE New Staff Orientation	AAE GYM Con
7/28/21	8:00 a.m.	AAE TK-12 Teacher Meeting	AAE Library
7/28/21	1:00 p.m.	AAE Elem./Secondary Teacher Mtg.	AAE Library
7/29/21	8:00 a.m.	AAE TK-12 Teacher Training	AAE Library
7/29/21	3:00 p.m.	AAE New Family Orientation	AAE Gym
7/30/21	8:00 a.m.	LCER/AAE All Staff Mtg	AAE MPR
8/2/21	all day	AAE First Day of School	AAE
8/9/21	4:00 p.m.	LCER Board Meeting	AAE MPR
8/11/21	5:00 p.m.	AAE Back to School Night	Classrooms
8/13/21	9:00 a.m.	AAE Parents & Pastries	Zoom/Gym Conference Room
8/18/21	11:00 a.m.	NLSA New Staff Luncheon	NLSA MPR
8/27/21	8:00 a.m.	NLSA All Staff Mtg	NLSA MPR
8/30/21	8:30 a.m.	AAE MS/HS Picture Day	AAE Gym Team Rooms
8/30/21	TBD	NLSA Family Orientations/Red Ribbon	NLSA MPR/Grade Level Buildings
8/31/21	8:30 a.m.	AAE Elementary Picture Day	AAE Gym Team Rooms
9/1/21	2:45 p.m.	AAE TK-12 Teacher Meeting	
9/1/21	8:00 AM	NLSA Freshman Business Day	NLSA MPR
9/2/21	10:00 a.m.	NLSA Grand Opening	NLSA MPR
9/3/21	TBD	NLSA TK/Kinder Orientations	B Building
9/7/21	all day	NLSA First Day of School	NLSA
9/9/21	TBD	NLSA Back to School Night	TBD
9/10/21	TBD	AAE 9/11 Ceremony	Virtual
9/10/21	1:30 p.m.	NASA In Your Neighborhood Talk	AAE Gym
9/13/21	4:00 p.m.	LCER Board Meeting	AAE/NLSA MPR
10/1/21	6:00 p.m.	LCER Annual Gala - Back to the Future	Fox Banquet and Events Center
10/18/21	4:00 p.m.	LCER Board Meeting	AAE/NLSA MPR
10/27/21	6-8 pm	James Webb Telescope NIYN STEM Night	AVCI (Thunderbird)
10/29/21	5:00 p.m.	AAE Fall Festival	Outside
11/8/21	4:00 p.m.	LCER Board Meeting	AAE/NLSA MPR
12/1/21	2:30 p.m.	NLSA All Staff Mtg	NLSA MPR
12/8/21	tbd	LCER/AAE All Staff Mtg	AAE MPR
12/9/21	tbd	NLSA Milestone Anniversary Tea	NLSA tbd
12/10/21	tbd	AAE Milestone Anniversary Tea	AAE tbd
12/13/21	4:00 p.m.	LCER Board Meeting	AAE/NLSA MPR
12/16/21	tbd	NLSA Winter Program	NLSA MPR
1/10/22	4:00 p.m.	LCER Board Meeting	AAE/NLSA MPR
1/31-02/04	TBD	ARISS contact week (Date TBD)	AAE Gym & NLSA MPR
2/3/21	3:15 p.m.	Knights in Training	A101
2/14/22	4:00 p.m.	LCER Board Meeting	AAE/NLSA MPR
2/16/22	All day	NLSA 100th day of school	NLSA
3/14/22	4:00 p.m.	LCER Board Meeting	AAE/NLSA MPR

<b>KEY EVENTS 2021-22</b>			
<b>Date</b>	<b>Time</b>	<b>Event</b>	<b>Location</b>
4/11/22	4:00 p.m.	LCER Board Meeting	AAE/NSLA MPR
4/21/22	tbd	NSLA Exhibition Night	TBD
4/29/21	TBD	NSLA Multicultural Fair	Outside
5/9/22	4:00 p.m.	LCER Board Meeting	AAE/NSLA MPR
5/18/22	tbd	NSLA All Staff Mtg	NSLA MPR
5/25/21	tbd	LCER/AAE All Staff Mtg	AAE MPR
6/7/21	tbd	AAE K Promotion	GYM
6/8/21	tbd	AAE 5th Grade Promotion	GYM
6/8/22	tbd	NSLA 8th Grade Promotion	NSLA MPR
6/9/21	tbd	AAE 8th Grade Promotion	GYM
6/10/21	6:00 p.m.	AAE Graduation	tbd
6/10/22	TBD	NSLA TK and Kinder Promotion	NSLA MPR
6/13/22	4:00 p.m.	LCER Board Meeting	AAE/NSLA MPR

