

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

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

**Register for the meeting from your computer, tablet or smartphone at this link:
<https://attendee.gotowebinar.com/register/6476694546725315598>**

**Dial in using your phone:
United States: +1 (415) 655-0052 Access Code: 542-869-829**

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

- 1. CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Rib
- 2. ROLL CALL:** Chairman Rib
- 3. PUBLIC COMMENTS:** Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes and/or 250 words shall be observed. If you wish to make a public comment at this meeting, please complete a “Registration Card to Address the Board” (located on the website) and email it to the Secretary at lcerboard@lcer.org. Your comment will be read at the meeting during public comments or as the agenda item is heard.
- 4. SPECIAL PRESENTATIONS:**
 - .01 LCER 2022-2023 Calendar Alignment – First Presentation of Calendar Alignment that would include both AAE and NLSA School Calendars with Approval at a Later Date – Lisa Lamb, Valli Andreasen, Fausto Barragan – Pg 3
- 5. DISCUSSION ITEMS:**
 - .01 Discuss AAE and NSLA School Reopening Plans – Lisa Lamb
 - .02 Update on AAE/NSLA Construction Budget and Timeline – Larry Rieder – Pg 4
 - .03 Discuss NSLA Bond Reserve Fund Investment – John Phan
 - .04 Discuss 2019-20 Draft Audit – David Gruber – Pg 11
 - .05 Lewis Center Foundation Update – Jessica Rodriguez
- 6. ACTION ITEMS:**
 - .01 Approve Revision of BP 3500: Health and Safety Policy for COVID-19 – Stacy Newman – Pg 57
 - .02 Approve Revision of BP 5111: Homeless Students – Lisa Lamb – Pg 92
 - .03 Approve AAE School Plan for Student Achievement (SPSA)- Valli Andreasen – Pg 98
 - .04 Approve NSLA School Plan for Student Achievement (SPSA)- Fausto Barragan – Pg 146
 - .05 Approve AAE School Accountability Report Card (SARC) – Valli Andreasen – Pg 192
 - .06 Approve NSLA School Accountability Report Card (SARC) – Fausto Barragan – Pg 205
 - .07 Approve 2020-2025 LCER Strategic Plan – Lisa Lamb – Pg 218
 - .08 LCER Board Chair to Appoint Marcia Vargas as Chair of the Lewis Center Foundation – David Rib

7. CONSENT AGENDA:

.01 Approve Minutes of December 14, 2020 Regular Meeting – Pg 261

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

.01 President/CEO Report – Lisa Lamb – Pg 264

.02 LCER Financial Reports

- Checks Over \$10K – Pg 273
- Budget Comparisons – Pg 274

.03 Lewis Center Foundation Financial Report

- December 2020 – Pg 276

.04 LCER Grant Tracking Sheet – Pg 277

.05 AAE and NSLA Enrollment Data – Pg 278

.06 LCER Board Attendance Log – Pg 280

.07 LCER Board Give and Get – Pg 281

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. 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

11. CLOSED SESSION:

.01 Expulsion Readmission Case #101619

12. ADJOURNMENT: Chairman

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this meeting is asked to advise the agency at least 72 hours before the meeting by calling (760) 946-5414 x201. Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 17500 Mana Rd., Apple Valley, CA.


Lewis Center for Educational Research 2022-2023 SCHOOL YEAR

STUDENT CALENDAR

180 School Days

Grading Periods 6-12

August 3-September 30	1st quarter
August 3-December 16	1st semester
January 9-March 17	3rd quarter
January 9-June 8	2nd semester

 No School	 Holiday
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Grading Periods TK-5

August 3-October 28	1st Trimester
October 31-February 24	2nd Trimester
February 27-June 8	3rd Trimester

 Early Release	 Min Day Schedule, (November 7-10 is grades TK-5 ONLY)
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Ceremonies



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

 Teacher In-Service, No Sch
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Gr 6-12 ~ 1st Semester Finals, December 15-16








2nd Semester Finals, June 8-9

July-22

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






School Days 0

August-22

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






School Days 21

September-22

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

School Days 21









October-22

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

AVUSD

School Days 16







November-22

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

AVUSD & SBCUSD

School Days 16

December-22

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




AVUSD & SBCUSD

AVUSD & SBCUSD

School Days 11

85 Day Semester




January-23

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

SBCUSD


School Days 16

February-23

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

School Days 18

March-23

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

AVUSD & SBCUSD

SBCUSD







School Days 13

April-23

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

School Days 20

May-23

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

School Days 22

June-23

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

School Days 6

Inclement weather days will be made up at the end of the year.

AAE Project Budget
January 25, 2021

Project Budget	<u><u>\$3,500,000</u></u>
 <u>(1) Approximate 8,340 square foot new MPR/Cafeteria Building</u>	
 <u>Hard Costs:</u>	
Near Cal Budget	2,808,107
Contingency (5%)	<u>121,579</u>
Subtotal	<u>2,929,686</u>
 <u>Soft Costs:</u>	
Architectural, MEP, Structural, Geo, Food and Technology	241,480
Civil Engineering	101,130
Developer Fee	156,522
ALTA Survey	12,650
Phase I report	3,150
Site Plan/Building Permit Fee Allowance	30,000
City of Apple Valley Easement Fees	676
Builder's Risk Insurance	<u>7,800</u>
Subtotal	<u>553,408</u>
 Total Project Cost	 <u><u>\$3,483,094</u></u>
 Under budget	 \$16,906

COR's against Contingency

Contingency Carry	\$121,579
Surplus	<u>\$16,906</u>
Total	<u><u>\$138,485</u></u>

Change Orders

#1	\$4,202
#2	\$2,050
#3	\$2,336
#4	\$3,950
#5	\$25,153 (negotiable)
#6	\$1,987
#8	<u>\$7,573</u>

SubTotal	\$47,251
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Additional Costs

1) Eating Tables	<u>\$73,290</u>
Subtotal	<u>\$73,290</u>

Total	<u><u>\$120,541</u></u>
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	Site Acreage	15.86	2.2	18.06		
	Square Footage	77,350	16,978	94,328		
	Head Start Building (Near-Cal Budget dated 5/27/20)	0	4,821,736	4,821,736	176,000	(soil import)
	NSLA Kitchen Allowance				230,426	(soil grading)
	Head Start Kitchen Allowance			0	75,000	(NSLA & HS playground equip)
	NSLA Kitchen Equipment Allowance				50,000	(kitchen allowance)
	Feature Wall	23,000	0	23,000	55,000	(marquis signage)
	Builder's Risk Insurance	81,000	16,000	97,000	53,172	(Builder's Risk Insurance)
	Building Permits	76,000	15,000	91,000	268,892	(NSLA COR's)
	Owner's Contingency (6%)	1,408,478	289,304	1,697,782	53,752	(HS COR's)
	TOTAL PROJECT HARD CONSTRUCTION COSTS	25,063,115	5,142,040	30,205,155	140,000	(TV monitors)
	MISCELLANEOUS SOFT COSTS					
	Appraisal fee	8,500	0	8,500		
	Plan check fees	84,505	18,550	103,055		
	On-site Security services	32,167	7,061	39,228	81,000	(on-site security)
	Fire Department fees	18,000	0	18,000		
	Miscellaneous fees	9,219	2,024	11,243		
	Title Transfer of properties	8,000	3,662	11,662		
	Real Estate Attorney Fees	43,733	9,600	53,333		
	Grading & Onsite Improvements Fee	25,000	5,000	30,000		
	Offsite Improvements Fee	25,000	0	25,000		
	Water Dept. Connection and Meters	158,000	22,000	180,000		
	Traffic Impact Fee (assumes we get the offset)	0	0	0	211,521	(City fee schedule)
	School District Fee	0	0	0		
	Storm Drainage Fee	93,786	0	93,786		
	Sewer Connection Fee	9,735	3,000	12,735		
	Sewer Impact Fee	280,000	0	280,000		
	Law Enforcement Fee	82,195	0	82,195		
	Cultural Development Fee	65,072	0	65,072		
	Southern California Edison	300,000	0	300,000	45,976	(Edison)
	Southern California Gas	5,000	0	5,000		
	Verizon	5,000	0	5,000		
	Assessment District	10,000	0	10,000		
	TOTAL MISCELLANEOUS SOFT COSTS	1,254,412	70,897	1,333,809		
	TOTAL PROJECT COST	28,959,918	5,639,063	34,607,481	1,419,643	
	Original Owner Contingency				1,697,782	

		Site Acreage		15.86		2.2		18.06			
		Square Footage		77,350		16,978		94,328			
		GC Contingency		227,014		119,166		346,180	[60%/Owner 40%	147,708	
		Total Contingency								1,845,490	
		Less: Project Revisions								(1,419,643)	
		Total Contingency Balance 1/25/21								425,847	

City Fees, Permits, Misc. Paid

	<u>Actual Cost</u>	<u>Budget</u>	<u>Difference</u>
<u>NSLA</u>			
BB&K legal	50,722.00	53,333	(2,611)
SBMWD installation fee	41,144.00	158,000	21,160
SBMWD connection fee	1,910.00		
Water Capacity fee	136,106.00		
City of SB parcel map fee	2,946.40	0	2,946
Grading Permit fee	17,427.59	30,000	75,703
Grading Bond fee	88,275.08		
Health Inspection fee	1,257.00	0	1,257
SewerConnection fee	9,360.00	12,735	(2,570)
Sewer fee	805.00		
Potholing Sewer Line	8,400.00	0	8,400
Public Works fee	6,566.00	0	6566
Fire Permit fees	2,149.00	18,000	(15,851)
Building Permit fees	90,920.00	91,000	(80)
Foundation permit	1,083.00	0	1,083
MEP fees	7,526.25	0	7526.25
Off-site Improvements	75,197.48	25,000	50,197
Off-site Improvements bond	27,595.00	0	27,595
Plan Check fees	84,505.00	84,505	0
Misc. fees	0.00	9,219	(9,219)
NSLA Impact Fee	456,566.00	251,053	205,513
<u>HS</u>			
HS sewer inspection fee	415.00	415	0
HS water installation fee	6,308.00		
HS water capacity fee	31,845.00	22,000	16,153
MEP fees	505.22	0	505.22
Plan Check fees	18,505.00	18,505	0
Misc. fees	0.00	2,024	(2,024)
Total	1,168,039	775,789	392,249
<u>Not Paid Yet</u>			
Sewer Impact Fee		280,000	(118,728)
Head Start Impact Fee	76,747.00	0	
Traffic Impact Fee		0	
Building G Removal	(62,000)	0	(62,000)

Approved Change Orders

	<u>NSLA</u>		<u>Head Start</u>	
	1	6,871	1	(1,651)
	2	6,274	2	0
	3	925	3	(59,950)
	4	32,404	4R1	77,766
	5	104,795	5	0
	6	55,265	6	10,005
7R3		42,638	7	
	8	7,475	8	12,005
	9	2,831	9	2,265
	10	(6,215)	10	13,312
	11	145,976	Total	53,752
	12	674		
	13	(9,241)		
	14	(627,555)		
	15	35,095		
16R1		289,860		
	17	6,247		
	18	(252,957)		
	19	(50,533)		
	20	(18,360)		
	21	7,008		
	22	3,598		
	23			
	24	22,600		
25R1		20,664		
	26	3,682		
	27	3,907		
	28	63,637		
	29	820		
	30	230,426		
	31	13,078		
	38	127,003		
Total		<u>268,892</u>		
***		100,000		(Possible Overtime)

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

Date of meeting: February 8, 2021

Title: 2019-20 **Draft** Annual Audit

Presentation: Consent: Action: Discussion: Information:

Background:

To review and provide detailed information about the closing of the 2019/2020 Fiscal Year Annual Audit. This will allow the Board of Directors the opportunity to review and interpret organizational stability and growth with relationship to the Lewis Center for Educational Research and the oversight of Academy for Academic Excellence and Norton Science and Language Academy. Jeff Nigro, Auditor, is scheduled to present the final Audit to the Board during our March Board Meeting.

Fiscal Implications (if any):

N/A

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

Recommendation:

Submitted by: David Gruber, Director of Finance

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

Includes the Following Charter Schools:

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

**FINANCIAL STATEMENTS AND
INDEPENDENT AUDITORS’ REPORT**

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

DRAFT

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

For the Fiscal Year Ended June 30, 2020

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Financial Section

DRAFT

INDEPENDENT AUDITORS' REPORT

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

Report on the Financial Statements

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

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

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

Other Matters*Other Information*

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

Other Reporting Required by Government Auditing Standards

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

Murrieta, California
_____, 2021

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

Statement of Financial Position

June 30, 2020

ASSETS

Current assets:

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

Capital assets:

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

Total Assets

\$ 28,124,114

LIABILITIES AND NET ASSETS

Liabilities

Current liabilities:

Accounts payable	\$	580,520
Paycheck Protection Program loan		2,877,452
Unearned revenues		25,457
Total current liabilities		<u>3,483,429</u>

Long-term liabilities:

Portion due within one year		<u>62,598</u>
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Total liabilities 3,546,027

Net assets

Without donor restrictions:

Designated		91,680
Undesignated		24,169,770
With donor restrictions		<u>316,637</u>
Total net assets		<u>24,578,087</u>

Total Liabilities and Net Assets

\$ 28,124,114

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

Statement of Activities

For the Fiscal Year Ended June 30, 2020

	Without Donor Restrictions	With Donor Restrictions	Total
Revenues, gains, and other support			
LCFF revenues	\$ 20,807,674	\$ -	\$ 20,807,674
Federal revenues	-	1,387,694	1,387,694
State Special Education	-	1,025,088	1,025,088
STRS on behalf payment	-	1,098,636	1,098,636
Other state revenues	677,712	118,034	795,746
Other local revenues	6,041,266	-	6,041,266
Net assets released from restrictions	3,783,694	(3,783,694)	-
Total revenues, gains, and other support	31,310,346	(154,242)	31,156,104
Expenses			
Program Services:			
Education	15,994,629	-	15,994,629
Supporting Services:			
Management and general	11,149,581	-	11,149,581
Fundraising	23,116	-	23,116
Total Expenses	27,167,326	-	27,167,326
Change in net assets from operations	4,143,020	(154,242)	3,988,778
Gain on sale of assets to LLC	681,980	-	681,980
Change in net assets	4,825,000	(154,242)	4,670,758
Net Assets			
Beginning of year	19,436,450	470,879	19,907,329
End of year	\$ 24,261,450	\$ 316,637	\$ 24,578,087

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

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

CASH FLOWS FROM OPERATING ACTIVITIES

Change in net assets	\$	4,670,758
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities:		
Depreciation		709,722
Gain on sale of assets to LLC		(681,980)
(Increase) decrease in operating assets:		
Accounts receivable		409,473
Prepaid expenses		(20,530)
Increase (decrease) in operating liabilities:		
Accounts payable		(520,717)
Unearned revenues		(35,555)
Due to student groups		(21,864)
Net cash provided (used) by operating activities		<u>4,509,307</u>

CASH FLOWS FROM INVESTING ACTIVITIES

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

CASH FLOWS FROM FINANCING ACTIVITIES

Paycheck Protection Program loan proceeds		3,462,600
Payments on outstanding loans and leases		<u>(6,594,943)</u>
Net cash provided (used) by financing activities		<u>(3,132,343)</u>
Net increase (decrease) in cash		5,865,054

Cash and cash equivalents:

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

SUPPLEMENTAL DISCLOSURE

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

Statement of Functional Expenses

For the Fiscal Year Ended June 30, 2020

	<u>Program Services</u>	<u>Supporting Services</u>	<u>Supporting Services</u>	<u>Total</u>
	<u>Education</u>	<u>Management And General</u>	<u>Fundraising</u>	<u>Expenditures</u>
Certificated salaries	\$ 8,635,306	\$ 947,497	\$ -	\$ 9,582,803
Classified salaries	1,319,727	1,898,624	-	3,218,351
Benefits	4,187,565	1,468,683	-	5,656,248
Total Salaries and Benefits	<u>14,142,598</u>	<u>4,314,804</u>	<u>-</u>	<u>18,457,402</u>
Books & supplies	1,428,525	216,268	-	1,644,793
Services, other operating expenses	423,506	4,759,142	23,116	5,205,764
Depreciation	-	709,722	-	709,722
All other outgo	-	1,142,957	-	1,142,957
Debt service	-	6,688	-	6,688
Totals	<u>\$ 15,994,629</u>	<u>\$ 11,149,581</u>	<u>\$ 23,116</u>	<u>\$ 27,167,326</u>

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

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

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

B. Promises to Give

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

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

C. Basis of Presentation and Accounting

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

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

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

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

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

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Revenue and Revenue Recognition

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

E. Donated Materials and Supplies

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

F. Contributed Services

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

G. Estimates

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

H. Income Taxes

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

I. Cash and Cash Equivalents

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

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

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Custodial Credit Risk

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

K. Accounts Receivable

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

L. Prepaid Items

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

M. Capital Assets

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

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

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

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

N. Unearned Revenues

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

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

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

O. Fair Value Measurements

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

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

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

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

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

P. Functional Allocation of Expenses

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

The expenses that are allocated include the following:

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

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

*Notes to Financial Statements
June 30, 2020*

NOTE 2 – ACCOUNTS RECEIVABLE

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

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

NOTE 3 – CAPITAL ASSETS AND DEPRECIATION

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

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

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

Notes to Financial Statements

June 30, 2020

NOTE 4 – LONG-TERM LIABILITIES

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

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

Capital Leases

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

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

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

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

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

*Notes to Financial Statements
June 30, 2020*

NOTE 5 – NET ASSET CLASSIFICATIONS

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

	Balance July 1, 2019	Revenue	Expenses	Balance June 30, 2020
Net assets subject to expenditure for specified purpose:				
Low-Performing Student Block Grant	\$ 302,332	\$ 3,365	\$ 178,911	\$ 126,786
Classified School Employee Professional Development	6,896	8,812	3,564	12,144
SB 117: COVID-19 funds	-	37,630	20,478	17,152
Restricted for capital campaigns	62,725	147	121	62,751
Restricted for Davis Aeronautics	1,020	11	-	1,031
Restricted for scholarships	22,378	17,899	18,333	21,944
Total	<u>395,351</u>	<u>67,864</u>	<u>221,407</u>	<u>241,808</u>
Subject to spending policy and appropriation:				
HIDAS Endowment	64,528	62	761	63,829
Davis Aeronautics	11,000	-	-	11,000
Total	<u>75,528</u>	<u>62</u>	<u>761</u>	<u>74,829</u>
Total net assets with donor restrictions	<u>\$ 470,879</u>	<u>\$ 67,926</u>	<u>\$ 222,168</u>	<u>\$ 316,637</u>

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

Designated by the board for:

Capital campaigns	\$ 69,221
Scholarships	<u>22,459</u>
Total net assets with internal designations	<u>\$ 91,680</u>

NOTE 6 – EMPLOYEE RETIREMENT PLANS

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

The details of each plan are as follows:

A. California State Teachers' Retirement System (CalSTRS)

Plan Description

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

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

Notes to Financial Statements

June 30, 2020

NOTE 6 – EMPLOYEE RETIREMENT PLANS (continued)

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

Plan Description (continued)

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

Benefits Provided

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

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

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

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

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

Notes to Financial Statements

June 30, 2020

NOTE 6 – EMPLOYEE RETIREMENT PLANS (continued)

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

Contributions

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

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

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

On-Behalf Payments

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

B. California Public Employees Retirement System (CalPERS)

Plan Description

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

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

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

Notes to Financial Statements

June 30, 2020

NOTE 6 – EMPLOYEE RETIREMENT PLANS (continued)

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

Benefits Provided

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

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

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

Contributions

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

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

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

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

Notes to Financial Statements

June 30, 2020

NOTE 6 – EMPLOYEE RETIREMENT PLANS (continued)

C. Alternative Retirement Program (APL)

Plan Description

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

Funding Policy

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

NOTE 7 – PAYCHECK PROTECTION PROGRAM LOAN

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

NOTE 8 – COMMITMENTS AND CONTINGENCIES

A. Litigation

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

B. Purchase Commitments

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

C. Impact of COVID-19

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

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

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

Notes to Financial Statements

June 30, 2020

NOTE 8 – COMMITMENTS AND CONTINGENCIES (continued)

C. Impact of COVID-19 (continued)

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

NOTE 9 – RELATED PARTY TRANSACTIONS

A. 17500 Mana Road LLC

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

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

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

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

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

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

Notes to Financial Statements

June 30, 2020

NOTE 9 – RELATED PARTY TRANSACTIONS (continued)

B. 230 South Waterman Avenue LLC

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

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

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

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

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

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

Notes to Financial Statements

June 30, 2020

NOTE 10 – SUBSEQUENT EVENTS

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

Economic Conditions

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

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Supplementary Information

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

Organizational Structure

June 30, 2020

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

On September 21, 2006, the San Bernardino County Superintendent of Schools approved a second charter school to be operated by the Foundation, known as the Norton Science and Language Academy (Charter No. 0903). This school began instruction August 25, 2008. The Norton school began with classes in kindergarten through second grade. One grade level was added each subsequent school year until 8th grade was included. As of June 30, 2020, the Foundation included grades K-8. Enrollment is frozen at grades K-8 until resources to expand become available. Once resources become available, the Foundation will consider grades 9-12 alternatives.