**Lewis Center for Educational Research  
STAFF REPORT**

Date: September 13, 2021  
 To: LCER Board of Directors  
 From: Lisa Lamb  
 Re: President/CEO Report

<b>Goal 1 (Business/Fiscal): Build and sustain the financial capacity of the Lewis Center in order to achieve our Strategic Plan.</b>	
1.1 <u>Objective</u> : At the end of the fiscal year, the Lewis Center and each school will maintain a balance of no less than 45 days of cash on hand (or 12.33%).	The Finance Team has closed the 2020/2021 fiscal year for both schools and near completion for both LLC's. We have been able to confirm that we are continuing to exceed the necessary 45 days of cash on hand for both schools.
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 Team will begin to provide monthly financial reports starting this month. We have identified a number of expenses already placed for the 2021/2022 school year and these monthly budget reports will support our managers with preparation for revising the budget. The revision of the budget will support the carryover of funds from last year and reassess the needs each manager is identifying with the start of the new school year. This will also be key in making sure that we are utilizing the most restricted dollar first.
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.	Both Schools have been able to identify a large sum of carryover from last year and will be focused on how to best support the students with these funds. We will be working on incorporating their goals to support the learning loss while also meeting all of the necessary safety protocols. We hope to not only utilize the most restrictive dollars first, but also to provide equipment and supplies to support into the future years.
1.4 <u>Objective</u> : Develop and share with stakeholders a proposed 3-year financial plan in alignment with the LCAP engagement process (presented annually at the June board meeting).	The LCAP and three year budget was approved at the regularly scheduled board meeting in June. The Finance Team will be updating the multi-year projections following the close of 1st Interim on October 31st and presented during the December Board Meeting.
1.5 <u>Objective</u> : Prioritize staff compensation (inclusive of salaries and benefits) in a way that is sustainable.	The Executive Team has continued to evaluate all positions and areas of need to make sure that we are able to keep our staff and when necessary, recruit for the highest quality staff to support the students and families we serve. We have recently approved an increase in new positions throughout both campuses, in order to support growing services in food services, sanitation and instruction.
1.6 <u>Objective</u> : The Foundation Board will raise funds annually	The Foundation is actively planning for the 3rd Annual Gala on October 1st. We are still in need of sponsors and raffle prizes. The goal is to raise \$20,000

to support the identified needs of LCER schools and programs.	that will support both schools' capital campaigns. The Gala has a Back to the Future theme and will be honoring Rick Piercy, LCER Founder, and the late Honorable Jerry Lewis, LCER namesake.
<b>Goal Two (Facilities): Develop and maintain facilities to meet the TK-12 needs at both campuses.</b>	
2.1 <u>Objective</u> : Complete NSLA TK-12 and Head Start campuses by August of 2021 and within budget.	The Head Start campus was delivered to San Bernardino County on July 7, 2021. NSLA's C Building (Administrative Offices) was issued a certificate of occupancy on July 19, 2021. The remainder of the NSLA campus should be delivered no later than August 20, 2021.
2.2 <u>Objective</u> : Be prepared to open NSLA on August 30, 2021.	NSLA staff returned to campus on August 23rd. NSLA's Ribbon Cutting Ceremony was held on September 2nd and the first day of classes is September 7th.
2.3 <u>Objective</u> : LCER will create a deferred maintenance schedule after properly identifying and addressing needs of aging equipment, building and infrastructure. (AAE's plan will be drafted by June 2021 and NSLA's by June 2022.)	AAE's deferred maintenance plan was submitted in June 2021 and will be continually monitored.  NSLA's plan is part of our new construction project and will be presented to the Board at the end of construction.
2.4 <u>Objective</u> : Create a long-term plan for upcoming capital improvements at both campuses by June 2022.	Finance in coordination with the School Administration Team and Facilities are beginning to identify necessary Capital Improvements at both campuses. With a brand new construction for Norton, the current need is the completion of the plan to finance and build a Gym. We also would like to add an additional play structure for elementary grades with support from the Foundation and PTO.  For AAE, we are beginning with identifying the greatest need and working from there. The current areas of need are as follows: Repair/replace the asphalt parking lot, add additional shade, remodel the old cafeteria into new learning spaces, additional portable classrooms for new learning spaces/STEM Makerspace, and athletic fields for Track/Soccer to name a few.
Facilities Update	AAE <ul style="list-style-type: none"> <li>● Annual Fire Inspection <ul style="list-style-type: none"> <li>○ Working on fire deficiencies from the inspection</li> </ul> </li> <li>● Working on getting asphalt bids to repair our parking lot. 2 bids are in still waiting for one more before we select a contractor</li> <li>● HVAC <ul style="list-style-type: none"> <li>○ A101 HVAC unit is scheduled to be replaced in Sept. Waiting on the unit to be manufactured. Order was placed in August.</li> <li>○ Compressor replaced in unit C109</li> <li>○ Compressor replaced in one of the main units in the library</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Ballfield Maintenance <ul style="list-style-type: none"> <li>○ Replacing the dugout roofs</li> <li>○ Purchasing bleachers for the visitors' side</li> <li>○ Rented a sod cutter to clean up all the edging along the baselines, outfield and warning track</li> <li>○ Weed abatement</li> </ul> </li> </ul> <p>NSLA</p> <ul style="list-style-type: none"> <li>● New Campus</li> <li>● C-Bldg (Offices &amp; Classrooms) <ul style="list-style-type: none"> <li>○ Re-keyed</li> <li>○ Boxes have been delivered</li> <li>○ 70% of furniture has been delivered and built</li> </ul> </li> <li>● H-Bldg <ul style="list-style-type: none"> <li>○ Re-Keyed</li> <li>○ Boxes have been delivered</li> <li>○ 100 % of classroom furniture has been delivered</li> </ul> </li> <li>● D-Bldg <ul style="list-style-type: none"> <li>○ Re-keyed</li> <li>○ Installed Cafeteria Tables</li> </ul> </li> <li>● B-Bldg Kinder and TK <ul style="list-style-type: none"> <li>○ 100% classroom furniture has been delivered</li> </ul> </li> <li>● E-Bldg <ul style="list-style-type: none"> <li>○ 100% Furniture have been delivered.</li> </ul> </li> <li>● A-bldg <ul style="list-style-type: none"> <li>○ 100% Furniture and boxes have been delivered</li> </ul> </li> <li>● Exterior <ul style="list-style-type: none"> <li>○ Building and staging tables</li> <li>○ Building and staging trash cans</li> <li>○ Disposing damaged furniture</li> <li>○ Hosing down and clean up trash debris around campus</li> </ul> </li> </ul> <p>Thunderbird/AVCI Campus</p> <ul style="list-style-type: none"> <li>● Working on getting bids for a walkway on the northeast side to create a path of travel to the jet plane</li> <li>● Bids to replace carpet with epoxy paint in the science room</li> <li>● Bids to remove the T-bar ceiling inside rm 7</li> </ul>
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**Goal 3 (Student Success): Strengthen the academic programs and enrichment opportunities at both schools resulting in increased student mastery while preparing every student for post-secondary success in the global society.**

<p>3.1 <u>Objective</u>: Both schools will demonstrate continual increases in student mastery in the area of Mathematics as reported on the annual California School Dashboard.</p>	<p>NSLA will continue to work with SWUN Math to provide ongoing coaching and professional development for all teachers. Trainings at NSLA began during the week of <b>Aug 27, 2021</b></p> <p>AAE has renewed the approved Carnegie curriculum for middle and high school math. Elementary continues to use Ready math curriculum for instruction and iReady for diagnostics.</p> <p>The 2021 Revision of the Math Frameworks is scheduled to go before the State Board of Education for adoption in May of 2022. LEAs may follow the</p>
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	<p>Frameworks at their discretion. AAE will continue to accelerate middle school math and follow the same high school pathway.</p>
<p><b>3.2 Objective:</b> In order to demonstrate annual decreases in suspension rates on the California School Dashboard, 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 in the classroom.</p>	<p>The SOS Mindwise (Suicide Prevention Curriculum) was adopted and will be implemented at both sites at the secondary levels. SOS is an evidence-based youth suicide prevention program that has demonstrated an improvement in students’ knowledge and adaptive attitudes about suicide risk and depression.</p> <p>AAE and NSLA will implement the Second Step curriculum. Implementation support for teachers will be handled by counselors and student support services. Second Step is a research based SEL program for students from TK-Middle School. The program is proven to reduce aggressive behaviors, increase students’ social emotional competence and build character.</p> <p>MTSS team at both sites are preparing to survey students this month. Data collected will be utilized to determine appropriate socioemotional supports. Other data sources include counseling referrals, GoBeacon reports, and SST referrals. MTSS teams will continue to meet weekly at both sites to determine best strategies and support for students at-risk.</p> <p>SPED Director Marcelo Congo gave a presentation to the Board on August 9, 2021 detailing the extensive SEL support provided at both schools.</p> <p>Norton staff received a three-hour SEL in-service this week. Strategies to increase self-awareness regarding signs and symptoms of stress, anxiety and depression were shared and practiced during the training. Presenters included counselors from the Desert Mountain SELPA and San Bernardino County Superintendent of Schools. Presenters also addressed COVID-related SEL concerns as we return to in-person instruction on 9/7. Behavioral and SEL strategies were shared with teachers and staff to support students as they return to NSLA at our new location.</p>
<p><b>3.3 Objective:</b> Both schools will develop a more robust STEM strand that builds upon itself in grades TK-12.</p>	<p>The IT Department is working with both Computer Science teachers to create programs that are unique to the areas and communities they represent.</p> <p>AAE is exploring launching eSports as a sport and looking to participate in a local High School Esports League. NASEF, North American Scholastic Esport Federation, has a fall Rocket League tournament we are looking to compete in. Student interest is high and excited about this opportunity to take their gaming activities to a new level or organized competition.</p> <p>AAE Robotics will be using the VEX V5 Robotics kits as their competition platform. There are High Desert districts using this platform that would allow us to join their league.</p> <p>AAE 6th and 7th grade math teachers are using Amazon’s Project STEM CS Explorations 1 this year in rotation classes.</p> <p>NSLA is honored to welcome the following new science teacher to NSLA</p>