BOARD OF DIRECTORS

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

ADMINISTRATORS

Lisa Lamb,
President/CEO

David Gruber,
Director of Finance

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

*Statement of Financial Position – Combined Charter Schools
June 30, 2020*

	Academy for Academic Excellence	Norton Science and Language Academy	Lewis Center For Educational Research	Total
ASSETS				
Cash	\$ 4,749,785	\$ 5,008,685	\$ 1,082,893	\$ 10,841,363
Accounts receivable	2,027,729	1,207,915	45,709	3,281,353
Prepaid expenses	50,289	39,412	15,546	105,247
Capital assets:				
Non-depreciable assets	52,211	1,216,000	798,739	2,066,950
Depreciable assets	115,821	114,076	20,196,955	20,426,852
Accumulated depreciation	(28,306)	(44,415)	(8,524,930)	(8,597,651)
Total Assets	\$ 6,967,529	\$ 7,541,673	\$ 13,614,912	\$ 28,124,114
LIABILITIES AND NET ASSETS				
Liabilities				
Accounts payable	\$ 294,900	\$ 200,381	\$ 85,239	\$ 580,520
Paycheck Protection Program loan	1,580,416	873,268	423,768	2,877,452
Unearned revenues	736	24,721	-	25,457
Long term liabilities:				
Portion due within one year	25,711	25,711	11,176	62,598
Total liabilities	1,901,763	1,124,081	520,183	3,546,027
Net assets				
Without donor restrictions	4,936,967	6,327,589	12,996,894	24,261,450
With donor restrictions	128,799	90,003	97,835	316,637
Total net assets	5,065,766	6,417,592	13,094,729	24,578,087
Total Liabilities and Net Assets	\$ 6,967,529	\$ 7,541,673	\$ 13,614,912	\$ 28,124,114

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

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

	Academy for Academic Excellence	Norton Science and Language Academy	Lewis Center For Educational Research	Total
REVENUES, GAINS, AND OTHER SUPPORT				
LCFF revenues	\$ 12,666,849	\$ 8,140,825	\$ -	\$ 20,807,674
Federal revenues	602,925	709,778	74,991	1,387,694
State special education	733,569	291,519	-	1,025,088
STRS on behalf payment	726,109	372,527	-	1,098,636
Other state revenues	372,375	423,371	-	795,746
Other local revenues	786,339	1,663,728	3,591,199	6,041,266
Transfers in/(out)	(723,867)	(137,559)	861,426	-
Total Revenues, Gains, and Other Support	15,164,299	11,464,189	4,527,616	31,156,104
EXPENSES				
Certificated salaries	5,727,850	3,368,675	486,278	9,582,803
Classified salaries	1,204,148	804,466	1,209,737	3,218,351
Benefits	3,141,110	1,742,774	772,364	5,656,248
Books and supplies	949,636	609,861	85,296	1,644,793
Services, other operating expenses	2,887,921	1,876,775	441,068	5,205,764
Depreciation	14,153	28,571	666,998	709,722
All other outgo	-	-	1,142,957	1,142,957
Debt service	-	-	6,688	6,688
Total Expenses	13,924,818	8,431,122	4,811,386	27,167,326
Change in net assets from operations	1,239,481	3,033,067	(283,770)	3,988,778
Gain on sale of assets to LLC	-	-	681,980	681,980
Change in net assets	1,239,481	3,033,067	398,210	4,670,758
Net Assets				
Beginning of year	3,826,285	3,384,525	12,696,519	19,907,329
End of year	\$ 5,065,766	\$ 6,417,592	\$ 13,094,729	\$ 24,578,087

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

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

	Academy for Academic Excellence	Norton Science and Language Academy	Lewis Center For Educational Research	Total
CASH FLOWS FROM OPERATING ACTIVITIES				
Increase (decrease) in net assets	\$ 1,239,481	\$ 3,033,067	\$ 398,210	\$ 4,670,758
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities:				
Depreciation	14,153	28,571	666,998	709,722
Gain on sale of assets to LLC	-	-	(681,980)	(681,980)
(Increase) decrease in operating assets:				
Accounts receivable	198,654	195,367	15,452	409,473
Prepaid expenses	(50,289)	(39,412)	69,171	(20,530)
Intracompany receivables	716,989	-	-	716,989
Increase (decrease) in operating liabilities:				
Accounts payable	21,699	(501,698)	(40,718)	(520,717)
Unearned revenues	(51,922)	16,367	-	(35,555)
Due to student groups	-	-	(21,864)	(21,864)
Intercompany payables	-	-	(716,989)	(716,989)
Net cash provided (used) by operating activities	<u>2,088,765</u>	<u>2,732,262</u>	<u>(311,720)</u>	<u>4,509,307</u>
CASH FLOWS FROM INVESTING ACTIVITIES				
Proceeds from sale of equipment and building improvements	-	-	5,632,478	5,632,478
Purchase of equipment, construction costs and building improvements	(68,104)	(1,076,284)	-	(1,144,388)
Net cash provided (used) by investing activities	<u>(68,104)</u>	<u>(1,076,284)</u>	<u>5,632,478</u>	<u>4,488,090</u>
CASH FLOWS FROM FINANCING ACTIVITIES				
Paycheck Protection Program loan proceeds	1,901,700	1,050,900	510,000	3,462,600
Payments on outstanding loans and leases	(347,800)	(204,148)	(6,042,995)	(6,594,943)
Net cash provided (used) by financing activities	<u>1,553,900</u>	<u>846,752</u>	<u>(5,532,995)</u>	<u>(3,132,343)</u>
Increase (decrease) in cash	3,574,561	2,502,730	(212,237)	5,865,054
Cash and cash equivalents:				
Beginning of year	<u>1,175,224</u>	<u>2,505,955</u>	<u>1,295,130</u>	<u>4,976,309</u>
End of year	<u>\$ 4,749,785</u>	<u>\$ 5,008,685</u>	<u>\$ 1,082,893</u>	<u>\$ 10,841,363</u>
SUPPLEMENTAL DISCLOSURE:				
Interest paid	<u>\$ 71,665</u>	<u>\$ -</u>	<u>\$ 6,688</u>	<u>\$ 78,353</u>

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

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

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

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

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

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

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

Schedule of Instructional Time

For the Fiscal Year Ended June 30, 2020

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

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

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

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

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

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

	Academy for Academic Excellence	Norton Science and Language Academy	Lewis Center for Educational Research	Total
June 30, 2020, annual financial and budget report net assets	\$ 5,118,425	\$ 6,546,548	\$ 12,412,749	\$ 24,077,722
Adjustments and reclassifications:				
Increase (decrease) in total net assets:				
Accounts receivable	(52,659)	(92,289)	-	(144,948)
Accounts payable	-	(36,667)	-	(36,667)
Depreciation	-	-	681,980	681,980
Net adjustments and reclassifications	<u>(52,659)</u>	<u>(128,956)</u>	<u>681,980</u>	<u>500,365</u>
June 30, 2020, audited financial statement net assets	<u>\$ 5,065,766</u>	<u>\$ 6,417,592</u>	<u>\$ 13,094,729</u>	<u>\$ 24,578,087</u>

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

Schedule of Expenditures of Federal Awards

For the Fiscal Year Ended June 30, 2020

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

Subrecipients

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

Notes to Schedule:

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

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

Other Independent Auditors' Reports

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

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

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

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Murrieta, California
_____, 2021

DRAFT

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

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

Report on Compliance for Each Major Federal Program

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

Management's Responsibility

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

Auditors' Responsibility

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

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

Opinion on Each Major Federal Program

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

Other Matters

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

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

Report on Internal Control Over Compliance

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

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

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

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

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

Murrieta, California
_____, 2021

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

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

Report on State Compliance

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

Management's Responsibility

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

Auditors' Responsibility

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

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

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

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not Applicable
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study - Course Based	Not Applicable

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

Unmodified Opinion on Compliance with State Programs

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

Murrieta, California
 _____, 2021

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Findings and Questioned Costs

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

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

SECTION I - SUMMARY OF AUDITORS' RESULTS

Financial Statements

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

Federal Awards

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

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

State Awards

Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>
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**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

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

SECTION II - FINANCIAL STATEMENT FINDINGS

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

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

There were no financial statement findings in 2019-20.

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

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

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

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

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

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

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

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

Questioned Cost: N/A

Context: N/A

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

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

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

Views of Responsible Officials:

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

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

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

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

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

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

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

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

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Lewis Center for Educational Research

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

Adopted: July 16, 2020

Revised: February 8, 2020

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

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

The LCER offers distance learning as an alternative to in-person instruction. Distance learning will also remain available for students who are medically fragile, or would be put at risk by an in-person instructional model once in-person instruction resumes. For example, students with a health condition, students with family members with a health condition, students who 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.

1. Limited Campus Access:

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

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

- The LCER will minimize close contact between students, staff, families, and the broader community at arrival and departure through one or more of the following methods:
 - Designate routes for entry and exit, using as many entrances and exits as can be supervised appropriately to decrease crowding at entry and exit points.
 - Instruct drivers to remain in the vehicle, to the extent possible, when dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off the child.
 - Require adults entering campus for in-person pick-up or drop-off to wear a face covering.
 - Provide supervision to disperse student gatherings during school arrival and departure.
 - Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. The LCER will prioritize minimizing contact between adults at all time.
 - Stagger arrival and drop-off times and locations as consistently as practicable as to minimize scheduling challenges for families.
 - Designate routes for entry and exit, using as many entrances as feasible.
 - Implement health screenings of students and staff upon arrival at school (see Section 2).

In the event that LCER campuses do not offer in-person instruction, all employees will be allowed to work on-campus, where feasible, and where consistent with this policy, public health guidance, and applicable law.

Commented [CPH1]: The new CDPH guidance wants to ensure that teachers and other staff can work on campus, even if the School is in distance learning.

2. Wellness Checks and Temperature Screenings:

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

- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

—Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means being within six feet of someone, who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the patient is isolated.¹

• ~~unmasked, for more than 10-15 minutes at one time.~~

▪ ~~Conduct all wellness checks safely and respectfully, and in a manner that maintains physical distancing within lines, by providing multiple screening entries into the campus if possible.~~

• Conduct all wellness checks safely and respectfully, in a manner that maintains physical distancing within lines, by providing multiple screening entries into the campus if possible.

- In-person wellness checks do not need to be performed by a nurse or other health professional.
- Staff members performing in-person wellness checks shall wear appropriate Personal Protective Equipment (“PPE”).
- *Home Screening (Students)*. Parents shall be instructed to screen the student before leaving the house for school. The LCER will provide all families with a list of COVID-19 symptoms. Before leaving the house, a parent should confirm that the student has a temperature below 100.4 degrees Fahrenheit and does not exhibit any other COVID-19 symptoms.

○ Any student who has a fever or other COVID-19 symptoms must stay home from School and should seek COVID-19 testing. Symptomatic students should isolate and quarantine pursuant to CDPH and SBCDPH guidance, which generally last for at least 10 days after the onset of symptoms, 24 hours since they were fever free without the use of fever reducing medication, and after symptoms have improved.

○ If a student with potential COVID-19 symptoms tests negative, the student may return 24 hours after their fever has passed without the use of fever reducing medication and symptoms have improved. Symptomatic students may alternatively return after such period as required by local health orders or directives, or if a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition.

○ ~~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 stay home for at least 10 days after the onset of symptoms, 24 hours since their fever has passed without the use of fever reducing medication, and three (3) days after symptom improvement.~~

Commented [CPH2]: The close contacts definition has been revised to reflect the CDC’s updated close contacts definition.

¹The 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.”*

~~Students may alternatively return after or such period as required by local health order or directive.~~

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

Commented [CPH3]: San Bernardino County guidance directs students and staff with COVID-19 symptoms who either have tested positive or have not tested to stay home for this period.

<https://sbccovid19.com/wp-content/uploads/sites/41/2020/08/SB-County-COVID19-Response-Guidance-for-K-12-Schools.pdf>

unless and until all conditions have been met pursuant to CDPH and local guidance.

3. COVID-19 Testing and Reporting:

- Consistent with CDPH Guidance, the LCER will implement surveillance testing of staff as directed by the San Bernardino County Department of Public Education (“SBCDPH) and the following standards.
 - Surveillance testing is either 1) in response to an outbreak at a school site, and/or 2) on a staff-wide basis when instructed by SBCDPH based upon local disease trends.
 - In response to an outbreak, only one (1) test per symptomatic person or close contact is required. A repeat test may be necessary if the initial test is positive or if symptoms later develop.
 - For staff-wide testing, all staff shall be tested, other than any staff who only work remotely and have no contact with students or other staff and do not report to campus. However, the ability to test all staff may not be possible if laboratory capacity is limited (see below).
 - The goal of staff-wide testing is to test 100% of staff within two (2) months. This could be implemented as 50% one month and 50% the next month, or 25% every two (2) weeks.
 - If SBCDPH orders ongoing staff-wide testing, then repeated testing must be continued every two (2) months as directed by SBCDPH.
 - Additional levels of employee COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the SBCDPH or CDPH, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance.
 - ~~Additional staff testing may be required after workplace exposures and in outbreak situations, consistent with LCER’s COVID-19 Injury and Illness Prevention Plan Addendum.~~
 - The LCER can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
 - If County-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation. -
 - The LCER’s liaison must be made aware of the staff test results and report those results to SBCDPH.
 - Staff ~~cannot 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 ~~the applicable public local health order guidance and legal authority~~. The LCER cannot otherwise require employees to disclose medical information.
 - The LCER ~~cannot does not~~ retaliate against an employee for disclosure of a positive test, diagnosis or order to self-quarantine or isolate. Any employee who believes that the LCER has violated this policy may file a complaint under the LCER’s Uniform Complaint Procedures.
 - The LCER must maintain confidentiality of test results, other than reporting the results to SBCDPH. All medical information about any employee must be stored separately from the employee’s personnel file in order to limit access to this confidential information. The LCER must have a separate confidential medical file for each 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

Commented [CPH4]: Please refer to the COVID-19 IIPP addendum for specific information regarding employee testing requirements pursuant to the Cal/OSHA regulations. I did not include them all here as this document is intended for the larger community, not just employees.

have symptoms or COVID-19, medical certifications showing an employee needs time off due to COVID-19, etc. For students, the LCER will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.

- Students and family members are strongly encouraged to be tested for COVID-19 before returning to the school facility and monthly while receiving in-person instruction.
- In the event of a positive test result of a student or family member:
 - The LCER requires that parents/guardians notify school administration or supervisor immediately if the student tested positive for COVID-19 or if one of the household members or non-household close contacts tested positive for COVID-19.
 - Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the LCER will take actions as required and set forth in Section 4 below.

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

- In the event of notice of potential exposure,² the LCER will take the following actions within one (1) business day of the notice of potential exposure:
 - Provide a written notice to all employees who were on the premises in the same worksite³ as the qualifying individual⁴ within the infectious period⁵ that they may have been exposed to COVID-19.⁶
 - Provide a written notice to the exclusive representative, if any, of the above employees.⁷
 - Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
 - Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including COVID-19-related leave, LCER sick leave, state-mandated leave, supplemental sick leave,

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

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

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

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

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

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

or negotiated leave provisions, as well as anti-retaliation and antidiscrimination protections applicable to employees.

- Records of the above notices shall be retained for a minimum of three (3) years.
- In the event of a suspected COVID-19 case(s):
 - The LCER will identify isolation rooms and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
 - Any students or staff exhibiting symptoms should immediately be required to wear a face covering and wait in a separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
- In the event of one or more confirmed COVID-19 case(s), in addition to the steps required in response to a notice of potential exposure, the LCER will follow the COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year~~the CDPH Framework for Reopening K-12 Schools and COVID-19 Industry Guidance: Schools and School-Based Programs~~, 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. SBCDPH immediately by emailing or calling.
 - The notification to the SBCPHD must include:
 - The full name, address, telephone number, and date of birth of the individual who tested positive;
 - The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
 - The full name, address, and telephone number of the person making the report.
 - Notify all staff in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
 - Notify exposed families as relevant while maintaining confidentiality as required by state and federal laws.
 - Close off areas used by any sick person and do not use before cleaning and disinfection. Follow cleaning and ventilation procedures in Section 6 and 7.
 - Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
 - Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
 - Implement communication plans for exposure at school and potential school closures to include outreach to students, parents, teachers, staff and the community.
 - Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
 - Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
 - Maintain regular communications with the local public health department.
 - Where stable classroom cohorts have been maintained: All students and staff should be instructed to get COVID-19 testing and remain quarantined at home for 14 days.
 - Identify school contacts, inform the LHD of identified contacts, and exclude contacts (possibly the entire stable group from school for 10 days after the last date the case was present at school while infectious.
 - ~~—Where stable classroom cohorts have NOT been maintained: Utilize class seating rosters and consultation with teachers/staff to identify close contacts to the confirmed COVID-19 case in all classrooms and on-campus activities.~~

- 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.
- ~~A close contact is someone who has been within six feet of the person who tested positive for a prolonged period of time (at least 15 minutes) regardless of face covering use or someone who had direct physical contact or shared eating or drinking utensils with that person, or if that person sneezed, coughed, or somehow got respiratory droplets on you.~~
- Close contacts should be instructed to get COVID-19 testing and should remain quarantined at home for 14 days.
- For all settings: Provide information regarding close contacts to the county public health department.
- If the COVID-19 case was present on the LCER campus, the individual must be excluded from campus for at least 10 days from COVID-19 symptom onset, or if asymptomatic, 10 days from the date the specimen was collected for the positive COVID-19 test.
- In the event of a cluster (three or more cases within 14 days), the LCER will contact SBCPHD officials, as necessary, and work closely with such officials to determine whether the cluster is an outbreak, requiring outbreak response.
- In the event of an outbreak, as defined by CDPH, at the school site:
 - Within forty-eight (48) hours, the Executive Director or designee shall notify SBCDPH of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.⁸ The Executive Director shall also report the address and North American Industry Classification System (“NAICS”) code of the worksite where the qualifying individuals work.⁹ Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.
 - The LCER will notify students, families, employees, and stakeholders that the LCER and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
 - In accordance with state guidance regarding closing schools in response to confirmed cases,¹⁰ and in consultation with the local public health department, the appropriate school official may decide whether school closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including the length of time necessary, based on the number of cases at the school and the risk level within the specific community as determined by the local public health officer.
 - If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using distance learning. Consistent with the LCER’s adopted Distance Learning Policy and Procedures, distance learning shall include all of the following:
 - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;

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

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

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

- 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.
 - Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- Close contacts to confirmed COVID-19 case(s):
 - Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately, instructed to get COVID-19 testing instructed to get COVID-19 testing five (5) to seven (7) days from the last exposure. ~~immediately and ten (10) days after the last day of exposure to the case.~~ Even if they test negative, they should remain in quarantine for a full 14-10 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.
 - No actions need to be taken for persons who have not had direct contact with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.
 - Those who test positive should not return until they have met county health department criteria to discontinue home isolation.
 - The ~~Charter School~~L CER will consider a notification to the ~~Charter School~~L CER community regarding the close contacts exposure.
 - People who have tested positive for COVID-19 within the past 3 months and recovered do not have to quarantine or get tested again as long as they do not develop new symptoms. People who develop symptoms again within 3 months of their first bout of COVID-19 may need to be tested again if there is no other cause identified for their symptoms.
- Returning to school after home isolation:
 - Symptomatic individuals who test positive for COVID-19 can return:
 - At least twenty-four (24) hours have passed since last fever without the use of fever-reducing medications.
 - After other symptoms have improved, and
 - They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic

Commented [CPH5]: Again please note that both the CDPH and San Bernardino County use a 10 day quarantine in this situation.

Commented [CPH6]: This is not legally required, and only a potential “consideration” pursuant to San Bernardino County guidance.

Commented [SN7]: In addition to CDC guidance, the San Bernardino County guidance lists this on their quarantine calculator and COVID-19 Guidance for Employers and the Community that people who previously tested positive within 3 months are not required to quarantine <https://sbccovid19.com/quarantine-and-isolation-calculator/>

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.

- ~~ten (10) days after onset of symptoms, and at least twenty-four (24) hours have passed since last fever without the use of fever-reducing medications, and three days after symptoms (cough, shortness of breath, etc.) have improved. Asymptomatic individuals who test positive for COVID-19 may return 10 days after their first positive test. If they develop symptoms, the requirements for symptomatic individuals outlined above apply.~~

- Asymptomatic individuals who never had symptoms but were tested due to a close contact with a laboratory-confirmed case patient, and who tested negative may return ten (10) days after the last known close contact with the case patient.
- Symptomatic individuals who test negative for COVID-19, can return after no fever for 24 hours, without the use of fever-reducing medications, AND have felt well for 24 hours.
- ~~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 no earlier than fourteen (14) days after the last known close contact with the case patient.~~
- Individuals in close contacts to confirmed COVID-19 cases ~~can at home or outside school~~ can return ~~a full 14-10~~ 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.