	<p>Patrick Brophy - Computer Science and Robotics  Geological Science - Sean Sullivan  Vanessa Gomez - General Science</p> <p>The addition of these talented new teachers will add greatly to the talented secondary teaching staff. These new team members have hit the ground running and are bringing innovation and different perspectives to the NSLA science team. NSLA is excited about their contribution to making NSLA a more robust STEM program school.</p>
<p>3.4 <u>Objective</u>: Both schools will support the LCER mission of creating global citizens through academic and co-curricular offerings each school year.</p>	<p>AAE budgeted NSLA will work closely with community partners to provide students with local and multicultural learning experiences.</p> <p>NSLA will celebrate Hispanic Heritage Month in September. During the month teachers will share different stories by hispani authors and will design activities that celebrate the cultures of hispanic america. Daily announcements celebrating Hispanic individuals throughout history will be shared through the schools public announcement system.</p> <p>NS:A will continue providing students the opportunity to learn traditional Mexican Dances as part of the Ballet Folklorico. Third grade teacher Carol Baez will lead the after school ballet folklorico program. The club will share their talents at school and community events.</p>
<p><b>Goal 4 (Staffing): Recruit, develop and retain a highly qualified and diversified staff.</b></p>	
<p>4.1 <u>Objective</u>: Evaluate ongoing and new recruitment efforts to ensure that all positions are filled with highly-qualified and diversified staff.</p>	<p>HR has continued to recruit and post positions through Edjoin, social media, job boards, etc. Classified positions continue to be a challenge to fill and HR will continue searching for alternative platforms, other than Edjoin, to recruit applicants.</p>
<p>4.2 <u>Objective</u>: Develop a comprehensive succession plan for key positions.</p>	<p>This work is ongoing through the Board Task Force and Executive Team. This summer, planning for changes in educational law and health and safety protocols took precedence. These teams will resume succession planning in the coming months.</p>
<p>4.3 <u>Objective</u>: Invest in professional development for classified and certificated staff, administration, and board members to align with strategic plan and LCAP goals.</p>	<p>At this year’s Back to School All Staff meetings, Dr. Cherina Betters, is our keynote speaker. Dr. Betters is the Chief of Equity and Access for San Bernardino County Superintendent of Schools. She launched what will be a year-long focus for certificated and classified staff across the organization on student engagement and support.</p>
<p>4.4 <u>Objective</u>: As measured annually, LCER will increase and/or maintain organizational staff retention rates.</p>	<p>This year, we have experienced the highest amount of resignations from both classified and certificated staff. The majority of the resignations are somehow related to COVID-19, such as retirement or personal reasons, i.e. not returning from a temporary layoff (unemployment). We continue to</p>