Commented [CPH8]: This is the new standard in the CDPH guidance.

Commented [CPH9]: San Bernardino County guidance wants a 14-day quarantine after close contacts exposure, irrespective of a test result.

Commented [SN10]: In Dec, SBC guidance changed the close contact quarantine from 14-day to 10-day quarantine <https://sbccovid19.com/quarantine-and-isolation-calculator/>

Commented [CPH11]: San Bernardino County guidance wants a 14-day quarantine after close contacts exposure, irrespective of a test result.

Commented [CPH12]: This is the new CDPH recommendation for School closure.

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 ~~disinfected~~ 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 ~~and disinfected~~ between uses.
 - Staff will be trained as appropriate in the chemical hazards, manufacturer’s directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
 - When choosing disinfecting products, the LCER will use those approved for use against COVID-19 on the Environment Protection Agency (EPA) approved list “N” and require staff to follow product instructions.
 - To reduce the risk of asthma and other health effects related to disinfecting, the LCER will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
 - The LCER will avoid products that contain peroxyacetic (paracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
 - Staff should follow label directions for appropriate dilution rates and contact times.
 - The LCER will establish a cleaning and disinfecting schedule in order to avoid both under and over use of cleaning products.
 - Subject to available resources, disposable disinfecting wipes shall be made available so that staff can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.
 - To the extent feasible, site resources that necessitate sharing or touching items (e.g. drinking fountains) will not be used and replacement items (e.g. reusable water bottles) will be used to the extent practicable.
 - Each student’s belongings will be kept in an individually labeled storage container, cubby, or locker. Students are encouraged to take belongings home each day to be cleaned.

Commented [SN13]: Per Cameron on 01/29/21
 “Please note that under the new CDPH guidance, there is less of a focus on frequent disinfection. Rather, the guidance emphasizes frequent cleaning over disinfection, as disinfection poses a higher risk of chemical exposure to students. However, disinfection is still recommended after any potential exposures on campus.”

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

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

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

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

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

- The LCER will consider different options for instructional scheduling models, including using a blended learning model to limit the total number of students on campus each day.
- The LCER will establish a maximum occupancy of each classroom. Desks will be arranged to minimize face-to-face contact and maintain a minimum of six (6) feet between students and teacher.

- To reduce possibilities for infection, students will remain in the same space and in [cohorts¹¹ and stable groups¹² for in-person education services](#) ~~cohorts~~ 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.
 - 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](#)

Commented [CPH14]: There are additional strategies and considerations for stable groups under the guidance, but these are the primary recommendations.

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

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

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, ~~six feet between desks, where practicable~~, 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 day and~~ limiting use of shared playground equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.
 - Youth Sports and Physical Education: The LCER will conduct sports and physical education classes only when the following can be maintained (1) physical distancing of at least six (6) feet and (2) a stable cohort, such as a class, that limits the risk of transmission. Activities should take place outside to the maximum extent practicable.
 - For sports that cannot be conducted with sufficient distancing or cohorting, only physical conditioning and training is permitted and only where physical distancing can be maintained. Conditioning and training should focus on individual skill building (e.g., running drills and body weight resistance training) and should take place outside, where practicable. Indoor physical conditioning and training is allowed only in counties where gyms and fitness centers are allowed to operate indoors.

Commented [CPH15]: Please note that the new CDPH guidance allows for no less than four feet of distancing between students, and is extremely clear on that point:

“Under no circumstances should distance between student chairs be less than 4 feet.”

- Avoid equipment sharing, and if unavoidable, clean and disinfect shared equipment between use by different people to reduce the risk of COVID-19 spread.
- Consistent with guidance for gyms and fitness facilities, cloth face coverings must be worn during indoor physical conditioning and training or physical education classes (except when showering). Activities that require heavy exertion should be conducted outside in a physically distanced manner, with face coverings as tolerated. ~~Activities that require heavy exertion should be conducted outside in a physically distanced manner without face coverings.~~ Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering. Players should take a break from exercise if any difficulty in breathing is noted and should change their mask or face covering if it becomes wet and sticks to the player's face and obstructs breathing. Masks that restrict airflow under heavy exertion (such as N-95 masks) are not advised for exercise.

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

- Until such time as the statewide or local health order is lifted, all adults and all children age two and older must wear a face covering in accordance with current CDPH, CDE and CDC guidance, except while actively eating or drinking.
 - Staff excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.
- Staff should wear a clean face covering to work every day.
- Staff should avoid touching the face covering and should wash their hands frequently, including after removing the face covering.
- Staff are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- Staff may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations to enable students to see faces and avoid potential barriers to phonological instruction as long as the wearer maintains a physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- The LCER will post signs regarding the proper use, removal, and washing of face coverings.
- The LCER will post signs to remind staff that CDC recommends maintaining social distancing of at least six (6) feet, and that the State of California currently requires face coverings to be worn in public settings with certain limited exceptions.
- All students who are not prevented from doing so by a breathing problem or disability should wear a clean cloth face covering:
 - While waiting to enter the school campus.
 - In any area outside of the classroom (except when eating or drinking).
 - While leaving school.
- ~~Elementary school students in grades TK-2 are strongly encouraged, but are not required, to wear a cloth face covering within the stable classroom cohort. A face shield may be an acceptable alternative for children under the age of two or who otherwise have an exemption to wearing a mask in this cohort who cannot wear a face covering properly.~~

Commented [CPH16]: Guidance no longer distinguishes between grade levels for masks for children. Rather, the CDPH now requires all adults and all children two and over to wear mask unless another exception otherwise applies.

~~• Students in grades 3 and above are required to use cloth face coverings when in the classroom even if they are in a stable classroom cohort.~~

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

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

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

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

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

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

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

14. Protection of Higher Risk Staff:

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

15. COVID-19 Vaccinations:

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

15.16. Communications to the LCER community:

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

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

Commented [CPH17]: I added this section, as the new CDPH guidance vaguely references vaccines, and “strongly recommends” all individuals vaccinate. I realize this is a controversial subject and there are many details to sort out. I provided language that is consistent with the current CDPH guidance for now.

person.

- 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: February 8, 20201

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

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

The LCER offers distance learning as an alternative to in-person instruction. Distance learning will also remain available for students who are medically fragile, or would be put at risk by an in-person instructional model once in-person instruction resumes. For example, students with a health condition, students with family members with a health condition, students who 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.

1. Limited Campus Access:

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

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

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

2. Wellness Checks and Temperature Screenings:

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

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

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

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

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

3. COVID-19 Testing and Reporting:

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

- For staff-wide testing, all staff shall be tested, other than any staff who only work remotely and have no contact with students or other staff and do not report to campus. However, the ability to test all staff may not be possible if laboratory capacity is limited (see below).
 - The goal of staff-wide testing is to test 100% of staff within two (2) months. This could be implemented as 50% one month and 50% the next month, or 25% every two (2) weeks.
 - If SBCDPH orders ongoing staff-wide testing, then repeated testing must be continued every two (2) months as directed by SBCDPH.
 - Additional levels of employee COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the SBCDPH or CDPH, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance.
 - The LCER can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
 - If County-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
 - The LCER's liaison must be made aware of the staff test results and report those results to SBCDPH.
 - Staff who refuse to take a test or to report the test results to the LCER will not be allowed to return to in-person instruction or otherwise enter the LCER campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
 - The LCER does not retaliate against an employee for disclosure of a positive test, diagnosis or order to self-quarantine or isolate. Any employee who believes that the LCER has violated this policy may file a complaint under the LCER's Uniform Complaint Procedures.
 - The LCER must maintain confidentiality of test results, other than reporting the results to SBCDPH. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The LCER must have a separate confidential medical file for each 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,² the LCER will take the following actions within one (1) business day of the notice of potential exposure:
 - Provide a written notice to all employees who were on the premises in the same worksite³ as the qualifying individual⁴ within the infectious period⁵ that they may have been exposed to COVID-19.⁶
 - Provide a written notice to the exclusive representative, if any, of the above employees.⁷
 - Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
 - Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including COVID-19-related leave, LCER sick leave, state-mandated leave, supplemental sick leave, or negotiated leave provisions, as well as anti-retaliation and antidiscrimination protections applicable to employees.
- Records of the above notices shall be retained for a minimum of three (3) years.
- In the event of a suspected COVID-19 case(s):
 - The LCER will identify isolation rooms and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
 - Any students or staff exhibiting symptoms should immediately be required to wear a face covering and wait in a separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
- In the event of one or more confirmed COVID-19 case(s), in addition to the steps required in response to a notice of potential exposure, the LCER will follow the COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year, including implementation of the following practices:

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

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

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

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

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

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

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

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

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

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

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

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

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

5. Sanitizing/Hygiene Materials and Practices:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

14. Protection of Higher Risk Staff:

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

15. COVID-19 Vaccinations:

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

16. Communications to the LCER community:

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

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

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

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

Lewis Center for Educational Research

BP 51116173: ~~STUDENTS INSTRUCTION~~ ~~HOMELESS EDUCATION FOR HOMELESS CHILDREN AND YOUTH~~

Adopted: June 17, 2013

Revised: February 8, 2021

~~The Lewis Center for Educational Research Foundation Board recognizes the rights of all students, including those who are homeless, the opportunity to enroll in and participate in Academy for Academic Excellence's or Norton Space and Aeronautics Academy's educational and support programs.~~

Definition of Homeless

~~The term homeless children and youth means individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes:~~

- ~~• Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason~~
- ~~• Children who may be living in motels, hotels, trailer parks, shelters, or awaiting foster care placement~~
- ~~• Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings~~
- ~~• Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or~~

~~Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above~~

I. STUDENTS RIGHTS

~~Homeless students who are enrolled in Academy for Academic Excellence or Norton Space and Aeronautics Academy have the right to:~~

- ~~• Equal access to all educational programs and services~~
- ~~• Continue to attend Academy for Academic Excellence or Norton Space and Aeronautics Academy for the duration of their homelessness or the current school year, whichever ends first~~
- ~~• Attend Academy for Academic Excellence or Norton Space and Aeronautics Academy while homeless, unless there exists a legitimate reason for requiring attendance at another school; and~~
- ~~• Receive all educational services for which they are eligible (i.e., special education and LEP)~~

II. DISTRICT RESPONSIBILITIES

~~LCER will develop strategies for meeting the needs of homeless students and eliminating barriers to their attendance at school, including identification, and the provision of appropriate support services.~~

The Lewis Center for Educational Research ("LCER") Board of Directors ("Board") desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness at both the Academy for Academic Excellence ("AAE") and Norton Science and Language Academy ("NSLA").

Definition of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Charter Schools Liaison

The President/CEO designates the following staff person as the Charter Schools Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

<u>AAE SCHOOL COUNSELOR</u>	<u>NSLA SCHOOL COUNSELOR</u>
<u>17500 MANA RD. APPLE VALLEY</u>	<u>503 E. CENTRAL AVE. SAN BERNARDINO</u>
<u>760-946-5414</u>	<u>909-386-2300</u>

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at LCER schools.
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by LCER, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, such as schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, LCER charters, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Enrollment

LCER shall immediately admit/enroll the student for which either Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

LCER shall also immediately enroll a homeless youth who seeks to enroll in either Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the school charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the President/CEO or designee shall refer the parent/guardian to the Charter Schools Liaison. The Charter Schools Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity) and pursuant to the procedures stated in either Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter Schools Liaison. (42 U.S.C. § 11432(g)(3)(E).)

Commented [WKS1]: In general, charter schools are not required to hold a spot for homeless youth that voluntarily withdraw. EC 47605(d)(3). However, in general **charter schools are required to re-enroll homeless students if the charter school is the student's "school of origin" and the parent/rights holder believes it is in their best interest.**

The McKinney Vento Act requires that the LEA "serving each child or youth to be assisted under this part shall, according to the child's or youth's best interest—

(i) continue the child's or youth's education in the school of origin for the duration of homelessness—

(I) in any case in which a family becomes homeless between academic years or during an academic year; and
(II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or

(ii) enroll the child or youth in any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

The Act also requires that if a dispute arises "over eligibility, or school selection or enrollment in a school . . . the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals. . . ." These requirements exist irrespective of whether the homeless youth:

(I) is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation; or
(II) has missed application or enrollment deadlines during any period of homelessness.

As such, some authorizers/the CDE may take issue with charter schools not holding spaces open for possible homeless youth to enroll.

If the charter school is considered the student's "school of origin" the student may have a right to enroll within at the charter school even if the school is at capacity. This provision explicitly applies to charter schools but does not explicitly include an exemption where implementation would conflict with the capacity/lottery requirements.

Thus, if a homeless student is seeking to re-enroll or continue in the School and the School is potentially that student's school of origin, or if a homeless child is seeking to transfer to the School and the School is at capacity, please let us know as this is very fact specific and should be addressed on a case-by-case basis.

Commented [WKS2]: The U.S. Department of Education urges charter schools to anticipate leaving space for homeless students and/or increasing capacity to accommodate a homeless student.

The Charter Schools Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in either AAE or NSLA such as (42 U.S.C. § 11432(g)(4)):

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Counseling and Social Emotional Learning services
- Programs in vocational and technical education
- Charter School nutrition programs

Transportation

In the event that LCER provides transportation services to all AAE and NSLA students, LCER shall provide comparable transportation services to each homeless child or youth attending either Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the LCER does not otherwise provide transportation services to all AAE and NSLA students, LCER shall ensure that transportation is provided for homeless students to and from either Charter School, at the request of the parent or guardian (or Charter Schools Liaison), if AAE or NSLA is the student's school of origin. (42 U.S.C. § 11432(g)(1)(j).) Transportation provided by the Charter School will be adequate and appropriate for the Student's situation, but LCER does not commit to any one method of transportation for all youth.

Professional Development

The School Liaison will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the Charter School Liaison.

High School Graduation Requirements

Homeless students who transfer to an LCER school any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will

Commented [WKS3]: The School may use funds awarded through subgrants for homeless students to defray the excess cost of transportation. (42 U.S.C. § 11433(d)(5).)

Commented [WKS4]: The requirement under the McKinney Vento Act is to provide transportation upon request to and from the school of origin. The term "school of origin" means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled. When the child or youth completes the final grade level served by the school of origin, as described in clause (i), the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

Commented [WKS5]: Options for transportation may include, but are not limited to, gas vouchers, public transportation vouchers, or mileage reimbursement to parents. The method of transportation must not interfere with the student's ability to access education.

Commented [WKS6]: Please note that this section is optional. Accordingly, you may delete this section if so desired.

However, please note that professional development for the School Liaison is not optional and is required. (42 U.S.C. § 11432(g)(6)):

provide professional development opportunities for local educational agency personnel and the local educational agency liaison designated under subsection (g)(1)(j)(ii) to assist such personnel and liaison in identifying and meeting the needs of homeless children and youths, and provide training on the definitions of terms related to homelessness specified in sections 11302, 11360, and 11434a of this title to the liaison.

Commented [WKS7]: The School may use funds awarded through subgrants for homeless students to provide professional development. (42 U.S.C. § 11433(d)(5).)

affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

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

Acceptance of Course Work

The Charter Schools will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter Schools will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter Schools shall not require the student to retake the portion of the course the student completed unless the Charter Schools, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular

course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Notice

For any homeless student who seeks enrollment at AAE or NSLA, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

Annual Policy Review

LCER shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter Schools. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

Commented [WKS8]: We recommend that this policy review be undertaken annually. Although 42 USC § 11431 et seq. does not explicitly call for this review to be done annually, the Act requires this review for any LEA receiving assistance under the Act and funding determinations are made on an annual basis.



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Academy for Academic Excellence	36750773630837	January 14, 2021	February 8, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our School Plan for Student Achievement is a comprehensive plan developed to support all students in achieving the academic content standards set forth by the California State Board of Education. This plan describes the goals and strategies implemented for continuous improvement to close the achievement gaps for all students especially those in targeted subgroups. This plan is aligned to the school's most recent LCAP (Local Control and Accountability Plan) that focuses on increased academic achievement in a positive school climate. These goals and strategies are funded through supplemental, concentration, and categorical funding as identified throughout the School Plan.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Every other year, AAE surveys both parents and students to evaluate the school's climate. This includes questions regarding school policies, safety, instruction, curriculum, and staff. This data is reviewed and reported to all stakeholders through the LCAP, WASC, SSC, ELAC, and School Board meetings. Results are shared with the school's leadership teams and student advisory groups. Through this process, school decisions are made and services improved.

As specific concerns come to light, special surveys are sent to facilitate the school's decisions. For example, during COVID-19, several surveys were sent out to families regarding the safety of students and programs available. Recently, parents were surveyed to discern whether they would participate in the school's hybrid program. This data helped the school create its hybrid and distance learning plan.

Exit surveys are given to each family when they disenroll. It's essential that the administrative staff and leadership teams review this data annually to inform future decision making.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Academy for Academic Excellence currently uses two forms of classroom observations both informal and formal. During the current circumstances of distance learning due to COVID-19, informal observations are done remotely by each administrator. Administrators will arrange with teachers ahead of time to join the teacher's remote synchronous session. Before arranging a time, administrators will let teachers know what they are looking for when visiting virtual classrooms. For example, administrators may be looking at student interaction and engagement or they may observe something particular that teachers asked for, making the observation meaningful for teachers. After observation, administrators will reply to teachers with an email about what they saw, offering words of encouragement and sharing ideas to help facilitate learning.

Once a year, teachers are given a formal observation as outlined in their teaching contract. Administrators will arrange an appointment to observe a lesson and make notes to complete an evaluation form. This evaluation form is available for teachers to see any time of the year and is based on the California Standards for the Teaching Profession (CSTP). Once the evaluation is completed, there will be a second meeting with the teacher and administrator to review the observation and evaluation form. Both the administrator and teacher will discuss the outcomes and work together to discuss next steps.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

AAE uses a variety of measures to continually modify instruction, curriculum, and programming. The CAASPP (California Assessment of Student Performance & Progress) suite of exams are reviewed annually and presented to all stakeholders. These exams include the SBA (Smarter Balanced Assessment) for English and Math, CAST (The California Science Test), and the PFT (Physical Fitness Test). In addition to these state exams, we also review those provided by the College Board, the AP (Accelerated Program), the PSAT (Preliminary Scholastic Aptitude Test), and the SAT (Scholastic Aptitude Test). Locally, students are given scheduled benchmark exams (both quarterly and at trimesters) to provide current information in the areas of reading and math. Diagnostic assessments for math and reading are scheduled throughout the school year. These are administered through iReady (Curriculum & Associates), DRA (Developmental Reading Assessment), and Reading A-Z running records.

Through the PLC (Professional Learning Community) process, results from the aforementioned assessments are analyzed by all stakeholders influencing decisions made regarding instruction, curriculum, and programs. PLC happens monthly as a whole teaching staff and weekly through grade-level meetings. After changes to instruction are made, continued progress monitoring of the impact on student achievement takes place.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In addition to state and local assessments, AAE teachers use unit assessments provided by their adopted curriculum to monitor student progress. These results provide teachers with data based on currently taught standards as well as summative results from concepts taught earlier in the year. This data supports small group, differentiated instruction to target the individual academic needs of students. Small groups give the teacher the opportunity to reteach the missed concepts then informally check for understanding. Students needing further support receive Tier II intervention provided by the teacher on assignment in small groups. This intervention is continually monitored and reassessed to check for progress. Changes in instruction delivery and curriculum may result from this data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

88% of teaching staff is highly qualified. 8 teachers have one course that is outside of their current teaching credential.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at AAE are highly qualified and placed according to their credential. Teachers receive on-going professional development through the school's adopted curriculum, instructional practices for distance learning, technology integration, assessment analysis and differentiated grouping instruction, and reading intervention. First and second year teachers attend Induction (new teacher on-going coaching) that provides a veteran teacher assigned to each new teacher to plan instruction, analyze data, review observations, and support the new teacher in all areas.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is aligned to the site goals to improve academic achievement and create a positive school climate. During the current environment of distance learning, additional technology training and online instructional strategies have been added to support student achievement in the online environment. Training has been provided to analyze assessment data to develop intervention in small groups to meet the most immediate needs of students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Along with administrative staff, we employ two teaching experts to support teachers: a Teacher on Assignment (site employee) and Coordinator of Assessments and Programs (district employee). These experts are available during PLC (Professional Learning Community) time. Other experts providing instructional support are curriculum-based trainers (science, Reading), Orton Gillingham reading intervention strategies, and assessment analysis with small-group instruction design through iReady, our ELA and Math diagnostic program.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

TK-5 teaching staff meets in their PLC weekly supported by the school's Teacher on Assignment and Coordinator of Assessments and Programs to review data and instruction. Grade levels meet weekly during their designated planning time. Middle school and high school meets through PLC both by department and grade level with their team supported by the department head to discuss instructional planning and student concerns. Staff meets in PLC monthly to discuss the current instructional climate and share best practices.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All adopted curricula are standards-aligned to the specific subject area standards as adopted by the California Department of Education. Instructional materials are designed and implemented with targeted goals to ensure progress towards mastery of standards at the end of each school year. Curricula and materials are reviewed annually during the PLC process and compared to assessment results to measure effectiveness.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All classroom and subject areas adhere to the state mandated instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Pacing guides are supplied by the adopted curricula and are followed to ensure students have received instruction on essential state standards. Pacing is continually reviewed and modified to meet the needs of all students. Intervention takes place during the school day and delivered by the classroom teacher. More intense intervention, Tier II and Tier III, are built into the master schedule and may also be delivered in small groups during the school day or after school.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials are aligned to the state adopted approved textbooks and follow the state standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted and standards-aligned instructional materials, including intervention materials, are used in all curricular areas.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

AAE provides a variety of opportunities to support underperforming students and subgroups. Teachers use time during class to meet with small groups providing extra support on currently taught learning objectives. Beyond class time, teachers offer online office hours for students to join and ask clarifying questions and receive help with current instruction. The current distance learning schedule allows for time built in both in the afternoon, Wednesdays, and homeroom for small group, differentiated instruction helping students with current instruction and learning loss. Students needing further intervention, meet with the current Teacher on Assignment to work on both reading and math skills they are struggling with.

Evidence-based educational practices to raise student achievement

Extra support for students is facilitated through the current state adopted, standards aligned curriculum, iReady Instruction for math, and Orton-Gillingham reading instruction. Teachers use these research-based tools with evidence-based educational practices: Intentional questioning allowing students to express their ideas through academic discourse supporting critical thinking in all content areas; collaborative learning allowing students to think through their ideas together with discussion, interaction, and teamwork to complete tasks; experiential learning allowing students to experience the learning and problem solve with a variety of activities assigned by the teacher; gradual release of responsibility, I do, we do, you do, method giving students the process necessary to gain understanding through multiple tasks.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parenting with Love and Logic:

Families are invited to attend weekly Love and Logic trainings that help parents to lead with empathy when dealing with undesirable behaviors, allowing children to learn and grow from their mistakes. This philosophy helps children to own their mistakes and work on solving them with few words from parents.

Knights in Training:

Incoming Kindergarten families participate in two separate parent nights where they receive information on Kindergarten and the expectations for their child. This is also a time where parents can ask questions and meet the Kindergarten teaching team. While parents are in these informational meetings, the incoming Kinders participate in activities with their future Kindergarten teacher.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

AAE families are surveyed to assess family needs and review any parent suggestions for the instructional program every other year. These results are used to improve both the climate and instruction of the school and develop programs to support family needs.

Parents and community members are encouraged to participate in school support and governance bodies such as the Parent Teacher Organization, School Site Council, and other school committees to have input in the planning, implementation, and evaluation of ConApp programs.

Through staff participation in SSC, PLC, leadership team meetings, collaborative grade-level teams, and staff meetings, decisions to improve the overall instructional program are made using data derived from parent and student climate surveys, and all academic data.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

AAE uses its Title I funding to provide intervention services for our underperforming students. The majority of funding is spent on the Teacher on Assignment position who facilitates Tier II intervention in grades K-8 and provides designated ELD (English Language Development) for our English Learners.

Fiscal support (EPC)

The school provides ongoing support and communication in fiscal planning.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

An annual review and update were conducted with stakeholders during the School Site Council meeting on January 14, 2021, and brought to the School Board for approval at the February 8, 2021 School Board meeting.

The School Site Council (SSC) is a team comprised of the principal (or designee), teachers, other school personnel, parents, students, and community members, that develops the mission and goals for the improvement of an individual school community:

Responsibilities of the Council:

- Write the Single Plan for Student Achievement (SPSA)
- Submit the plan for Board approval
- Budget supplemental resources (categorical funds)
- Implement the plan
- Conduct a self-study - evaluate how successfully the plan meets stated goals
- Revise the plan to meet the changing needs of the students
- Review and allocate available supplemental categorical funds
- Implement the revised plan
- Regularly attend School Site Council meetings
- Become knowledgeable and have a commitment to the Single Plan for Student Achievement and its processes
- Actively participate in School Site Council duties, including serving on Standing and Special Committees
- Be able to serve the full term for which you are elected
- Communicate your knowledge and concerns to the School and the Community, thus becoming an advocate for improved public education and its changing needs

In addition to the SSC the AAE collects feedback from students, families, staff, executive team members, and school board members in the following ways:

- Fall Title 1 Parent Informational Meeting
- Parent-Teacher Conferences
- Parents and Pastries

- Weekly Family Forums
- School Events
- Local Control Accountability Plan
- Surveys

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The Academy for Academic Excellence will use student and staffing formulas to avoid inequities in the allocation of human and financial resources. At this time, there are no resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.3%	0.3%	0.42%	4	4	6
African American	3.3%	3.0%	3%	47	44	43
Asian	3.6%	3.7%	3.49%	51	53	50
Filipino	2.2%	2.1%	2.44%	32	31	35
Hispanic/Latino	36.2%	36.3%	38.52%	519	525	552
Pacific Islander	0.2%	0.1%	0.07%	3	2	1
White	46.5%	46.3%	44.45%	667	670	637
Multiple/No Response	7.8%	8.2%	7.54%	112	118	1
Total Enrollment				1,435	1,447	1,433

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	124	126	125
Grade 1	101	100	101
Grade 2	100	100	101
Grade 3	112	112	113
Grade 4	111	112	112
Grade 5	110	112	112
Grade 6	125	126	124
Grade 7	123	123	125
Grade 8	124	125	120
Grade 9	111	117	115
Grade 10	97	108	114
Grade 11	100	89	102
Grade 12	97	97	69
Total Enrollment	1,435	1,447	1,433

Conclusions based on this data:

1. Our enrollment stays consistent each year.

2. We lose, on average, 6% of our student population upon entering high school.
3. While most subgroup enrollments stay constant, the White population is declining and the Hispanic/Latino population is increasing.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	29	46	40	2.0%	3.2%	2.8%
Fluent English Proficient (FEP)	106	104	109	7.3%	7.2%	7.6%
Reclassified Fluent English Proficient (RFEP)	10	0	6	38.5%	0%	13.0%

Conclusions based on this data:

1. English Learner enrollment has increased since the 2017-18 school year.
2. Over half of our incoming students are testing as English proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	112	112	112	112	111	111	112	111	111	100	99.1	99.1
Grade 4	113	111	110	111	111	110	111	111	110	98.2	100	100
Grade 5	111	111	110	107	108	109	107	108	109	96.4	97.29	99.1
Grade 6	120	124	125	120	119	124	120	118	124	100	95.96	99.2
Grade 7	118	122	124	117	121	122	117	121	122	99.2	99.18	98.4
Grade 8	115	124	125	113	124	123	113	124	123	98.3	100	98.4
Grade 11	103	98	82	102	97	81	102	97	81	99	98.97	98.8
All	792	802	788	782	791	780	782	790	780	98.7	98.62	99

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2426.	2412.	2416.	16.07	18.02	17.12	34.82	21.62	32.43	25.89	27.93	20.72	23.21	32.43	29.73
Grade 4	2476.	2470.	2472.	27.03	28.83	29.09	27.03	22.52	26.36	21.62	21.62	18.18	24.32	27.03	26.36
Grade 5	2513.	2514.	2516.	21.50	25.00	25.69	42.99	32.41	32.11	17.76	20.37	18.35	17.76	22.22	23.85
Grade 6	2528.	2535.	2545.	15.83	18.64	22.58	35.83	36.44	38.71	25.00	28.81	22.58	23.33	16.10	16.13
Grade 7	2552.	2570.	2564.	10.26	21.49	18.85	46.15	38.02	40.16	26.50	23.97	23.77	17.09	16.53	17.21
Grade 8	2581.	2588.	2596.	17.70	17.74	25.20	41.59	42.74	39.02	23.01	28.23	26.02	17.70	11.29	9.76
Grade 11	2698.	2660.	2664.	69.61	48.45	44.44	22.55	26.80	34.57	7.84	18.56	17.28	0.00	6.19	3.70
All Grades	N/A	N/A	N/A	24.68	24.81	25.26	36.06	31.90	35.00	21.36	24.43	21.28	17.90	18.86	18.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.43	27.03	24.32	51.79	41.44	49.55	26.79	31.53	26.13
Grade 4	31.53	27.93	30.91	46.85	50.45	43.64	21.62	21.62	25.45
Grade 5	24.30	30.56	27.52	57.94	43.52	53.21	17.76	25.93	19.27
Grade 6	20.00	23.73	33.06	54.17	50.85	38.71	25.83	25.42	28.23
Grade 7	25.64	25.62	25.41	52.99	30.65	47.54	21.37	49.48	27.05
Grade 8	30.09	30.65	35.77	45.13	46.77	50.41	24.78	22.58	13.82
Grade 11	69.61	49.48	56.79	24.51	40.21	32.10	5.88	10.31	11.11
All Grades	31.20	30.25	32.44	47.95	46.71	45.51	20.84	23.04	22.05

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.96	17.12	14.41	60.71	44.14	54.95	22.32	38.74	30.63
Grade 4	21.62	20.72	13.64	56.76	52.25	63.64	21.62	27.03	22.73
Grade 5	27.10	28.97	28.44	57.01	52.34	48.62	15.89	18.69	22.94
Grade 6	26.67	25.42	16.94	47.50	49.15	66.13	25.83	25.42	16.94
Grade 7	21.37	45.00	33.61	60.68	40.83	50.00	17.95	14.17	16.39
Grade 8	26.55	30.65	28.46	56.64	58.06	60.98	16.81	11.29	10.57
Grade 11	71.57	55.67	58.02	26.47	35.05	35.80	1.96	9.28	6.17
All Grades	29.67	31.6	26.41	52.56	47.72	55.26	17.77	20.69	18.33

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.07	13.51	18.02	69.64	68.47	63.96	14.29	18.02	18.02
Grade 4	24.32	22.52	22.73	57.66	51.35	67.27	18.02	26.13	10.00
Grade 5	19.63	30.56	13.76	69.16	49.07	72.48	11.21	20.37	13.76
Grade 6	14.17	27.97	21.77	71.67	52.54	63.71	14.17	19.49	14.52
Grade 7	17.95	32.23	12.30	65.81	52.07	75.41	16.24	15.7	12.30
Grade 8	21.24	30.65	24.39	69.91	53.23	64.23	8.85	16.13	11.38
Grade 11	40.20	60.82	32.10	58.82	28.87	64.20	0.98	10.31	3.70
All Grades	21.61	31.01	20.26	66.24	49.49	67.44	12.15	19.49	12.31

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.32	16.22	19.82	54.46	55.86	42.34	23.21	27.93	37.84
Grade 4	27.93	22.52	24.55	53.15	51.35	48.18	18.92	26.13	27.27
Grade 5	25.23	30.56	25.69	52.34	49.07	53.21	22.43	20.37	21.10
Grade 6	24.17	27.97	31.45	53.33	52.54	47.58	22.50	19.49	20.97
Grade 7	23.93	32.23	33.61	57.26	52.07	49.18	18.80	15.7	17.21
Grade 8	28.32	30.65	29.27	45.13	52.23	57.72	26.55	16.13	13.01
Grade 11	77.45	60.82	53.09	22.55	28.87	38.27	0.00	10.31	8.64
All Grades	32.10	31.01	30.26	48.72	49.49	48.59	19.18	19.49	21.15

Conclusions based on this data:

- 99% of students are participating in taking the CAASPP exam.
- Elementary grades struggle with research/inquiry and writing but show improvement as they enter middle school and high school.

3. Overall, students are improving annually in their scores with increases in standard exceeded and met.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	112	112	112	112	111	111	112	111	110	100	99.1	99.1
Grade 4	113	111	110	111	111	110	111	111	110	98.2	100	100
Grade 5	111	111	110	107	108	109	107	107	109	96.4	97.29	99.1
Grade 6	120	124	125	120	119	124	120	119	124	100	95.9	99.2
Grade 7	118	122	124	118	121	122	118	121	122	100	99.18	98.4
Grade 8	115	124	125	113	124	123	113	124	123	98.3	100	98.4
Grade 11	103	98	82	102	97	81	102	97	81	99	98.97	98.8
All	792	802	788	783	791	780	783	791	779	98.9	98.62	99

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2419.	2417.	2420.	11.61	12.61	15.45	31.25	26.13	30.91	33.04	32.43	21.82	24.11	28.83	31.82
Grade 4	2477.	2463.	2479.	13.51	13.51	18.18	35.14	25.23	21.82	33.33	34.23	45.45	18.02	27.03	14.55
Grade 5	2487.	2499.	2492.	14.02	16.67	11.93	17.76	18.52	19.27	33.64	33.33	38.53	34.58	31.48	30.28
Grade 6	2482.	2525.	2520.	6.67	12.61	16.13	20.83	25.21	25.81	29.17	31.09	24.19	43.33	31.09	33.87
Grade 7	2503.	2515.	2555.	7.63	9.92	23.77	16.10	24.79	26.23	35.59	28.93	30.33	40.68	36.36	19.67
Grade 8	2525.	2544.	2536.	11.50	12.10	17.07	15.04	18.55	16.26	27.43	36.29	28.46	46.02	33.06	38.21
Grade 11	2626.	2605.	2611.	17.65	21.65	13.58	39.22	27.84	30.86	19.61	19.59	27.16	23.53	30.93	28.40
All Grades	N/A	N/A	N/A	11.62	13.91	16.82	24.78	23.64	24.13	30.40	31.10	30.81	33.21	31.35	28.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.54	25.23	30.00	41.96	39.64	34.55	37.50	35.14	35.45
Grade 4	29.73	14.41	33.64	38.74	46.85	38.18	31.53	38.74	28.18
Grade 5	16.82	15.74	19.27	34.58	49.07	37.61	48.60	35.19	43.12
Grade 6	14.17	10.92	24.19	33.33	54.62	33.06	52.50	34.45	42.74
Grade 7	10.17	14.88	29.51	34.75	49.59	35.25	55.08	35.54	35.25
Grade 8	12.39	15.32	18.70	34.51	63.71	29.27	53.10	20.97	52.03
Grade 11	38.24	20.62	29.63	33.33	48.45	39.51	28.43	30.93	30.86
All Grades	19.92	15.68	26.19	35.89	51.96	35.04	44.19	32.36	38.77

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.61	18.92	19.09	61.61	49.55	46.36	26.79	31.53	34.55
Grade 4	14.41	14.41	17.27	59.46	46.85	56.36	26.13	38.74	26.36
Grade 5	15.89	15.74	10.09	42.99	49.07	55.96	41.12	35.19	33.94
Grade 6	8.33	10.92	15.32	42.50	54.62	45.97	49.17	34.45	38.71
Grade 7	11.86	14.88	22.95	51.69	49.59	51.64	36.44	35.54	25.41
Grade 8	14.16	15.32	18.70	47.79	63.71	48.78	38.05	20.97	32.52
Grade 11	21.57	20.62	20.99	58.82	48.45	56.79	19.61	30.93	22.22
All Grades	13.79	15.68	17.72	51.98	51.96	51.35	34.23	32.36	30.94

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.86	18.02	24.55	64.29	42.34	44.55	17.86	39.64	30.91
Grade 4	22.52	20.72	28.18	48.65	49.55	42.73	28.83	29.73	29.09
Grade 5	9.35	14.81	9.17	53.27	54.63	55.05	37.38	30.56	35.78
Grade 6	10.83	16.81	16.94	39.17	45.38	51.61	50.00	37.82	31.45
Grade 7	5.93	10.74	23.77	57.63	59.5	55.74	36.44	29.75	20.49
Grade 8	16.81	11.29	19.51	52.21	59.68	53.66	30.97	29.03	26.83
Grade 11	24.51	28.87	19.75	55.88	45.36	60.49	19.61	25.77	19.75
All Grades	15.20	16.94	20.28	52.87	51.20	51.73	31.93	31.86	27.98

Conclusions based on this data:

1. The overall performance for students continues to increase as demonstrated by the percentage of students exceeded and met.
2. Students struggle most with concepts and procedures.
3. Grades 5, 6, and 8 show us the areas of greatest need in all domain areas.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K							3	4
Grade 1							3	2
Grade 2							4	4
Grade 3							3	6
Grade 4							2	6
Grade 5							5	2
Grade 6							5	8
Grade 7							5	4
Grade 8							1	5
Grade 9							0	3
Grade 10							0	0
Grade 11							1	0
Grade 12							1	1
All Grades							33	46

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		10.87	56.25	58.70		30.43			33	46

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	50.00	23.91	34.38	54.35		19.57		2.17	33	46

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		8.70	34.38	36.96	37.50	50.00		4.35	33	46

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	50.00	23.91	46.88	69.57		6.52	33	46

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	50.00	34.78	46.88	58.70		6.52	33	46

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		10.87	40.63	67.39	37.50	21.74	33	46

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		21.74	75.00	78.26			33	46

Conclusions based on this data:

1. Our current data shows that our school's English Learner population is steadily increasing.
2. Overall our students are scoring in level 3 or 4 showing progress towards being reclassified.
3. Reading is the lowest scoring domain and writing is the highest indicating the need for additional reading support.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1447	33.8	3.2	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	46	3.2
Homeless	12	0.8
Socioeconomically Disadvantaged	489	33.8
Students with Disabilities	126	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	44	3.0
American Indian	4	0.3
Asian	53	3.7
Filipino	31	2.1
Hispanic	525	36.3
Two or More Races	118	8.2
Pacific Islander	2	0.1
White	670	46.3







Conclusions based on this data:

- Over 1/3 of the student population is identified as socioeconomically disadvantaged.
- Hispanic and White ethnicities make up the majority of the school's population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Green	Chronic Absenteeism  Yellow	
College/Career  Green		

Conclusions based on this data:

1. Academic performance is in the green level in all identified areas showing proficiency in all areas.
2. Our graduation rate continues to be high and is in the blue.
3. Chronic absenteeism is currently at yellow and needs to be addressed by the school.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 17.1 points above standard Maintained ++2.6 points 768	<p>English Learners</p>  Orange 30 points below standard Declined -6 points 58	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Yellow 3.9 points below standard Declined -3.5 points 276	<p>Students with Disabilities</p>  Orange 75.9 points below standard Increased Significantly ++10.5 points 78

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 27.1 points above standard Increased ++8.8 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 52.6 points above standard Maintained -2.4 points 26	 No Performance Color 38 points above standard Maintained -0.1 points 20
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.3 points below standard Maintained -0.4 points 271	 Green 18.8 points above standard Maintained -1.7 points 60	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 31 points above standard Increased ++6.4 points 359

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.8 points below standard Increased Significantly ++20.3 points 28	29.5 points above standard Maintained ++1.6 points 30	19.3 points above standard Increased ++4.7 points 671

Conclusions based on this data:

- English learners showed a decline and are in the orange level.
- Our Hispanic population maintained their status but are still in the orange level.
- Students with disabilities showed a considerable increase from the prior year.