	monitor these terminations through exit interviews.
<p><b>Goal 5: The Lewis Center for Educational Research will operate as a unified organization sharing our common vision, mission, goals and objectives as stated in our strategic plan.</b></p>	
<p>5.1 <u>Objective</u>: Board and Executive Team will actively communicate LCER’s mission to the stakeholders and communities that we serve.</p>	<p>NSLA’s Grand Opening and Ribbon Cutting was well-supported by many local partners, elected officials, and NSLA staff and students. Speakers included: NSLA student Max Goodley, Congressman Pete Aguilar, Superintendent Ted Alejandre, Board Member Jim Morris, and Principal Fausto Barragan. There was strong representation from the San Bernardino Board of Supervisors, San Bernardino County, local first responders, California Charter School Association, JPL, and current and past LCER Board and Foundation members.</p> <p>Link to feature in The Sun newspaper:  <a href="https://www.sbsun.com/2021/09/02/norton-science-and-language-academy-unveils-new-san-bernardino-campus/">https://www.sbsun.com/2021/09/02/norton-science-and-language-academy-unveils-new-san-bernardino-campus/</a></p> <p>GAVRT was recently highlighted by NASA’s Juno Mission with the feature, “One High School Student’s Study of Jupiter--and Beyond.” Link: <a href="https://missionjuno.swri.edu/news/one-high-school-student-s-study-of-jupiter-and-beyond?fbclid=IwAR3-GsIFiY484THiRcUK44h6H8xmy87KOp-cek7ZNdbrswLYS6uFZsmQPJc">missionjuno.swri.edu/news/one-high-school-student-s-study-of-jupiter-and-beyond?fbclid=IwAR3-GsIFiY484THiRcUK44h6H8xmy87KOp-cek7ZNdbrswLYS6uFZsmQPJc</a></p> <p>This article demonstrates the power of “Real Science, Real Learning” as a result of students’ participation in GAVRT.</p> <p>Lisa Lamb attended and presented at the NASA Citizen Science PI workshop. The workshop was attended by NASA administration and citizen science project leaders around the world. GAVRT’s new Solar Patrol campaign was highlighted.</p> <p>Both schools participated in the National Night Out in their communities. This was a great opportunity for our staff and students to connect with local first responders and support their local community.</p> <p>AAE has worked closely with the Town of Apple Valley to create a virtual 9/11 Ceremony. Mayor Curt Emick pre-recorded a 20th Anniversary message that will be shared with the AAE and Apple Valley community. Other community participation will be included.</p> <p>Lisa Lamb will be presenting a back to school overview at the September 7th, San Bernardino County Board of Education meeting. The presentation will cover our reopening and COVID response.</p> <p>The Lewis Center is hosting Drs. Brian Day and Joe Minafra from NASA Ames Research Center. They will be conducting the follow free events for our community:</p> <p><b>Moon Trek Portal training with AAE students 9/10/21</b>  <b>NASA in Your Neighborhood Series</b>  <a href="https://trek.nasa.gov/moon/">https://trek.nasa.gov/moon/</a>  Time: 1:45-2:45 (45min talk 15 min Q&amp;A)  Location: AAE Gym, 17500 Mana Rd. Apple Valley</p>



	<p><b>Lunar Sample Certification, Sep 11, 2021 (LCER and AVUSD teachers)</b> Time: 8:00-1:00 (8:00 breakfast) Location: AVCI Lab, 20702 Thunderbird Rd. Apple Valley</p> <p><b>Moon Trek Portal Public Talk</b> <b>NASA in Your Neighborhood Series</b> Time: 3:00-4:30pm Location: AAE Multipurpose Room, 17500 Mana Rd. Apple Valley</p>

<b>GRANT TRACKING SHEET</b>			
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- Solar Patrol	\$80,000		Awarded
San Manuel Foundation	\$5,000	10/01/2020	NO
Equity Training	\$20,000	2020	Not Applicable
Lowe's Playground Grant	*\$50,000	???	Not Applicable
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
Roses Grant	\$80,000		Awarded
Amazon Grant	\$		Awarded

The High Desert Partnership in Academic Excellence Foundation, Inc.  
 Check/Voucher Register - Board Report - 10K  
 From 7/1/2021 Through 8/31/2021

Effective Date	Check Number	Vendor Name	Check Amount	Transaction Description
7/12/2021	45811	SBCSS	20,392.49	NSAA PERS contributions for June
7/12/2021		SBCSS	67,529.60	LCER/AAE - PERS contributions for June
7/12/2021	45812	School's Excess Liability Fund	10,666.33	AB 218 Revived Liability Funding Plan
7/13/2021	45818	SISC	181,948.30	Health Coverage for July 2021
7/15/2021	033		126,327.98	Group: Payroll; Pay Date: 7/15/2021
7/20/2021	45835	Corbel Solutions, LLC	29,997.27	PO# 2021-0725-AAE
7/20/2021		Corbel Solutions, LLC	31,812.63	PO# 2021-0726-AAE
7/20/2021		Corbel Solutions, LLC	54,224.41	PO# 2021-0780-AAE
7/20/2021	45851	Global CTI Group Inc.	19,707.78	PO# 2021-0699-NSLA
7/20/2021	45858	Illuminate Education, Inc	15,240.42	PO# 2122-0009-AAE
7/20/2021	45912	Waxie Sanitary Supply	11,470.20	PO# 2021-0700-NSLA
7/29/2021	45922	Apple Inc.	15,756.89	PO# 2021-0641-AAE
7/30/2021	034		158,493.32	Group: Payroll; Pay Date: 7/30/2021
8/4/2021	45933	CharterSAFE	52,276.00	Insurance premium pymt for August
8/4/2021	45935	SBCSS	15,295.14	NSAA STRS contributions for July 2021
8/4/2021		SBCSS	38,211.66	LCER/AAE - STRS contributions for July 2021
8/4/2021	45937	SBCSS	56,520.40	LCER/AAE - PERS contributions for July
8/6/2021	45939	SYNCB/Amazon	17,849.99	Acct# XXXXXX-XXXX-XXX8507
8/13/2021	035		139,641.79	Group: Payroll; Pay Date: 8/13/2021
8/13/2021	037		327,740.40	Group: 11mo Payroll; Pay Date: 8/13/2021
8/16/2021	45960	Abila	12,987.71	MIP Yearly Support
8/16/2021	45963	Hayes Software Systems	10,000.00	PO# 2122-0129-AAE
8/16/2021	45967	Learning A-Z	11,500.00	PO# 2122-0084-AAE
8/16/2021	45971	Pali Institute	22,500.00	Final Payment for Contract # 07836
8/16/2021	45974	SISC	209,116.45	Health Coverage for August 2021
8/31/2021	038		192,310.95	Group: Payroll; Pay Date: 8/31/2021
8/31/2021	039		<u>278,851.60</u>	Group: 11mo Payroll; Pay Date: 8/31/2021
Report Total			<u>2,128,369.71</u>	