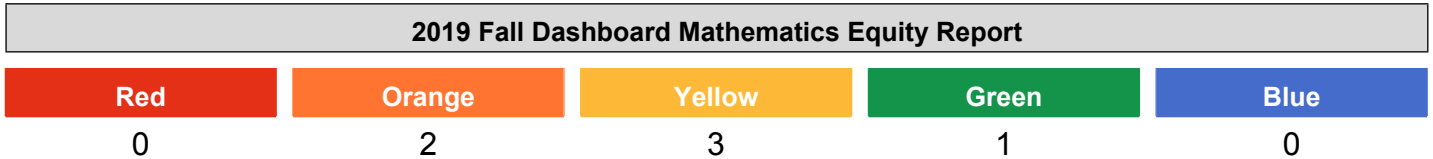
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>24.4 points below standard</p> <p>Increased ++7.5 points</p> <p>766</p>	<p>English Learners</p>  <p>Yellow</p> <p>45.6 points below standard</p> <p>Increased ++10 points</p> <p>58</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>43.9 points below standard</p> <p>Increased ++4.1 points</p> <p>275</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>110.4 points below standard</p> <p>Increased Significantly ++15 points</p> <p>77</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 35.4 points below standard Maintained -1.7 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 29.8 points above standard Increased ++12.3 points 26	 No Performance Color 10.2 points below standard Declined Significantly -18.3 points 20
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 40.2 points below standard Increased ++12.5 points 271	 Orange 29.6 points below standard Maintained -0.6 points 60	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 14.4 points below standard Increased ++7.5 points 357

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103 points below standard Increased Significantly ++22.1 points 28	8.1 points above standard Increased Significantly ++23.6 points 30	24.2 points below standard Increased ++7.6 points 669

Conclusions based on this data:

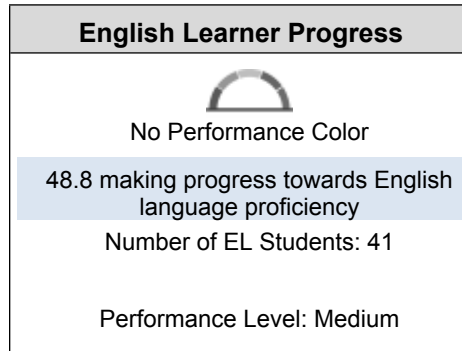
1. Students with disabilities made a considerable increase in math compared to the prior year.
2. Socioeconomically disadvantaged students increased in the area of math and are close to moving to the a proficient level.
3. English learners increased in the area of math and are close to moving to the a proficient level.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.8	24.3		48.7

Conclusions based on this data:

1. Close to half of our English learner population made progress toward reclassification.

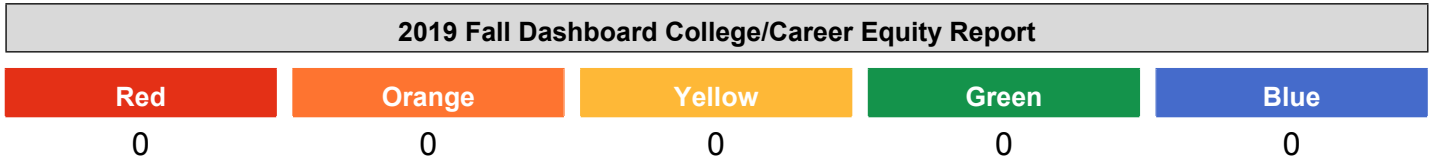
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>65.3</p> <p>Maintained 0</p> <p>98</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
65.3 Prepared	65.3 Prepared	65.3 Prepared
12.6 Approaching Prepared	12.6 Approaching Prepared	16.3 Approaching Prepared
22.1 Not Prepared	22.1 Not Prepared	18.4 Not Prepared

Conclusions based on this data:

- 65% of graduating seniors have demonstrated through state assessments that they are prepared for entrance into college.
- The number of students moving from not prepared to approaching prepared have increased from 2018 to 2019.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 4.9 Increased +0.6 1051	<p>English Learners</p>  Yellow 4.8 Increased +4.8 42	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p>  No Performance Color 30.8 Increased +15.4 13	<p>Socioeconomically Disadvantaged</p>  Orange 8.9 Increased +2 380	<p>Students with Disabilities</p>  Orange 8.3 Increased +2.9 120

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -3.1 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Maintained 0 29	 No Performance Color 0 Maintained 0 17
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.8 Increased +2.1 395	 Blue 2.5 Maintained -0.1 80	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 3.6 Maintained -0.2 497

Conclusions based on this data:

1. Overall, chronic absenteeism has increased from the prior year.
2. Our homeless population had the greatest increase in chronic absenteeism.
3. English learners showed the second highest increase in chronic absenteeism.

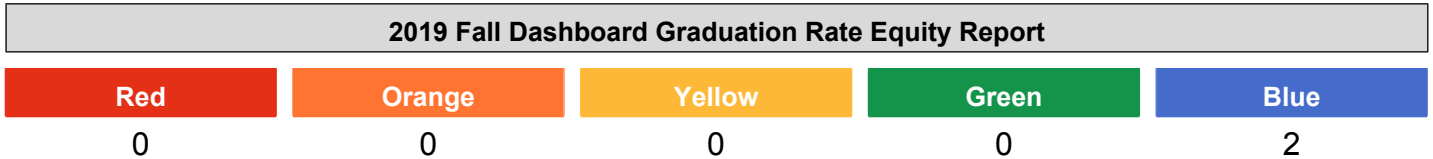
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>98</p> <p>Maintained +0.1</p> <p>99</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>95</p> <p>Declined -5</p> <p>40</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 96.6 Declined -3.5 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 Blue 97.9 Maintained +0.3 48

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
97.9	98

Conclusions based on this data:

- The graduation rate continues to maintain a 98% rate.

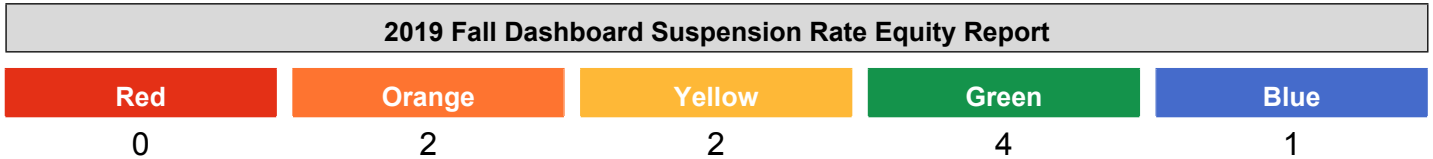
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 3.5 Declined -0.5 1484	<p>English Learners</p>  Yellow 2.1 Increased +2.1 48	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>  No Performance Color 0 Declined -11.8 14	<p>Socioeconomically Disadvantaged</p>  Green 3.9 Declined -0.5 535	<p>Students with Disabilities</p>  Yellow 7 Declined -1.5 142

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 4.4 Declined -1.7 45	 No Performance Color Less than 11 Students - Data 4	 Orange 5.6 Increased +0.5 54	 Blue 0 Declined -5.9 32
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.3 Declined -0.6 545	 Orange 3.4 Increased +0.8 117	 No Performance Color Less than 11 Students - Data 2	 Green 3.6 Declined -0.4 685

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4	3.5

Conclusions based on this data:

1. English learners were the only student group to show an increase in suspensions.
2. Most student groups showed a decline in suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Increase student achievement.

LEA/LCAP Goal

Prepare all students for post-secondary success.

Goal 1

Maintain student academic achievement in the areas of math and English language arts.

Identified Need

With the current climate of distance learning, we hope to maintain the percentage of proficient students in the areas of English language arts and math as identified through state and local assessments. As our English Learner enrollment continues to increase, the necessity for both integrated ELD and designated ELD has steadily increased.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Progress (CAASPP) in ELA and Math for grades 3-8 & 11	60.26% of students showed proficiency in ELA 40.95% of students showed proficiency in math	60% of students will achieve standard exceeded or standard met demonstrating proficiency in ELA 41% of students will achieve standard exceeded or standard met demonstrating proficiency in math
iReady Reading for grades 2-5	Reading: 42% of students on or above grade level 36% of students one grade level below 22% of students are two or more grade levels below	Reading: 42% of students on or above grade level 36% of students one grade level below 22% of students are two or more grade levels below
iReady Math for grades 2-8	Math: 31% of students on or above grade level 44% of students one grade level below	Math: 31% of students on or above grade level 44% of students one grade level below

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	25% of students are two or more grade levels below	25% of students are two or more grade levels below
ELPAC summative for English Learners	10.87% of students achieved a level 4 58.7% of students achieved a level 3 30.43% of students achieved a level 2 0% of students achieved a level 1	15% of students achieve a level 4 60% of students achieve a level 3 25% of students achieve a level 2 0% of students achieve a level 1
California Dashboard English Learner Progress Indicator	48.7% of students moved up one ELPI level 24.3% of students maintained ELPI levels 26.8% of students decreased one level	50% of students moved up one ELPI level 30% of students maintained ELPI levels 20% of students decreased one level

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Tier 1 support and Tier II intervention. Students in need of intervention will receive Tier I from the classroom teacher who is supported by the teacher on assignment. Students in need of additional intervention, Tier II, will receive additional, small group instruction provided by the teacher on assignment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

84,729

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Teacher on Assignment

25,620

Title I
2000-2999: Classified Personnel Salaries
Instructional Assistants

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English learners will receive designated ELD with small group instruction provided by the teacher on assignment. Reading A-Z English Learner program will be used to support ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

982

Source(s)

Title I
4000-4999: Books And Supplies
ELL Reading A-Z program

0

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And
Operating Expenditures
Professional Development for ELL Reading A-Z
program (included in software purchase)

200

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And
Operating Expenditures
ELL training for distance learning through
Orange County office of Ed.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in need of intervention for Reading including English Learners, Socioeconomically Disadvantaged, Students with Disabilities, will benefit from teacher professional development.

Strategy/Activity

All elementary grade level reading teachers will receive Orton-Gillingham training to support student reading intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

17,850

Source(s)

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students in need of additional support outside of the school day will attend before or after-school tutoring which is overseen by a teacher coordinator.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,600	Title I 1000-1999: Certificated Personnel Salaries Teacher coordinator for tutoring services
21,500	Title I 1000-1999: Certificated Personnel Salaries Teacher tutors
4,210	Title I 4000-4999: Books And Supplies Supplies for tutoring
23,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Supplemental Educations Services tutoring

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Induction training for 1 and 2 year teachers. Each new teacher is coached by a veteran teacher who is available to plan and advise on classroom instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,200	Title II Part A: Improving Teacher Quality

1000-1999: Certificated Personnel Salaries
Induction costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students especially those who are identified and socioeconomically disadvantaged.

Strategy/Activity

With distance learning, some families struggle with have wifi for their home-school connection. Hot spots are provided to these families free of charge.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

13,725

Source(s)

CARES Act
4000-4999: Books And Supplies
Hot Spots for wifi and the service fee

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College readiness.

LEA/LCAP Goal

Prepare all students for post-secondary success.

Goal 2

Maintain the school's current graduation rate of 98% and the percentage of students completing a-g requirements at 80%.

Identified Need

We want to help students stay engaged and on track for college readiness. To help with this, we will support those taking AP courses financially.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Advanced Placement participation rate.	AP participation rate for 2020 was 89%	100% AP participation rate for 2021
Percentage of graduates completing a-g requirements.	80% of students completed a-g requirements 2020	80% of students complete a-g requirements 2021

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students enrolled in AP courses.

Strategy/Activity

Any student has access to participate in AP courses and as a school, we want to give every advantage to students to be able to show how well they have learned the AP material this school year. To do this, the school offsets the cost of the AP exam.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12,571

Title IV Part A: Student Support and Academic Enrichment
5000-5999: Services And Other Operating Expenditures
Cost to offset AP exams

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students enrolled in AP courses.

Strategy/Activity

AP training for teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

700

Source(s)

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And Operating Expenditures
AP Training

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students enrolled in dual enrollment.

Strategy/Activity

To further assist in a-g completion, there is a need to work with the local college to provide dual enrollment courses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,811

Source(s)

Title I
4000-4999: Books And Supplies
Dual Enrollment textbooks

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in need of credit recovery.

Strategy/Activity

For students to continue progress towards a-g completion, some need to attend summer school to retake previously failed courses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

300

Title I
5800: Professional/Consulting Services And
Operating Expenditures
BYU Credit Recovery Program

3000

Title I
1000-1999: Certificated Personnel Salaries
Teachers to support BYU implementation

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$203,923
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$230,998.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$172,752.00
Title II Part A: Improving Teacher Quality	\$31,950.00
Title IV Part A: Student Support and Academic Enrichment	\$12,571.00

Subtotal of additional federal funds included for this school: \$217,273.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
CARES Act	\$13,725.00

Subtotal of state or local funds included for this school: \$13,725.00

Total of federal, state, and/or local funds for this school: \$230,998.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
CARES Act	13,725.00
Title I	172,752.00
Title II Part A: Improving Teacher Quality	31,950.00
Title IV Part A: Student Support and Academic Enrichment	12,571.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	126,029.00
2000-2999: Classified Personnel Salaries	25,620.00
4000-4999: Books And Supplies	24,728.00
5000-5999: Services And Other Operating Expenditures	12,571.00
5800: Professional/Consulting Services And Operating Expenditures	42,050.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	CARES Act	13,725.00
1000-1999: Certificated Personnel Salaries	Title I	112,829.00
2000-2999: Classified Personnel Salaries	Title I	25,620.00
4000-4999: Books And Supplies	Title I	11,003.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	23,300.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	13,200.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	18,750.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	12,571.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	208,616.00
Goal 2	22,382.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Valli Andreasen	Principal
Rebecca Kobold	Classroom Teacher
Nadine Johnston	Classroom Teacher
Lindsay Henderson	Classroom Teacher Parent or Community Member
Shawna Lorz	Parent or Community Member
Trevor Aydelott	Parent or Community Member
Sergio Tejeda	Parent or Community Member
Veronica Calderon	Other School Staff Parent or Community Member
Winson Cheng	Secondary Student
Apple Cheng	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on January 14, 2021.

Attested:

Principal, Valli Andreasen on 1/14/21

SSC Chairperson, Rebecca Kobold on 1/14/21

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Norton Science and Language Academy	36103630115808	January 20, 2021	February 8, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our School Plan for Student Achievement is a comprehensive plan developed to support all students in achieving the academic content standards set forth by the California State Board of Education. This plan describes the goals and strategies implemented for continuous improvement to close the achievement gaps for all students especially those in targeted subgroups. This plan is aligned to the school's most recent LCAP (Local Control and Accountability Plan) that focuses on increased academic achievement in a positive school climate. These goals and strategies are funded through categorical funding and identified throughout the School Plan.

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of under-served student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of under-served students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs the flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Every other year, NSLA surveys both parents and students to evaluate the school's climate. This includes questions regarding school policies, safety, instruction, curriculum, and staff. This data is reviewed and reported to all stakeholders through the LCAP, WASC, SSC, ELAC, and School Board meetings. Results are shared with the school's leadership teams and student advisory groups. Through this process, school decisions are made and services improved.

As specific concerns come to light, special surveys are sent to facilitate the school's decisions. For example, during COVID-19, several surveys were sent out to families regarding the safety of students and programs available. Recently, parents were surveyed to discern whether they would participate in the school's hybrid program. This data helped the school create its hybrid and distance learning plan.

Exit surveys are given to each family when they disenroll. It's essential that the administrative staff and leadership teams review this data annually to inform future decision making. All surveys are presented in either English or Spanish.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Norton Science & Language Academy currently uses two forms of classroom observations both informal and formal. During the current circumstances of distance learning due to COVID-19, informal observations are done remotely by each administrator. Administrators will arrange with teachers ahead of time to join the teacher's remote synchronous session. Before arranging a time, administrators will let teachers know what they are looking for when visiting virtual classrooms. For example, administrators may be looking at student interaction and engagement or they may observe something particular that teachers asked for, making the observation meaningful for teachers. After observation, administrators will reply to teachers with an email about what they saw, offering words of encouragement and sharing ideas to help facilitate learning.

Once a year, teachers are given a formal observation as outlined in their teaching contract. Administrators will arrange an appointment to observe a lesson and make notes to complete an evaluation form. This evaluation form is available for teachers to see any time of the year and is based on the California Standards for the Teaching Profession (CSTP). Once the evaluation is completed, there will be a second meeting with the teacher and administrator to review the observation and evaluation form. Both the administrator and teacher will discuss the outcomes and work together to discuss next steps.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

NSLA uses a variety of measures to continually modify instruction, curriculum, and programming. The CAASPP (California Assessment of Student Performance & Progress) suite of exams are reviewed annually and presented to all stakeholder. These exams include the SBA (Smarter Balanced Assessment) for English and Math, CAST (The California Science Test), ELPAC (English Language Proficiency Assessments for California), and the PFT (Physical Fitness Test). Locally, students take benchmark exams in the areas of Spanish language arts, English language arts, math, and reading each trimester. Diagnostic assessments for math and reading are scheduled throughout the school year. These are administered through iReady (Curriculum & Associates), DRA (Developmental Reading Assessment), Reading A-Z running records, and EDL (Spanish Reading Assessment for Dual Language).

Through the PLC (Professional Learning Community) process, results from the aforementioned assessments are analyzed by all stakeholders influencing decisions made regarding instruction, curriculum, and programs. PLC happens monthly as a whole teaching staff and weekly through grade-level meetings. After changes to instruction are made, continued progress monitoring of the impact on student achievement takes place.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In addition to state and local assessments, NSLA teachers use unit assessments provided by their adopted curriculum to monitor student progress. These results provide teachers with data based on currently taught standards as well as summative results from concepts taught earlier in the year. This data supports small group, differentiated instruction to target the individual academic needs of students. Small groups give the teacher the opportunity to reteach the missed concepts then informally check for understanding. Universal access time is another method for small group instruction. Students needing more intense instruction, Tier II support, will be assigned to a group led by a teacher on assignment specializing in instructional support during this universal access time while other small groups will receive specific instruction from their homeroom teacher.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently, 100% of are considered highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at NSLA are highly qualified and placed according to their credential. Teachers receive on-going professional development through the school's adopted curriculum, instructional practices for distance learning, technology integration, assessment analysis and differentiated grouping instruction, and reading intervention. First and second year teachers attend Induction (new teacher on-going coaching) that provides a veteran teacher assigned to each new teacher to plan instruction, analyze data, review observations, and support the new teacher in all areas.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is aligned to the site goals to improve academic achievement and create a positive school climate. During the current environment of distance learning, additional technology training and online instructional strategies have been added to support student achievement in the online environment. Training has been provided to analyze assessment data to develop intervention in small groups to meet the most immediate needs of students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Along with administrative staff, we employ two teaching experts to support teachers: an Instructional Program Facilitator (site employee) and Coordinator of Assessments and Programs (district employee). These experts are available during PLC (Professional Learning Community) time. Other experts providing instructional support are curriculum-based trainers (science, math), GLAD (Guided Language Acquisition Design) strategies, and assessment analysis with small-group instruction design through iReady, our ELA and Math diagnostic program.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

TK-5 teaching staff meets in their PLC weekly supported by the school's Instructional Program Facilitator to review data and instruction. Grade levels meet weekly during their designated planning time. Middle school meets bi-monthly with their team supported by the Dean of Students and Coordinator of Assessments and Programs to discuss instructional planning and student concerns. Staff meets in PLC monthly to discuss the current instructional climate and share best practices.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All adopted curricula are standards-aligned to the specific subject area standards as adopted by the California Department of Education. Instructional materials are designed and implemented with targeted goals to ensure progress towards mastery of standards at the end of each school year. Curricula and materials are reviewed annually during the PLC process and compared to assessment results to measure effectiveness.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All classroom and subject areas adhere to the state mandated instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Pacing guides are supplied by the adopted curricula and are followed to ensure students have received instruction on essential state standards. Pacing is continually reviewed and modified to meet the needs of all students. Intervention takes place during the school day and delivered by the classroom teacher. More intense intervention, Tier II and Tier III, are built into the master schedule and may also be delivered in small groups during Universal Access time.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials are aligned to the state adopted approved textbooks and follow the state standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted and standards-aligned instructional materials, including intervention materials, are used in all curricular areas.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

NSLA provides a variety of opportunities to support underperforming students and subgroups. Teachers use time during class to meet with small groups providing extra support on currently taught learning objectives. Beyond class time, teachers offer online office hours for students to join and ask clarifying questions and receive help with current instruction. The current distance learning schedule allows for time built in both in the afternoon and Wednesdays for small group, differentiated instruction helping students with current instruction and learning loss. Students needing further intervention attend Rocket Lab with support provided by the Instructional Program Facilitator and her team working on both reading and math skills they are struggling with.

Evidence-based educational practices to raise student achievement

Extra support for students is facilitated through the current state adopted, standards aligned curriculum, iReady Instruction for math and ELA, GLAD strategies, and Orton-Gillingham reading instruction. Teachers use these research-based tools with evidence-based educational practices: Intentional questioning allowing students to express their ideas through academic discourse supporting critical thinking in all content areas; collaborative learning allowing students to think through their ideas together with discussion, interaction, and teamwork to complete tasks; experiential learning allowing students to experience the learning and problem solve with a variety of activities assigned by the teacher; gradual release of responsibility, I do, we do, you do, method giving students the process necessary to gain understanding through multiple tasks.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Latino Literacy Project:

NSLA's families participate in the Latino family literacy program which provides families with reading routines for Spanish speaking and English speaking parents and their children at Norton. The Project introduces the teachers to a language acquisition method and a step-by-step reading and literacy instruction process. It involves family reading for Hispanic parent involvement, vocabulary development, and English language development for parents and their children.

Parenting with Love and Logic:

Families are invited to attend weekly Love and Logic trainings that help parents to lead with empathy when dealing with undesirable behaviors, allowing children to learn and grow from their mistakes. This philosophy helps children to own their mistakes and work on solving them with few words from parents.

Rockets in Training:

Incoming Kindergarten families participate in two separate parent nights where they receive information on Kindergarten and the expectations for their child. This is also a time where parents can ask questions and meet the Kindergarten teaching team. While parents are in these informational meetings, the incoming Kinders participate in activities with their future Kindergarten teacher.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

NSLA families are surveyed to assess family needs and review any parent suggestions for the instructional program every other year. These results are used to improve both the climate and instruction of the school and develop programs to support family needs.

Parents and community members are encouraged to participate in school support and governance bodies such as the Parent Teacher Organization, School Site Council, English Learner Advisory Committee, and other school committees to have input in the planning, implementation, and evaluation of ConApp programs.

Through staff participation in SSC, ELAC, PLC, leadership team meetings, collaborative grade-level teams, and staff meetings, decisions to improve the overall instructional program are made using data derived from parent and student climate surveys, and all academic data.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

NSLA uses its Title I funding to provide intervention services for our underperforming students. The majority of funding is spent on the Instructional Program Facilitator position who facilitates Tier II intervention in grades K-8 and provides designated ELD (English Language Development) for our English Learners. The Program Facilitator and her team of Instructional Assistants provide these services throughout the school day. Funding is also used for before and after-school tutoring support.

Fiscal support (EPC)

The school provides ongoing support and communication in fiscal planning.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

An annual review and update were conducted with stakeholders during the School Site Council meeting on January 21, 2021.

The School Site Council (SSC) is a team comprised of the principal (or designee), teachers, other school personnel, parents, students, and community members, that develops the mission and goals for the improvement of an individual school community: The School Site Council meets 5 times a year (August, October, December, February, March, May)

Responsibilities of the Council:

- Write the Single Plan for Student Achievement (SPSA)
- Submit the plan for Board approval
- Budget supplemental resources (categorical funds)

- Implement the plan
- Conduct a self-study - evaluate how successfully the plan meets stated goals
- Revise the plan to meet the changing needs of the students
- Review and allocate available supplemental categorical funds
- Implement the revised plan
- Regularly attend School Site Council meetings
- Become knowledgeable and have a commitment to the Single Plan for Student Achievement and its processes
- Actively participate in School Site Council duties, including serving on Standing and Special Committees
- Be able to serve the full term for which you are elected
- Communicate your knowledge and concerns to the School and the Community, thus becoming an advocate for improved public education and its changing needs

The English Learner Advisory Committee (ELAC) is comprised of parents of English Language Learners, the school principal, certificated and classified personnel and other community members. The ELAC is a group that works towards bridging the achievement gap among students whose native language is not English. The group meets at least 5 times a year.

The ELAC's responsibilities are to:

- Advise the principal and school staff on the programs and services provided to English Learners
- Advise the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA)
- Assist with the school's needs assessment
- Assist with the school's efforts to make parents aware of the importance of regular school attendance

In addition to the SSC and ELAC, Norton Science and Language Academy collects feedback from students, families, staff, executive team members, and school board members throughout the following ways:

- Fall Title 1 Parent Informational Meeting
- Parent-Teacher Conferences
- Cafecito
- Weekly Family Forums
- School Events
- Local Control Accountability Plan
- Surveys

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The Norton Science and Language Academy will use student and staffing formulas to avoid inequities in the allocation of human and financial resources. At this time, there are no resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0%	0.134%	0.12%	0	0	1
African American	7.14%	6.845%	6.33%	52	51	52
Asian	1.37%	1.342%	1.22%	10	10	10
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	89.56%	90.2%	86.97%	652	672	714
Pacific Islander	0.137%	0%	0%	1	0	0
White	7.28%	5.6%	4.63%	53	42	38
Multiple/No Response	1.78%	1.47%	0.73%	13	11	0
Total Enrollment				728	745	821

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	115	119	146
Grade 1	91	90	96
Grade 2	88	89	111
Grade 3	87	87	103
Grade 4	68	86	95
Grade 5	52	63	95
Grade 6	54	44	62
Grade 7	46	47	49
Grade 8	51	47	64
Grade 9	0	0	
Grade 10	0	0	
Grade 11	0	0	
Grade 12	0	0	
Total Enrollment	728	745	821

Conclusions based on this data:

1. Student enrollment shows an increase each year.

2. The majority of students enrolled are Hispanic/Latino.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	229	292	260	29.3%	36.8%	31.7%
Fluent English Proficient (FEP)	8	11	119	1.0%	1.4%	14.5%
Reclassified Fluent English Proficient (RFEP)	104	81	56	13.3%	10.2%	19.2%

Conclusions based on this data:

1. The percentage of students being reclassified has steadily increased annually.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	98	102	90	97	102	90	97	102	100	98.97	100
Grade 4	74	84	94	74	84	93	73	84	93	100	100	98.9
Grade 5	77	65	76	77	65	76	77	65	76	100	100	100
Grade 6	60	69	54	60	68	54	60	68	54	100	98.55	100
Grade 7	60	52	60	60	52	58	60	52	58	100	100	96.7
Grade 8	49	61	52	48	61	52	48	61	52	98	100	100
All	410	429	438	409	427	435	408	427	435	99.8	99.53	99.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2379.	2388.	2380.	14.44	15.46	8.82	12.22	17.53	18.63	22.22	23.71	31.37	51.11	43.3	41.18
Grade 4	2401.	2415.	2402.	8.22	14.29	12.90	13.70	15.48	12.90	12.33	16.67	20.43	65.75	53.57	53.76
Grade 5	2436.	2459.	2483.	7.79	9.23	17.11	15.58	24.62	28.95	20.78	18.46	19.74	55.84	47.69	34.21
Grade 6	2465.	2481.	2511.	1.67	7.35	9.26	13.33	25	35.19	40.00	27.94	27.78	45.00	39.71	27.78
Grade 7	2508.	2506.	2551.	8.33	1.92	20.69	21.67	23.08	29.31	28.33	44.23	27.59	41.67	30.77	22.41
Grade 8	2539.	2557.	2543.	4.17	14.75	0.00	37.50	26.23	40.38	31.25	40.98	38.46	27.08	18.03	21.15
All Grades	N/A	N/A	N/A	8.09	11.24	11.72	17.65	21.31	25.29	24.75	27.17	26.90	49.51	40.28	36.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.56	13.4	12.75	26.67	41.24	44.12	57.78	45.36	43.14
Grade 4	8.22	15.48	15.05	46.58	39.29	34.41	45.21	45.24	50.54
Grade 5	12.99	10.77	25.00	38.96	46.15	38.16	48.05	43.08	36.84
Grade 6	1.67	13.24	16.67	36.67	32.35	40.74	61.67	54.41	42.59
Grade 7	13.33	1.92	25.86	31.67	48.08	37.93	55.00	50	36.21
Grade 8	14.58	19.67	9.62	41.67	40.98	67.31	43.75	39.34	23.08
All Grades	11.27	12.88	17.24	36.52	40.98	42.53	52.21	46.14	40.23

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.78	14.43	5.88	36.67	44.33	51.96	45.56	41.24	42.16
Grade 4	12.33	10.71	7.53	31.51	38.10	43.01	56.16	51.19	49.46
Grade 5	12.99	20	25.00	48.05	40	43.42	38.96	40	31.58
Grade 6	8.33	16.18	16.67	46.67	44.12	62.96	45.00	39.71	20.37
Grade 7	16.67	9.62	22.41	50.00	69.23	62.07	33.33	21.15	15.52
Grade 8	25.00	22.95	7.69	62.50	52.46	71.15	12.50	24.59	21.15
All Grades	15.20	15.46	13.33	44.36	46.6	53.56	40.44	37.94	33.10

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	16.49	11.76	55.56	57.73	63.73	34.44	25.77	24.51
Grade 4	5.48	11.9	13.98	45.21	61.9	50.54	49.32	26.19	35.48
Grade 5	6.49	6.15	17.11	61.04	58.46	52.63	32.47	35.38	30.26
Grade 6	3.33	8.82	14.81	70.00	57.35	59.26	26.67	33.82	25.93
Grade 7	8.33	3.85	10.34	55.00	69.23	63.79	36.67	26.92	25.86
Grade 8	8.33	18.03	3.85	66.67	55.74	82.69	25.00	26.23	13.46
All Grades	7.11	11.48	12.41	58.09	59.72	60.69	34.80	28.81	26.90

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.33	16.49	7.84	36.67	42.27	49.02	50.00	41.24	43.14
Grade 4	8.22	13.10	10.75	47.95	45.24	35.48	43.84	41.67	53.76
Grade 5	7.79	18.46	25.00	33.77	41.54	36.84	58.44	40	38.16
Grade 6	10.00	16.18	20.37	46.67	52.94	62.96	43.33	30.88	16.67
Grade 7	13.33	9.62	36.21	50.00	55.77	43.10	36.67	34.62	20.69
Grade 8	14.58	19.67	9.62	60.42	52.46	63.46	25.00	27.87	26.92
All Grades	11.03	15.69	17.01	44.36	47.54	46.67	44.61	36.77	36.32

Conclusions based on this data:

1. 99% of students participated in state testing over all three years.
2. Overall, the percentage of students who met or exceeded the standards has increased.
3. Students achieving above standard and at or near standard have increased in all four domain areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	98	102	90	97	102	90	97	102	100	98.97	100
Grade 4	74	84	94	74	84	93	74	84	93	100	100	98.9
Grade 5	77	65	76	77	65	76	77	65	76	100	100	100
Grade 6	60	69	54	60	68	54	60	68	54	100	98.55	100
Grade 7	60	52	60	60	52	59	60	52	59	100	100	98.3
Grade 8	49	61	52	48	61	52	48	61	52	98	100	100
All	410	429	438	409	427	436	409	427	436	99.8	99.53	99.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2394.	2420.	2406.	5.56	14.43	7.84	25.56	27.84	31.37	25.56	29.9	24.51	43.33	27.84	36.27
Grade 4	2414.	2443.	2436.	6.76	5.95	7.53	9.46	27.38	19.35	25.68	32.14	37.63	58.11	34.52	35.48
Grade 5	2426.	2461.	2485.	2.60	9.23	19.74	3.90	7.69	17.11	22.08	30.77	23.68	71.43	52.31	39.47
Grade 6	2420.	2491.	2505.	0.00	8.82	7.41	1.67	14.71	16.67	25.00	38.24	38.89	73.33	38.24	37.04
Grade 7	2480.	2476.	2509.	5.00	0	10.17	21.67	23.08	23.73	15.00	30.77	32.20	58.33	46.15	33.90
Grade 8	2481.	2503.	2489.	0.00	13.11	3.85	6.25	9.84	9.62	39.58	21.31	34.62	54.17	55.74	51.92
All Grades	N/A	N/A	N/A	3.67	9.13	9.63	12.22	19.44	20.87	24.94	30.68	31.19	59.17	40.75	38.30

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	15.56	30.93	26.47	34.44	36.08	35.29	50.00	32.99	38.24	
Grade 4	9.46	22.62	13.98	16.22	26.19	35.48	74.32	51.19	50.54	
Grade 5	2.60	10.77	21.05	11.69	23.08	31.58	85.71	66.15	47.37	
Grade 6	0.00	11.76	16.67	16.67	41.18	33.33	83.33	47.06	50.00	
Grade 7	11.67	11.54	16.95	18.33	32.69	37.29	70.00	55.77	45.76	
Grade 8	0.00	14.75	11.54	33.33	24.59	26.92	66.67	60.66	61.54	
All Grades	7.33	18.5	18.58	21.76	30.91	33.72	70.90	50.59	47.71	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.89	21.65	12.75	37.78	44.33	48.04	43.33	34.02	39.22
Grade 4	6.76	14.29	13.98	44.59	44.05	41.94	48.65	41.67	44.09
Grade 5	5.19	10.77	17.11	25.97	29.23	47.37	68.83	60	35.53
Grade 6	1.67	8.82	5.56	30.00	44.12	48.15	68.33	47.06	46.30
Grade 7	13.33	0	8.47	36.67	40.38	50.85	50.00	59.62	40.68
Grade 8	2.08	14.75	1.92	45.83	42.62	44.23	52.08	42.62	53.85
All Grades	8.80	12.88	11.01	36.43	41.22	46.56	54.77	45.9	42.43

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.22	24.74	15.69	46.67	48.45	50.00	41.11	26.8	34.31
Grade 4	8.11	16.67	9.68	33.78	42.86	50.54	58.11	40.48	39.78
Grade 5	1.30	7.69	13.16	38.96	36.92	51.32	59.74	55.38	35.53
Grade 6	0.00	11.76	12.96	36.67	47.06	42.59	63.33	41.18	44.44
Grade 7	6.67	5.77	11.86	45.00	59.62	66.10	48.33	34.62	22.03
Grade 8	0.00	14.75	3.85	52.08	42.62	55.77	47.92	42.62	40.38
All Grades	5.38	14.75	11.70	41.81	45.9	52.29	52.81	39.34	36.01

Conclusions based on this data:

- Overall, student achievement in standards exceeding and standards met have increased in math over the last three years.
- Concepts & procedures show the highest percentage of students below standard.
- Students have shown an increase in the percentage of above and at or near standard in all domain areas.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1428.9	1426.1	1444	1441.1	1393.5	1391.1	57	40
Grade 1	1452.2	1455.6	1471	1471.7	1433.1	1439.1	50	49
Grade 2	1478.2	1460.8	1488	1479.2	1467.9	1441.8	41	38
Grade 3	1492.9	1477.2	1495.6	1478.9	1489.7	1475.1	38	41
Grade 4	1503.2	1506.9	1507.2	1510.0	1498.7	1503.3	25	40
Grade 5	1526	1524.5	1523.6	1524.1	1527.9	1524.2	22	24
Grade 6	1512.2	1528.1	1508.7	1520.0	1515.1	1535.7	19	18
Grade 7		1528.1		1520.0		1535.7		18
Grade 8	1523.3		1509.6		1536.7		11	10
All Grades	272						272	277

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	29.82	7.5	45.61	32.5		57.5		2.5	57	40
1	24	8.16	34	42.86	34	38.78		10.2	50	49
2	36.59	0	53.66	47.37		31.58		21.05	41	38
3		4.88	34.21	36.59	31.58	43.9		14.63	38	41
4		17.5		35	72	37.5		10	25	40
5		16.67		50		33.33		0	22	24
6		16.67		44.44		38.89		0	19	18
7		11.76		52.94		29.41		5.88		17
All Grades	24.63	10.47	44.85	40.43	21.69	40.07	8.82	9.03	272	277

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.86	10	38.6	47.5		40		2.5	57	40
1	56	28.57	36	36.73		32.65		2.04	50	49
2	60.98	28.95	34.15	42.11		21.05		7.89	41	38
3	34.21	31.71	39.47	29.27		29.27		9.76	38	41
4	48	42.5	44	37.5		15		5	25	40
5	63.64	41.67		54.17		4.17		0	22	24
6		33.33		44.44		11.11		11.11	19	18
7		23.53		52.94		11.76		11.76		17
All Grades	48.16	29.6	37.5	41.16	11.76	23.47		5.78	272	277

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		2.5	19.3	22.5	50.88	67.5		7.5	57	40
1		6.12		26.53	24	30.61	42	36.73	50	49
2		0	39.02	18.42	26.83	34.21		47.37	41	38
3		4.88		9.76	42.11	58.54	34.21	26.83	38	41
4		10		15	64	37.5		37.5	25	40
5		4.17	59.09	16.67		54.17		25	22	24
6		0		38.89		50		11.11	19	18
7		5.88		23.53		58.82		11.76		17
All Grades	11.4	5.78	26.1	20.22	37.5	46.57	25	27.44	272	277

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	70.18	22.5	28.07	75		2.5	57	40
1	72	57.14	22	38.78		4.08	50	49
2	70.73	26.32	29.27	65.79		7.89	41	38
3		19.51	68.42	60.98		19.51	38	41
4		55	52	37.5		7.5	25	40
5	50	16.67		79.17		4.17	22	24
6		22.22	57.89	66.67		11.11	19	18
7		23.53		47.06		29.41		17
All Grades	52.21	32.49	41.91	58.48	5.88	9.03	272	277

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.09	10	56.14	82.5		7.5	57	40
1	38	12.24	58	79.59		8.16	50	49
2	65.85	23.68	29.27	68.42		7.89	41	38
3	57.89	39.02	36.84	56.1		4.88	38	41
4	76	35		57.5		7.5	25	40
5	86.36	62.5		37.5		0	22	24
6		38.89		55.56		5.56	19	18
7		47.06		47.06		5.88		17
All Grades	54.78	10.11	40.07	54.51	5.15	35.38	272	277

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		2.5	80.7	92.5		5	57	40
1	34	20.41	36	40.82	30	38.78	50	49
2	41.46	0	39.02	57.89		42.11	41	38
3		4.88	42.11	46.34	47.37	48.78	38	41
4		12.5	64	47.5		40	25	40
5		12.5	63.64	54.17		33.33	22	24
6		0		55.56	63.16	44.44	19	18
7		11.76		52.94		35.29		17
All Grades	18.38	10.11	50.37	54.51	31.25	35.38	272	277

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.09	22.5	50.88	52.5		25	57	40
1		4.08	44	59.18	52	36.73	50	49
2		0	58.54	47.37	26.83	52.63	41	38
3		7.32	65.79	68.29	31.58	24.39	38	41
4		7.5	80	67.5		25	25	40
5		12.5	81.82	75		12.5	22	24
6		33.33	78.95	61.11		5.56	19	18
All Grades	15.07	9.75	62.13	64.26	22.79	25.99	272	277

Conclusions based on this data:

1. English learners show a decrease in overall language when comparing the last two years.
2. Students performed the best in the listening domain and oral language.
3. Students struggled mostly in written language.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
793	76.9	36.8	0.1

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	292	36.8
Foster Youth	1	0.1
Homeless	28	3.5
Socioeconomically Disadvantaged	610	76.9
Students with Disabilities	73	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	52	6.6
American Indian	1	0.1
Asian	10	1.3
Hispanic	676	85.2
Two or More Races	11	1.4
White	43	5.4





Conclusions based on this data:

- Over 3/4 of the student population is designated as socioeconomically disadvantaged.
- 37% of students are English learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="185 422 475 449">English Language Arts</p>  <p data-bbox="289 501 370 527">Yellow</p>	<p data-bbox="669 422 943 449">Chronic Absenteeism</p>  <p data-bbox="760 501 841 527">Orange</p>	<p data-bbox="1175 422 1390 449">Suspension Rate</p>  <p data-bbox="1235 501 1317 527">Orange</p>
<p data-bbox="250 617 410 644">Mathematics</p>  <p data-bbox="289 697 370 722">Yellow</p>		

Conclusions based on this data:

1. Both ELA and Math are at a level yellow, close to meeting the standard level of performance.
2. Both the chronic absenteeism and suspension rates are at a level orange.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Yellow</p> <p>33.7 points below standard</p> <p>Increased ++8.4 points</p> <p>425</p>	<p>Yellow</p> <p>63.5 points below standard</p> <p>Increased ++8.3 points</p> <p>198</p>	<p>No Performance Color</p> <p>0 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>33.2 points below standard</p> <p>Increased ++9.3 points</p> <p>16</p>	<p>Yellow</p> <p>51.2 points below standard</p> <p>Increased ++9 points</p> <p>327</p>	<p>Red</p> <p>92.6 points below standard</p> <p>Declined -10.2 points</p> <p>55</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 36 points below standard Increased Significantly ++25 points 27	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 41.7 points below standard Increased ++3.6 points 359	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 No Performance Color 27 points above standard Increased Significantly ++44.9 points 24

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.3 points below standard Maintained -1.8 points 118	4.7 points below standard Increased Significantly ++22.8 points 80	13.7 points below standard Increased ++6.1 points 198

Conclusions based on this data:

1. Students with disabilities is the only student group that saw a dramatic decline and ended at a level red.
2. Most student groups saw an increase in performance for English language arts.