All Funds - Budget Comparison 2020/21 to 2021/22

2020-2021

Note - Revenue Reported is % of Budgeted Revenue Earned

Table with 5 columns: Total Budget \$ - Revised, Current Period Actual thru July, Annual Budgeted Revenue, Remaining Budget, Percent Remaining. Rows include Revenue, Expense, and Total Expense.

2021-2022

Note - Revenue Reported is % of Budgeted Revenue Earned

Table with 5 columns: Total Budget \$ - Original, Current Period Actual thru July, Annual Budgeted Revenue, Remaining Budget, Percent Remaining. Rows include Revenue, Expense, and Total Expense.

AAE - Budget Comparison 2020/21 to 2021/22

2020-2021

Note - Revenue Reported is % of Budgeted Revenue Earned

Table with 5 columns: Total Budget \$ - Revised, Current Period Actual thru July, Annual Budgeted Revenue, Remaining Budget, Percent Remaining. Rows include Revenue, Expense, and Total Expense.

2021-2022

Note - Revenue Reported is % of Budgeted Revenue Earned

Table with 5 columns: Total Budget \$ - Original, Current Period Actual thru July, Annual Budgeted Revenue, Remaining Budget, Percent Remaining. Rows include Revenue, Expense, and Total Expense.

NSLA - Budget Comparison 2020/21 to 2021/22

2020-2021

Note - Revenue Reported is % of Budgeted Revenue Earned

Table with 5 columns: Total Budget \$ - Revised, Current Period Actual thru July, Annual Budgeted Revenue, Remaining Budget, Percent Remaining. Rows include Revenue, Expense, and Total Expense.

2021-2022

Note - Revenue Reported is % of Budgeted Revenue Earned

Table with 5 columns: Total Budget \$ - Original, Current Period Actual thru July, Annual Budgeted Revenue, Remaining Budget, Percent Remaining. Rows include Revenue, Expense, and Total Expense.

LCER - Budget Comparison 2020/21 to 2021/22

2020-2021

Note - Revenue Reported is % of Budgeted Revenue Earned

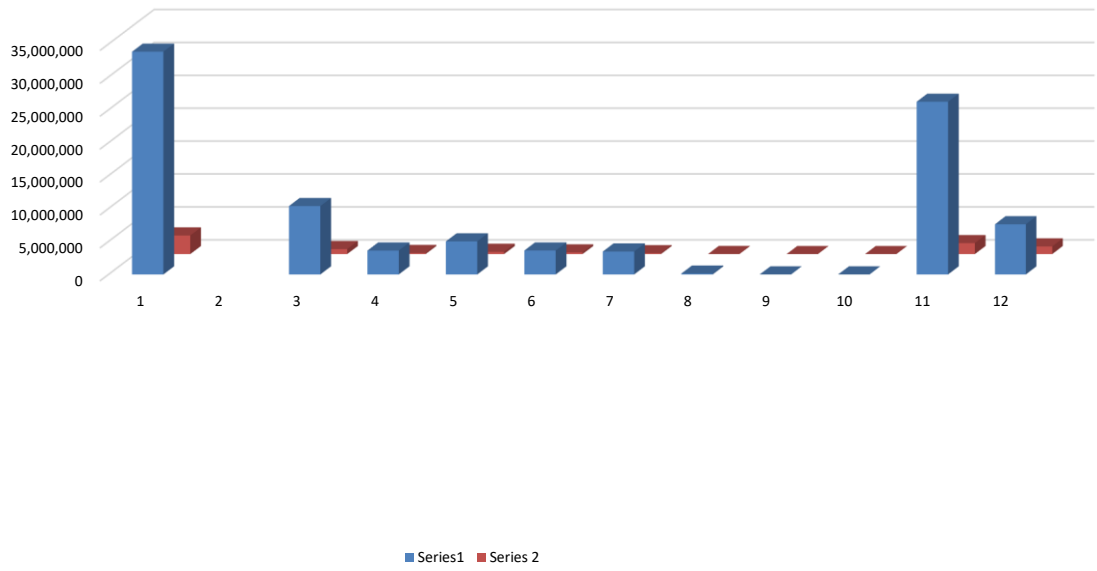
Table with 5 columns: Total Budget \$ - Revised, Current Period Actual thru July, Annual Budgeted Revenue, Remaining Budget, Percent Remaining. Rows include Revenue, Expense, and Total Expense.

2021-2022

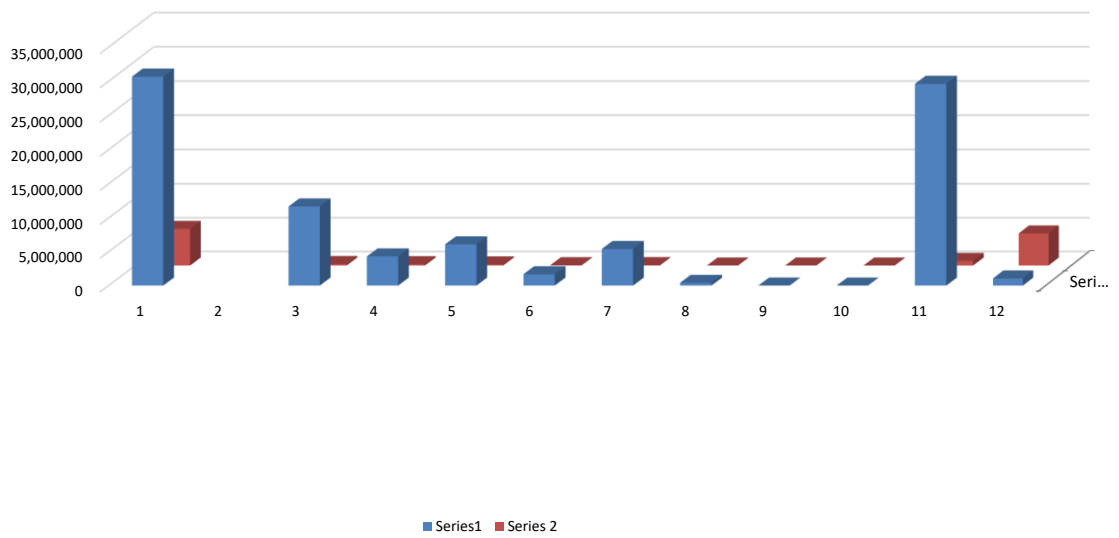
Note - Revenue Reported is % of Budgeted Revenue Earned

Table with 5 columns: Total Budget \$ - Original, Current Period Actual thru July, Annual Budgeted Revenue, Remaining Budget, Percent Remaining. Rows include Revenue, Expense, and Total Expense.

2020-21



2020-21



**LEWIS CENTER FOUNDATION  
COMBINED BALANCE SHEET AND INCOME STATEMENT  
July 1 - July 31, 2021**

**CHECKING (LEWIS CENTER FOUNDATION)**

<b>Beginning Balance</b>		<b>\$54,916.70</b>
<b>Revenue</b>		
Orange Show Refund	\$750.00	
SAY Marketing Refund	\$507.38	
Misc. Reimbursements	\$696.12	
Misc M. Vargas	\$500.00	
Unrestricted donations	\$96.80	
NSLA Capital Campaign	\$100.00	
Gala	\$1,250.00	
Golf tournament	\$20,295.35	
Transfer from Savings - Visa Expenses	\$1,267.18	
Interest	\$2.06	
<i>Total</i>	\$25,464.89	
<b>Expenditure</b>		
Returned Check	\$600.00	
Transfer to Savings - deposit to checking by error	\$985.46	
Gala Expense	\$86.59	
SOS Training	\$176.20	
LCER PR/Marketing Position	\$10,000.00	
Golf Tournament Exepnses	\$3,695.07	
Scholarships	\$5,500.00	
Misc. Reimbursables	\$574.12	
Recording Fee - reimbursable	\$122.00	
<i>Total</i>	\$21,739.44	
<b>Ending Balance</b>	<i>Total</i>	<b>\$58,642.15</b>