School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 48.4 points below standard Increased ++5.1 points 426	 Yellow 76 points below standard Increased ++7 points 199	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 57.9 points below standard Increased Significantly ++21.7 points 16	 Yellow 63 points below standard Increased ++8.6 points 328	 Red 105.9 points below standard Declined Significantly -38 points 55

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 68.1 points below standard Increased Significantly ++21.5 points 27		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 53.2 points below standard Increased ++5.2 points 360	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		 No Performance Color 1 points above standard Declined -8.1 points 24

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102.4 points below standard Declined -5.5 points 119	36.7 points below standard Increased Significantly ++25.5 points 80	26.1 points below standard Increased ++3.3 points 198

Conclusions based on this data:

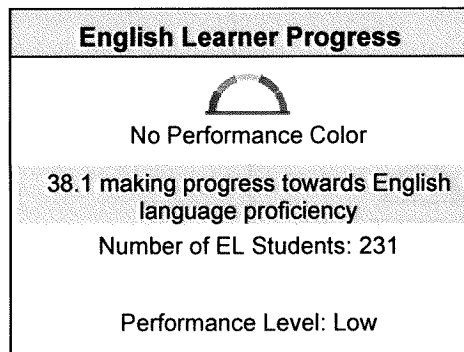
1. Students with disabilities saw the largest decline in math performance.
2. While all other groups are still below standard, students made growth from the prior year.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.5	33.3	3.4	34.6

Conclusions based on this data:

1. 38% of English learners made improvement by at least one level.
2. 28.5% of English learners decreased one level.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	1	0	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange <p>10</p> <p>Increased +1.4</p> <p>809</p>	<p>English Learners</p>  Yellow <p>10.1</p> <p>Declined -0.7</p> <p>297</p>	<p>Foster Youth</p>  No Performance Color <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  Red <p>27.3</p> <p>Increased +7.3</p> <p>33</p>	<p>Socioeconomically Disadvantaged</p>  Orange <p>11.9</p> <p>Increased +2</p> <p>629</p>	<p>Students with Disabilities</p>  Orange <p>15.8</p> <p>Increased +8.6</p> <p>95</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 9.4 Increased +2.2 53	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.6 Increased +1.4 686	 No Performance Color 7.1 Increased +7.1 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 2.2 Declined -1.1 45

Conclusions based on this data:

1. Students with disabilities increased more than any other group. This could be an indicator of the declining performance for ELA and Math.
2. Homeless group increased leading the indicator to be in red.
3. Both Hispanic and African American groups showed an increase in chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	2	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>3</p> <p>Increased +0.8</p> <p>828</p>	<p>English Learners</p> <p>Yellow</p> <p>2.3</p> <p>Maintained +0.2</p> <p>306</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p> <p>Red</p> <p>9.1</p> <p>Increased +4.2</p> <p>33</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>3.3</p> <p>Increased +0.5</p> <p>640</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>5.2</p> <p>Declined -0.7</p> <p>96</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 1.9 Declined -1.6 53	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.8 Increased +0.7 704	 No Performance Color 14.3 Increased +14.3 14		 Green 2.2 Declined -1.1 45

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.2	3

Conclusions based on this data:

- The suspension rate increased for most student groups with the largest increase in the homeless population.
- Students with disabilities saw a decline in suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

All staff supporting student achievement.

LEA/LCAP Goal

All school community members (administrators, teachers, paraprofessionals, parents, students) will work together to improve student achievement in all content areas.

Goal 1

Maintain student academic achievement in the areas of math and English language arts.

Identified Need

With the current climate of distance learning, we hope to maintain the percentage of proficient students in the areas of English language arts and math as identified through state and local assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Progress (CAASPP) in ELA and Math for grades 3-8	37.01% of students showed proficiency in ELA 30.5% of students showed proficiency in math	37% of student will achieve standard exceeded or standard met demonstrating proficiency in ELA 31% of students will achieve standard exceeded or standard met demonstrating proficiency in math
iReady Reading diagnostic end of year for grades 3-8	Reading: 40% of students on or above grade level 25% of students one grade level below 34% of students are two or more grade levels below	Reading: 40% of students on or above grade level 25% of students one grade level below 34% of students are two or more grade levels below
iReady Math diagnostic end of year for grades 3-8	Math: 15% of students on or above grade level 33% of students one grade level below	Math: 15% of students on or above grade level 33% of students one grade level below

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	52% of students are two or more grade levels below	52% of students are two or more grade levels below

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Tier II intervention support through small group instruction led by the Instructional Program Facilitator and instructional assistants. Students in need of intervention will receive Tier I from the classroom teacher who is supported by the Instructional Program Facilitator.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
138,745	Title I 1000-1999: Certificated Personnel Salaries Instructional Program Facilitator
116,715	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants in Rocket Lab
28,000	Title I 5800: Professional/Consulting Services And Operating Expenditures SES Tutoring
1,000	Title I 4000-4999: Books And Supplies Rocket Lab supplies
10,200	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Orton-Gillingham Reading Training
136,320	CARES Act 4000-4999: Books And Supplies iReading Instruction for Reading and Math

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

During the current reality of Covid-19 and distance learning, students are in need of social emotional support more than ever.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies SEL Curriculum and Licenses
12,734	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Second Step SEL program

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Supplemental software to support math and reading instruction within the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,900	CARES Act 4000-4999: Books And Supplies IXL math and reading software
4,957	CARES Act 4000-4999: Books And Supplies Renaissance Spanish Reading assessment

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students but primarily those students identified as socioeconomically disadvantaged.

Strategy/Activity

Hot spots for wifi access during distance learning to ensure students have the necessary tools for the home-school connection.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,725	CARES Act 4000-4999: Books And Supplies Hot Spots and Connection Fee

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic achievement for English Learners

LEA/LCAP Goal

All school community members (administrators, teachers, paraprofessionals, parents, students) will work together to improve student achievement in all content areas.

Goal 2

Support the academic instruction for our English Learner population and increase the percentage of RFEPs.

Identified Need

English Learners continue to make minimal progress towards reclassification and classified Long-Term English Learners continues to rise.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress as identified by the California Dashboard.	38.1% of EL students are making progress towards English language proficiency.	45% of EL students will make progress towards English language proficiency.
ELPAC Summative Assessment	Achieved Level 4: 10.64% Achieved Level 3: 40.43% Achieved Level 2: 40.07% Achieved Level 1: 9.03%	Achieved Level 4: 12.64% Achieved Level 3: 45.43% Achieved Level 2: 35.07% Achieved Level 1: 7.03%
LTEL enrollment in grades 6-8	18-19 percentage of LTELs in Middle School: 16.2% 19-20 percentage of LTELs in Middle School: 20-21 percentage of LTELs in Middle School: 24.2%	Decrease the percentage of LTELs to 20% for 20-21
CAASPP English Language Arts - English Learners	4.8% of EL students are considered proficient on the Smarter Balanced Assessment for ELA	5.5% of EL students will show proficiency on the Smarter Balanced Assessment for ELA

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Professional development for teachers to provide quality ELD instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures ELL Training for Distance Learning provided by Orange County Dept. of Ed
1,617	Title III 4000-4999: Books And Supplies Reading A-Z ELL Instruction software

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

As the percentage of long-term English learners continues to rise, we need better monitoring of progress towards reclassification.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,580	Title III 5800: Professional/Consulting Services And Operating Expenditures TELL Assessment and Monitoring Service

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Families of English Learners

Strategy/Activity

Training for parents to demonstrate how best to help them in engaging with their child in learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Title III
5800: Professional/Consulting Services And
Operating Expenditures
Project Inspire through CAFE

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$310,110
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$498,493.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$284,460.00
Title II Part A: Improving Teacher Quality	\$13,200.00
Title III	\$21,197.00
Title IV Part A: Student Support and Academic Enrichment	\$14,734.00

Subtotal of additional federal funds included for this school: \$333,591.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
CARES Act	\$164,902.00

Subtotal of state or local funds included for this school: \$164,902.00

Total of federal, state, and/or local funds for this school: \$498,493.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
CARES Act	164,902.00
Title I	284,460.00
Title II Part A: Improving Teacher Quality	13,200.00
Title III	21,197.00
Title IV Part A: Student Support and Academic Enrichment	14,734.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	138,745.00
2000-2999: Classified Personnel Salaries	116,715.00
4000-4999: Books And Supplies	182,253.00
5800: Professional/Consulting Services And Operating Expenditures	60,780.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	CARES Act	164,902.00
1000-1999: Certificated Personnel Salaries	Title I	138,745.00
2000-2999: Classified Personnel Salaries	Title I	116,715.00
4000-4999: Books And Supplies	Title I	1,000.00

5800: Professional/Consulting Services And Operating Expenditures
5800: Professional/Consulting Services And Operating Expenditures
4000-4999: Books And Supplies
5800: Professional/Consulting Services And Operating Expenditures
4000-4999: Books And Supplies

Title I
Title II Part A: Improving Teacher Quality
Title III
Title III
Title IV Part A: Student Support and Academic Enrichment

28,000.00
13,200.00
1,617.00
19,580.00
14,734.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	474,296.00
Goal 2	24,197.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 3 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Dr. Fausto Barragán, Jr.	Principal
Yvette Fregoso	Classroom Teacher
Elvira Regalado	Other School Staff
Myrna Foster	Other School Staff
Kendra Lamb	Secondary Student
Vanessa Hernandez	Parent or Community Member
Heather Jackson	Parent or Community Member
Veronica Calderon	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature  Committee or Advisory Group Name SSC

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Dr. Fausto Barragán, Jr. on *January 20, 2021*



Academy for Academic Excellence

17500 Mana Rd. • Apple Valley, CA • (760) 946-5414 • Grades K-12

Valli Andreasen, Principal

vandreassen@lcer.org

<http://aae.lewiscenter.org/>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Lewis Center for Educational Research

17500 Mana Rd
Apple Valley, Ca, 92307
760-946-5414
www.lewiscenter.org

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Director

Jim Morris
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Vice Chair

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President/CEO

District Administration

Lisa Lamb
Superintendent

Gustavo Congo
Director of Special Education

Stacy Newman
Director of Human Resources

Ryan Dorcey
Director of Information Technology

David Gruber
Director of Finance

AAE Mission Statement:

The Academy for Academic Excellence exists to prepare students for post-secondary success through a relevant, rigorous college-preparatory education.

AAE Vision Statement:

With Courage, Generosity, and Honor, the Academy for Academic Excellence works to ensure high levels of learning and to nurture a growth mindset for all. As a collaborative community, we use effective instructional practices that are STREAM-focused, research-based and data-driven. We engage in integrated learning experiences that promote global-mindedness, critical thinking, and a re-defined use of technology.

Description of AAE:

The Academy for Academic Excellence is an independent, direct-funded charter school, authorized by Apple Valley Unified School District. AAE is fully WASC accredited and offers full-time programs for students in grades TK-12, has a current enrollment of 1499 students and a waiting list of approximately 2,195 students. Students enjoy classes and extracurricular activities on a 150-acre campus that includes a portion of the Mojave River.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	125
Grade 1	101
Grade 2	101
Grade 3	113
Grade 4	112
Grade 5	112
Grade 6	124
Grade 7	125
Grade 8	120
Grade 9	115
Grade 10	114
Grade 11	102
Grade 12	69
Total Enrollment	1,433

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.4
Asian	3.5
Filipino	2.4
Hispanic or Latino	38.5
Native Hawaiian or Pacific Islander	0.1
White	44.5
Two or More Races	7.5
Socioeconomically Disadvantaged	39.7
English Learners	2.8
Students with Disabilities	9
Homeless	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Academy for Academic	18-19	19-20	20-21
With Full Credential	68	68	60
Without Full Credential	1	3	3
Teaching Outside Subject Area of Competence	8	5	6

Teacher Credentials for Lewis Center for	18-19	19-20	20-21
With Full Credential	♦	♦	60
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at Academy for Academic Excellence

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	5	5	5
Vacant Teacher Positions	1	1	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Grades K-5: Benchmark Advance (Adopted by AAE 2016) Supplemental materials include Reading A-Z online leveled readers and English Learner instructional materials.</p> <p>Grades 6-12: Teacher-created curriculum based on selected novels, nonfiction, and literature from other genres, aligned to CCSS.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
<p>Mathematics</p>	<p>Grade K-5 Curriculum Associates Ready Mathematics (Adopted by AAE 2019) Supplemental materials include iReady online instruction.</p> <p>Grades 6-8: Carnegie NATL Math Series 1-3 (Adopted by AAE 2014)</p> <p>Grades 9-12: Carnegie Common Core Integrated Mathematics, Courses 1-3 (Adopted by AAE in a rolling adoption 2014)</p> <p>Calculus: Stewart’s Calculus, AP Ed., 7th ed. (Cengage/ Harside & Quant, 2012) (Adopted by AAE 2014)</p> <p>Business Math: Mathematics with Business Applications (Glencoe, 2007) (Adopted by AAE 2009)</p> <p>Statistics: Practice of Statistics, 4th ed. (Bedford, Freeman & Worth, 2010) (Adopted by AAE 2012)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
<p>Science</p>	<p>Grades K-5: TWIG Science (Adopted by AAE 2020-2028)</p> <p>Grades 6-8: Project-Based Inquiry Science (IAT Interactive, 2014) (Adopted by AAE 2015)</p> <p>Grades 9-12: Teacher-created curricula, using a variety of online and print materials, aligned to NGSS. Anatomy & Physiology: Essentials of Anatomy and Physiology, Martini & Bartholomew, 6th ed. (Pearson, 2013) (Adopted by AAE 2013) Astronomy</p> <p>Environmental Science: Living in the Environment (Holt, McDougal 2011) (Adopted by AAE 2012)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>Grades K-5: Teacher-created curriculum using a variety of online and print resources, including material embedded within the Benchmark language arts curriculum, and other print and online resources, aligned with the California state standards for History-Social Science</p> <p>Grades 6-8: TCI History Alive! Teachers Curriculum Institute, 2007 ((Adopted by AAE 2007)</p> <p>Grade 10 (World History): Modern World History: Patterns of Interaction (McDougal Littell, 2005) (Adopted by AAE 2005)</p> <p>Grade 11 (United States History): The Americans (McDougal Littell, 2005) (Adopted by AAE 2005)</p> <p>AP American History: The American Pageant, 12th ed. (Houghton Mifflin, 2002)</p> <p>American Government: Government Alive! Power, Politics, and You (Teachers Curriculum Institute, 2007) (Adopted by AAE 2009), supplemented with United States History: Preparing for the Advanced Placement Examination, 2015 Edition (AMSCO, 2014 Adopted by AAE 2014)</p> <p>AP American Government: Magleby Government by the People. 24th ed., AP ed. (Pearson, 2011) (Adopted by AAE 2012)</p> <p>Economics: Econ Alive! The Power to Choose (Teachers Curriculum Institute, 2007) (Adopted by AAE 2009)</p> <p>Psychology: Introduction to Psychology: Gateways to Mind and Behavior. 14th edition (Cengage, 2016) (Adopted by AAE 2016)</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %</p>
Foreign Language	<p>Grades 9-12: Spanish 1-4 utilizes teacher-created curriculum through Google Classroom</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %</p>
Health	<p>Positive Prevention Plus for 7th and 9th grades (Adopted by AAE 2019)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
Visual and Performing Arts	<p>Instrumental Music Classes: Essential Elements 2000 (Hal-Leonard 2004)</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The Mojave River Campus is located on a 150-acre site that borders State Highway 18 and the Mojave River. The campus has unique facilities including a Mission Control Operations Center that provides students and teachers with direct operation of a radio telescope located within NASA's Deep Space Network in Goldstone, California. The school houses multiple buildings to support the learning of all TK-12 students. The school has added a new multi-purpose room that will be ready for occupancy at the start of the 2021-22 school year.

A full-time Maintenance Department ensures that the grounds, buildings, and restrooms are kept clean. A custodial crew works day and evening shifts to provide the support required to maintain clean and sanitary facilities. Any needed repairs are made by the Maintenance Department. Any repairable items that cannot be fixed by the Maintenance Department are contracted out.

School Facility Good Repair Status (Most Recent Year)Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: January 2021

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Smell from sewer in a small section of the campus. The school is currently working on this with the Town of Apple Valley Public Works Department, and it has improved considerably from a year ago.
Interior: Interior Surfaces	Fair	Carpeting needs to be replaced in six classrooms and adjacent halls due to basic wear and tear.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	60	N/A	42	N/A	50	N/A
Math	41	N/A	26	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	36	N/A	22	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

The school sponsors a number of opportunities to give parents direct input into the governance of the school. These include School Site Council, monthly Parents and Pastries meetings, and Parent/Teacher Committee (PTC). In addition to opportunities to assist the governance of the school, the Academy for Academic Excellence (AAE) provides informational and educational programs to involve parents in the educational process. Student, parent, and staff surveys are used to gather input and feedback. Parents of AAE students are invited to complete a climate survey at least every two years to provide the school with subjective measures, including satisfaction levels with all aspects of the AAE and its programs. AAE uses the survey results to foster positive learning and teaching environments, measure parent involvement, student achievement, health, and well-being.

During the stay at home order due to COVID-19, surveys have been a lifeline in parent and school communication. Surveys range in parent feedback regarding distance learning and hybrid instruction planning, social-emotional needs of students, and how the school can better support families. This information facilitates improvements during distance learning and helps the school meet the needs of students while they are not physically on campus. The school also holds weekly parent informational meetings. These are live-streamed and recorded for families to view when their schedule allows.

Parents have access to the Lewis Center for Educational Research (LCER) Board to address concerns publicly at monthly Board meetings. The LCER Board meetings are held alternately at Norton Space and Language Academy (NSLA) and AAE, streamed live to the other school site, increasing accessibility and participation for all stakeholders at both schools. Principals and Directors provide reports and presentations at Board meetings. Following each Board meeting, the AAE Principal reviews any Board presentations at a monthly Parents and Pastries meeting. These include presentations on state assessment results, California School Dashboard, LCAP progress, and annual updates. All parents are encouraged to attend these regularly scheduled open forums where they have access to AAE administration and representatives to ensure successful ongoing communication among parents, students, and the school. Parents and Pastries meetings are streamed live on the school's Facebook page allowing hundreds of parents that are unable to attend to view the recordings at their convenience. Parents are reminded of all public school meetings through the AAE's mass messaging system, Infinite Campus, and social media posts. AAE's administration actively works to continually improve academic performance, school climate, and operations through collaboration with stakeholders. Increased frequency and opportunities to engage all members of the school community have resulted in significant gains in the levels of engagement between home and school.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

Student safety is of the utmost importance on AAE's campus. The school maintains a closed campus during the day, requiring all visitors to check in at a manned kiosk entrance and the school office before coming onto campus. In addition, parents and their designees are required to be listed on an emergency card and present picture identification if a child is checked out of school. Volunteers working on campus are required to attend a volunteer workshop and pass a fingerprint and TB clearance. Volunteer coaches and drivers are also fingerprinted and checked through the DMV before they are able to transport students to events. Students are expected to follow the school-wide code of conduct and behavior standards in the classroom, on the playground, and/or whenever they are representing our school on and off campus. Expectations are reviewed with students through assemblies and other forms of communication. Students are monitored on a consistent basis either by teachers, administrators or CDOs (Character Development Officers).

The Comprehensive School Safety Plan is updated annually addressing emergency preparedness with procedures on how to respond to natural or man-made emergencies. AAE staff spends time each year reviewing safety procedures and practicing emergency preparedness. Students are included in appropriate trainings and drills to ensure higher levels of proficiency. In addition to site-based preparedness, AAE also includes input and participation from local law enforcement and first responding agencies, to ensure that responses are in line with the latest protocols.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.0	3.5	4.6	5.1	3.5	3.5
Expulsions	0.0	0.1	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.9	1.9	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	1433

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.9
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		5		25		5		25		5	
1	25		4		25		3		25		4	
2	25		4		25		4		25		4	
3	28		4		28		4		28		4	
4	28		4		28		4		28		4	
5	28		4		28		4		28		4	
6	22	8	20		23	7	20		18	7	20	
Other**					26		1		3	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	18	19	17		19	16	19	2	18	19	17	1
Mathematics	18	23	12		20	15	17	1	20	17	17	1
Science	12	53	14	1	11	65	14		15	32	12	1
Social Science	22	9	15	2	24	6	18	1	26	4	13	5

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	28	30	30

Professional development (PD) is derived from AAE's schoolwide goals as outlined by WASC and the current LCAP. The major areas of focus are ELA and Math based on current student achievement data. This data is acquired from state testing data, on-site benchmark data, and formative measures. Each year, PD is provided during the two non-student days before the start of the new school year and then throughout the year as needed. The delivery of professional development is determined by the type and purpose. With the current stay at home order, PD has been delivered only online to ensure the safety of staff.

The focus for staff development and continuous professional growth in the most recent three years include training teachers in:

- Early Literacy
- English Language Development
- Common Core State Standards implementation
- Next Generation Science Standards (NGSS)
- Distance Learning
- Technology
- Induction for new teachers

For part of the 2019-20 school year and the 2020-21 school year, teachers have received additional training focusing on distance learning. This includes training on additional technology needed to support distance learning and hybrid instruction. Training on strategies for distance learning instruction continues to take place throughout the COVID-19 stay at home order facilitated by the school's distance learning school schedule. These trainings are given by in-house instructional coaches, online adopted curricula experts, and online conferences.

English Language Development (ELD): As required by the State of California, English Learners receive both designated ELD and integrated ELD instruction. On-site coaches are attending an off-site training specifically focusing on ELD instruction in a distance learning environment in the 2020-21 school year. This training provides instructional strategies for both designated (small group instruction) and integrated (within the adopted curriculum) ELD. Coaches will work with staff to plan instruction specific for the school's EL population.

Science Professional Development: AAE adopted a new science curriculum, TWIG Science, in 2020. Teachers received online training for implementing the curriculum and for using the distance learning materials provided by TWIG Science.

Reading Professional Development: To meet the needs of Early Literacy reading development, teachers received training on Orton-Gillingham methods. This is a week-long online training for all English reading teachers. The supplemental training will help target students who need additional support in reading.

Math Professional Development: Teachers participated in online Ready Curriculum and iReady trainings provided by curriculum expert trainers. These trainings consisted of using data to drive instruction, instructional delivery, and student engagement. The focus for part of 2019-20 and the 2020-21 school year has been the delivery of distance learning instruction using the materials created by Curriculum and Associates including how to focus on essential standards and using resources to mitigate learning loss.