**SAVINGS (LEWIS CENTER FOUNDATION)**

<b>Beginning Balance</b>		
Restricted Funds - AAE Capital Campaign		\$83,025.40
Restricted Funds- NSLA Capital Campaign		\$45,517.82
Restricted Funds - Davis Endowment		\$11,543.99
Restricted Funds - Global Exchange Programs		\$12,963.85
Restricted Funds - HiDAS Endowment		\$63,890.02
Restricted Funds - Scholarships		\$31,813.90
Unrestricted Funds		\$74,462.07
		<b>\$323,217.04</b>
<b>Revenue</b>		
Ambassadors Scholarship	\$500.00	
AAE Staff Scholarship	\$335.00	
Sandra Perea Scholarship	\$100.00	
Unrestricted	\$465.46	
Interest	\$81.70	
<b>Expenditure</b>		
Transfer to Checking - Gala Save the Date Cards	\$ 86.59	
Transfer to Checking - Golf Tournament Expenses	\$ 430.27	
Transfer to Checking - Reimbursables (Misc and Recording Fee)	\$ 750.32	
Transfer to Checking - Golf Proceeds deposited to savings	\$ 7,250.00	
Transfer to Checking - SAY Marketing Refund for double deposit	\$ 507.38	
Transfer to Checking - Orange Show Refund for Gala	\$ 750.00	
<b>Ending Balance</b>		
Restricted Funds - AAE Capital Campaign		\$ 83,049.91
Restricted Funds - NSLA Capital Campaign		\$ 45,526.81
Restricted Funds - Davis Endowment		\$ 11,547.26
Restricted Funds - Global Exchange Programs		\$ 12,967.12
Restricted Funds - HiDAS Endowment		\$ 63,905.54
Restricted Funds - Scholarships		\$ 32,755.43
Unrestricted Funds		\$ 65,172.58
	<i>Total</i>	<b>\$ 314,924.64</b>

**Total Checking and Savings** **\$373,566.79**

AAE 2021-22 School Year					
Grade Level	Capacity	Enrollment	Pending Enrollment	Available Seats	Waiting List
3yr. - TK	25	25	0	0	405
K	100	100	0	0	216
1	100	98	0	2	106
2	100	100	0	0	231
3	112	111	0	1	167
4	112	112	0	0	188
5	112	112	0	0	246
6	125	123	0	2	136
7	125	119	0	6	158
8	125	121	0	4	133
9	120	111	0	9	141
10	120	115	0	5	63
11	120	103	0	17	11
12	120	99	0	21	5
Total	1516	1449	0	67	2206

**NSLA 2021/2022 School Year Enrollment**

Grade Level	Capacity	Current Enrollment	SDC Enrollment	Available Seats	Pending Enrollment Packets	Anticipated Available Seats	Waiting List
TK	25	26		0	0	0	19
K	125	118		7	7	0	30
1	125	121		4	4	0	28
2	100	113		0	0	0	32
3	112	109	1	3	3	0	3
4	84	105	2	0	0	0	35
5	84	97	6	0	0	0	37
6	120	117	3	3	3	0	7
7	120	106	2	14	2	12	0
8	120	79	5	41	3	38	0
9	120	56	1	64	3	61	0
<b>Total</b>	<b>1135</b>	<b>1047</b>	<b>20</b>	<b>136</b>	<b>25</b>	<b>111</b>	<b>191</b>
<b>Updated as of 9/03/21- AR</b>							



**LCER Board Meetings  
Attendance Log 2021**

	<b>February Regular</b>	<b>March Regular</b>	<b>April Regular</b>	<b>May Regular</b>	<b>June Regular</b>	<b>August Regular</b>	<b>Sept. Regular</b>	<b>Oct Regular</b>	<b>Nov Regular</b>	<b>Dec Regular</b>	<b>TOTAL REGULAR</b>
Kevin Porter	Present	Present	Present	Present	Present	Present					100%
David Rib	Present	Present	Present	Present	Present	Present					100%
Pat Caldwell	Present	Present	Present	Present	Present	Absent					83%
Torii Gray	Present	Present	Present	Present	Absent	Present					83%
Jim Morris	Present	Present	Present	Present	Absent	Present					83%
Jessica Rodriguez	Present	Present	Present	Present	Absent	Present					83%
Sharon Page	Present	Present	Absent	Present	Present	Present					83%
Rick Wolf	Present	Present	Absent	Present	Present	Present					83%
Omari Onyango	Absent	Present	Present	Present	Absent	Present					67%

	<b>3-Jun</b>	<b>26-Jul</b>					<b>TOTAL SPECIAL</b>

David Rib	Present	Present					100%
Jessica Rodriguez	Present	Present					100%
Pat Caldwell	Present	Present					100%
Omari Onyango	Present	Present					100%
Rick Wolf	Present	Present					100%
Torii Gray	Absent	Present					50%
Sharon Page	Absent	Present					50%
Kevin Porter	Present	Absent					50%
Jim Morris	Absent	Absent					0%