All new teachers participate in the Induction program for the first two years of their career, provided by the Center for Teacher Innovation. New teachers are paired with a teaching coach during the two-year program. New teachers work with their coach to focus on the California Standards for the Teaching Profession, such as classroom management, instructional strategies, and parent communication. For all teachers, administrators join online Zoom classroom sessions to observe instruction and engagement during distance learning then provide feedback.

Administrative and classified staff attend a variety of trainings to ensure student safety and promote the culture of the school. Examples of these trainings are ALICE training which focuses on safety drills, Crisis Prevention Intervention to learn de-escalation skills and safe student holds.

Annually, data is reviewed to determine if PD has been effective and what changes need to be made for future PD.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,299	\$52,484
Mid-Range Teacher Salary	\$78,459	\$81,939
Highest Teacher Salary	\$113,873	\$102,383
Average Principal Salary (ES)	\$133,718	\$129,392
Average Principal Salary (MS)	\$145,876	\$136,831
Average Principal Salary (HS)	\$149,899	\$147,493
Superintendent Salary	\$219,421	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	34.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,863	\$1,947	\$5,916	\$70,149
District	N/A	N/A	\$7,196	\$83,395
State	N/A	N/A	\$7,750	\$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-19.5	-17.3
School Site/ State	-26.8	-18.6

Note: Cells with N/A values do not require data.

Types of Services Funded

INSTRUCTIONAL SETTINGS

Instructional activities occur in a variety of settings. AAE offers a full-time classroom program employing a combination of traditional and block scheduling for grades TK-12. Students select from a full array of courses and all programs meet the minimum instructional minute requirements by California Education Code and charter law, as well as all state requirements for classroom-based charter schools. AAE will have the ability to add additional minutes to its educational day and/or year and increase graduation requirements when necessary to enhance the educational opportunities for its students. AAE may use short and long term independent study programs to meet the diverse needs of students. In all programs and by agreement, parents will be active participants in the educational activities of their students. Parents, staff and students are equally accountable for the success of each student in AAE.

Student learning not only occurs in the classroom, but instructional activities occur in other non-traditional settings. These include the Mission Control Center for the GAVRT Radio Astronomy program and outdoors in the rich biome of the Mojave River campus. AAE's Mojave River campus is situated on 150 acres that include a 133-acre natural riparian environment and a freshwater marsh. The wildlands are used as a natural laboratory setting to study ecology, biology, geology, and natural and human history.

AAE is a member of the National Association of Laboratory Schools ("NALS") and is an educational research laboratory for the LCER to include its university and science partners. Parents of students in the Charter School are given information on studies to be carried out at AAE.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW /HIGH

AAE has implemented the Professional Learning Communities (PLC) philosophy. Through this approach, the instructional staff strategically and regularly monitors student achievement and progress. By giving regular assessments and analyzing data, teacher teams are able to determine which students are progressing and which are struggling. In order to differentiate instruction to meet specific student needs, the elementary and secondary teachers have arranged their instructional time to allow flexibility for enrichment and/or remediation in Math and English/Language Arts. Universal access to differentiated academic support is available at all grade levels. High school students have an opportunity to take Honors and/or AP courses in the areas of English, Mathematics, History, and Science.

PLAN FOR ENGLISH LEARNERS

As designated by the State of California, AAE will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). Students with a primary home language other than English will be assessed for English proficiency by the English Language Proficiency Assessment for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

Students identified as an English Learner ("EL"), are provided in-class supports and accommodations. Additional supports are provided based on specific student needs. Annual analysis of both ELPAC, CAASPP, and Site Benchmark assessments, assist in determining redesignation of English Learners. 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 in 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.

AAE evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in the program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement for four years.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

PLAN FOR SPECIAL EDUCATION

AAE is an independent local agency (LEA). As such, AAE is responsible for all Child Find activities. The educational program developed and implemented will include a continuum of educational services in order to meet state and federal statutory guidelines in providing a Free and Appropriate Public Education (FAPE). Special Education teachers are highly qualified and possess the credentials required to meet the needs of their students. AAE has established policies and procedures, including the development of a Multi-tiered System of Supports Team (MTSS) to assist with students who require assessment(s) for special education and may qualify for special education services. Through the PLC process, students needing additional academic supports are referred to the MTSS team. Once a child is referred for an assessment, all required referral paperwork will be completed, including an assessment plan (15-day timeline). An IEP meeting will be held within 60 calendar days to determine eligibility for special education services. The IEP team will determine and monitor compliance with all aspects of the IEP. Determination of any and all special education services will be accomplished through the IEP team process. Additionally, AAE partners with the Desert Mountain SELPA for supports and oversight regarding the implementation and compliance of special education services. AAE will participate in any and all state review programs to ensure program compliance and effectiveness.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Academy for Academic Excellence	2016-17	2017-18	2018-19
Dropout Rate	1.8	0	0
Graduation Rate	97.2	97.9	98

Rate for Apple Valley Unified School District	2016-17	2017-18	2018-19
Dropout Rate	3.5	6.7	5.2
Graduation Rate	90.5	87.9	90.7

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.75
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	77.08

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science		N/A
Social Science	6	N/A
All courses	15	41

*Where there are student course enrollments of at least one student.



Norton Science and Language Academy

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Lewis Center
for
Educational Research

Norton Science & Language Academy

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Treasurer

Sharon Page
Director

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Director of Human Resources

Ryan Dorsey
**Director of Information Technology and
Global Programs**

Gustavo Congo
Director of Special Education

Dr. Fausto Barragán
**Principal - Norton Science and
Language Academy**

School Description

Located in the city of San Bernardino, California, Norton Science and Language Academy (NSLA) is a dynamic charter school focused on science instruction and high academic rigor in a Spanish dual language immersion setting with the goal of supporting each child to become bilingual and bi-literate.

Currently, NSLA enrolls over 800 students in grades TK-8 and will expand to a TK-12 program commencing in the 2021-2022 school year with the addition of ninth grade. Every year thereafter NSLA will add an additional grade until full enrollment in grades TK-12 is completed.

NSLA has a strong focus on the Common Core State Standards, Language and Science. Students are given the opportunity to thrive in an exciting educational environment. This fusion creates an educational environment that supports the growth and development of the whole child. NSLA staff and families are proud of the friendly and positive school culture.

NSLA's Mission:

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's Vision:

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

NSLA's Student Learning Outcomes:

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 bi-literate 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 and Language Academy (NSLA) was approved in 2007, 2012 and 2017, as a countywide benefit charter school by the San Bernardino County Board of Education, to serve students and families within San Bernardino County and its surrounding cities. NSLA is a dynamic, Spanish dual immersion charter school that has been in continuous growth since its establishment 13 years ago. Currently, NSLA enrolls students in grades TK-8. NSLA focuses on the instruction of science every day and high academic rigor in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting each child to become fully bilingual and biliterate.

The teaching staff implements the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Common Core State Standards are aligned to a national format with the goal of preparing students for college or the career of their choice. One area of focus for these standards is the idea that students will be required to attain deeper mastery of key concepts, which will allow them to apply their knowledge across curricular areas and solve real-world problems.

NSLA has a strong emphasis on technology. All students have a 1-to-1 device allowing them to access instruction and curriculum at any time whether they are in person or distance learning. Weekly, students also participate in P.E., music, art, and Chinese (Mandarin) enrichment classes when they are on site. In order to provide a program with high academic rigor, it is important to maintain a school culture of excellence, achieved through constant collaboration, teamwork, a focus on best practices and assessment data analysis to guide instruction. Teachers are trained in Guided Language Acquisition Design (GLAD) strategies, which are used in their daily practice to support all students.

At NSLA, family involvement is a key component for the success of the school program and parents are encouraged to be active participants in their students' education. This is accomplished through parent participation in events such as: Back to School Night, Open House, Town Halls, Parent Forums, and Parent-Teacher conferences. Parents are encouraged to participate in the monthly meetings for the Parent Teacher Organization (PTO), English Learners Advisory Committee (ELAC), School Site Council (SSC), Cafecito, and the NSLA School Board meetings. Other opportunities for parent involvement include being classroom volunteers, and helping at other events such as Family Reading Night, Family Skate Night, Rocket Races, Talent Show, Art Show, Recycle Drives, the Read-A-Thon, and the End of the Year Carnival.

A priority at NSLA is student health and safety, combined with character development and a strong sense of responsibility. NSLA implements Social Emotional Learning curriculum in grades TK-8 using research-based curricula, Habitudes and Sanford Harmony. The school also employs a full-time, bilingual counselor and a school psychologist.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	146
Grade 1	96
Grade 2	111
Grade 3	103
Grade 4	95
Grade 5	95
Grade 6	62
Grade 7	49
Grade 8	64
Total Enrollment	821

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.1
Asian	1.2
Hispanic or Latino	87
White	4.6
Two or More Races	0.7
Socioeconomically Disadvantaged	76
English Learners	31.7
Students with Disabilities	11.2
Foster Youth	0.2
Homeless	3.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Norton Science and Language Academy	18-19	19-20	20-21
With Full Credential	35	32	33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	4	3

Teacher Credentials for Norton Science & Language Academy	18-19	19-20	20-21
With Full Credential	♦	♦	33
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at Norton Science and Language Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	4	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>NSLA adopted new English/Language Arts and Spanish/Language Arts during the 2016-17 school year. Benchmark Adelente is the Spanish/Language Arts core curriculum used in TK-6th grades, and Benchmark Advance is core for English/Language Arts in grades 3-6. Supplementary instruction is provided through Curriculum & Associates iReady instruction.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
<p>Mathematics</p>	<p>NSLA adopted Common Core SWUN math curriculum in 2017-18. This is implemented in grades TK-8.</p> <p>Supplementary instruction is provided through Curriculum & Associates iReady instruction, IXL Math, Renaissance Math Facts in a Flash, Khan Academy and other applications.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
<p>Science</p>	<p>NSLA has implemented the Next Generation Science Standards (NGSS) at all grade levels. The school adopted TWIG Science for grades TK-5 that includes leveled readers to support instruction in the 2020-21. Guided Language Acquisition Design (GLAD) units are used in combination with TWIG to support all learners with science. Grades 6-8 use the Life and Physical Science curriculum from Amplify Education which was adopted in 2017-18.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
<p>History-Social Science</p>	<p>In grades TK-5 NSLA is implementing Harcourt Reflections/Refexiones adopted 2007-08.</p> <p>NSLA is implementing Studies Weekly Magazine for 6th grade Spanish History and Social Studies.</p> <p>NSLA is implementing Holt-McDougal Historia Universal for 7th grade Spanish History/Social Studies adopted 2012-13.</p> <p>NSLA is implementing Holt-McDougal Historia De Los Estados Unidos for 8th Grade Spanish History/Social Studies adopted 2012-13.</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %</p>
<p>Foreign Language</p>	<p>NSLA is a dual immersion school following the 90-10 model. Students use Benchmark Literacy in both Spanish/Language Arts and English/Language Arts adopted 2016-17.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
<p>Health</p>	<p>Health education is integrated through the Science, Social Studies and Physical Education units. NSLA adopted the Positive Prevention Plus in 2019-20.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
<p>Visual and Performing Arts</p>	<p>Students at NSLA participate in weekly Art, Music, and Physical Education Enrichment classes. These classes utilize teacher- created supplemental materials.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

The Lewis Center takes great efforts to ensure that Norton Science and Language Academy is clean, safe, and functional through proper facilities maintenance and campus supervision. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. Lewis Center maintenance and site facilities staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. Emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: January 2021

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	37	N/A	33	N/A	50	N/A
Math	31	N/A	18	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	21	N/A	16	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

At NSLA, family involvement is a key component for the success of the school program, and parents are encouraged to volunteer on parent committees and through school events. Annually, NSLA hosts Back to School Night, Open House, Town Hall, and Parent-Teacher conferences. Also, parents can provide their feedback, and suggestions as they participate in the monthly meetings for the Parent Teacher Organization (PTO), English Learners Advisory Committee (ELAC), School Site Council (SSC), Cafecito, and Lewis Center Board meetings. Other options include being classroom volunteers and helping at other events such as: Family Reading Night, Family Skate Night, Rocket Races, Talent Show, Art Show, Recycle Drives, the Read-A-Thon, and the End of the Year Carnival. Parents are encouraged to become members of the Parent Teacher Organization. The PTO offers great opportunities for involvement and their fundraising is key to important enrichment programs at the school.

Important school information and grade level newsletters are systematically sent home through the use of the "Wednesday Folders." NSLA's principal also sends home weekly communication with important reminders. These provide an opportunity for parents to ask questions or voice their concerns. Social media and the school website are also used to share updates with families. Additionally, the staff uses Infinite Campus (an integrated student information platform) to communicate regularly with families regarding school updates and opportunities for parental involvement.

Currently, Norton Science and Language Academy has over 250 cleared parent volunteers that provide support in classrooms, at various fundraisers, and activities such as field trips.

Parents have many opportunities to participate actively in workshops including:

- Parenting With Love and Logic
- Latino Family Literacy Project
- School Site Council
- English Language Advisory Committee

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

Student safety is of the utmost importance on NSLA's campus. The school maintains a closed campus during the day, requiring all visitors to check in at the front office entrance before being allowed on campus. In addition, parents and their designees are required to be listed on an emergency card and present picture identification if a child is checked out of school. Volunteers working on campus are required to attend a volunteer workshop and pass a fingerprint and TB clearance. Volunteer coaches and drivers are also fingerprinted and checked through the DMV before they are able to transport students to events. Students are expected to follow the school-wide code of conduct and behavior standards in the classroom, on the playground, and/or whenever they are representing our school on and off campus. Expectations are reviewed with students through assemblies and other forms of communication. Students are monitored on a consistent basis either by teachers, administrators or CDOs (Character Development Officers).

The Lewis Center for Educational Research (LCER) maintains a board-approved Comprehensive School Safety Plan to prepare for natural and manmade disasters. The board-approved Safety Plan meets the requirements established in California State Law. The LCER Safety Plan acts as the umbrella, which encompasses all LCER personnel, property, and actions during an emergency situation. Its purpose shall be to inform LCER personnel, students, and parent/guardians, of the LCER actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Standardized Emergency Management System (SEMS) model for responding to emergencies. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. The Safety Plan shall be reviewed annually and updated as needed. NSLA's safety plan was reviewed and approved in the 2019-20 school year by all stakeholders and local authorities.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.2	3.0	7.5	5.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.9	1.9	2.5
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	821

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	3	3						24		7	
1	23		5						19	4	1	
2	27		4						28		4	
3	25		4						25		4	
4	26		3						31		3	
5	22		3						31		3	
6					17	2			15	19	6	
Other**									12	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	13	15	20

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time set aside for the past three years for their continuing education and professional development.

The focus for staff development and continuous professional growth in the most recent three years, include training teachers in:

- GLAD strategies (Guided Language Acquisition Design)
- English Language Development
- Writing
- Common Core State Standards implementation
- Next Generation Science Standards (NGSS)
- Distance Learning
- Technology

These areas of focus were developed through the collaborative efforts of the school administration and teachers who evaluated the student data. Each Wednesday, students at NSLA have early release days that are used alternatively in a 4-week rotation providing staff/professional development, grade-level meetings, and teacher workdays. There are also two non-attendance days during the school year that are established for professional development. At the end of the year, teachers per grade level participate in planning days to prepare for the following school year. Substitute teachers are requested to allow them to participate.

For part of the 2019-20 school year and the 2020-21 school year, teachers have received additional training focusing on distance learning. This includes training on additional technology needed to support distance learning. Strategies for distance learning instruction training continues to take place throughout the COVID-19 stay at home order. The school has built-in professional development time with its distance learning school schedule. These trainings are given by in-house instructional coaches, online adopted curricula experts, and online conferences.

English Language Development (ELD): As required by the State of California, English Learners receive both designated ELD and integrated ELD instruction. Teachers are attending an off-site training specifically focusing on ELD instruction in a distance learning environment in the 2020-21 school year. This training provides instructional strategies for both designated (small group instruction) and integrated (within the adopted curriculum) ELD.

Science Professional Development: NSLA adopted new science curriculum, TWIG Science, in 2020. Teachers received online training for implementing the curriculum and for using the distance learning materials provided by TWIG.

Reading Professional Development: To meet the needs of English early reading development, teachers received training on Orton-Gillingham methods. This is a week-long online training for all English reading teachers.

Math Professional Development: Teachers participate in periodic Swun Math professional development leaders and powerful in-classroom coaches. They deliver demonstration lessons, co-plan, and co-teach lessons, and lead instructional learning rounds. They are deeply knowledgeable about the Common Core standards and adeptly connect the 8 Mathematical Practices to math lessons. In collaboration with the Swun Math team, classroom teachers, teacher teams, and professional learning communities, coaches train and support educators to deliver engaging, high-quality, standards-based, data-driven math lessons within the Swun Math model. The focus for part of 2019-20 and the 2020-21 school year has been the delivery of distance learning instruction using the materials created by Swun Math including how to focus on essential standards and using resources to mitigate learning loss.

All new teachers participate in the Induction program for the first two years of their career, provided by the Center for Teacher Innovation. New teachers are paired with a teaching coach during the two-year program. New teachers work with their coach to focus on the California Standards for the Teaching Profession, such as classroom management, instructional strategies, and parent communication. For all teachers, administrators join online Zoom classroom sessions to observe instruction and engagement. During distance learning, administrators join online Zoom sessions for all teachers and students then provide feedback.

Administrative and classified staff attend a variety of trainings to ensure student safety and promote the culture of the school. Examples of these trainings are ALICE training which focuses on safety drills, Crisis Prevention Intervention to learn de-escalation skills and safe student holds, and Dual Language administrators to stay current regarding practices for dual-language learners.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8447.91	\$2408.56	\$6039.35	\$62,698.06
District	N/A	N/A	\$7532.74	
State	N/A	N/A	\$7,750	

Percent Differences		Unrestricted	Average Teacher Salary
School Site/District		-22.0	
School Site/ State		-24.8	

Note: Cells with N/A values do not require data.

Types of Services Funded

INSTRUCTIONAL SETTINGS

Instructional activities occur in a variety of settings. NSLA offers a full-time classroom program employing a traditional schedule for grades TK-8. Students receive a full array of courses and all programs meet the minimum instructional minute requirements by California Education Code and charter law, as well as all state requirements for classroom-based charter schools. NSLA may use short and long term independent study programs to meet the diverse needs of students. In all programs and by agreement, parents will be active participants in the educational activities of their students. Parents, staff and students are equally accountable for the success of each student in NSLA.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW /HIGH

NSLA has implemented the Professional Learning Communities (PLC) philosophy. Through this approach, the instructional staff strategically and regularly monitors student achievement and progress. By giving regular assessments and analyzing data, teacher teams are able to determine which students are progressing and which are struggling. In order to differentiate instruction to meet specific student needs, the elementary and secondary teachers have arranged their instructional time to allow flexibility for enrichment and/or remediation in Math and English/Language Arts. Universal access to differentiated academic support is available at all grade levels.

PLAN FOR ENGLISH LEARNERS

As designated by the State of California, NSLA will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). Students with a primary home language other than English, will be assessed for English proficiency by the English Language Proficiency Assessment for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

Students identified as an English Learner ("EL"), are provided in-class supports and accommodations. Additional supports are provided based on specific student needs. Annual analysis of both ELPAC, CAASPP, and Site Benchmark assessments, assist in determining redesignation of English Learners. 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 in 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.

NSLA evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in the program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement for four years.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

PLAN FOR SPECIAL EDUCATION

NSLA, for purposes of providing special education services, is an independent local agency (LEA). As such, NSLA is responsible for all Child Find activities. The educational program developed and implemented will include a continuum of educational services in order to meet state and federal statutory guidelines in providing a Free and Appropriate Public Education (FAPE). Special Education teachers are highly qualified and possess the credentials required to meet the needs of their students. NSLA has established policies and procedures, including the development of a Multi-tiered System of Supports Team (MTSS) to assist with students who require assessment(s) for special education and may qualify for special education services. Through the PLC process, students needing additional academic supports are referred to the MTSS team. Once a child is referred for an assessment, all required referral paperwork will be completed, to include an assessment plan (15-day timeline). An IEP meeting will be held within 60 calendar days to determine eligibility for special education services. The IEP team will determine and monitor compliance of all aspects of the IEP. Determination of any and all special education services will be accomplished through the IEP team process. Additionally, NSLA partners with the Desert Mountain SELPA for supports and oversight regarding the implementation and compliance of special education services. NSLA will participate in any and all state review programs to ensure program compliance and effectiveness.

TITLE I RESOURCES

Students at NSLA who are Title 1 Eligible and are not meeting proficiency in Math and Language Arts as measures by CAASPP and local measures, may qualify for supplemental educational services (SES). SES are additional academic instruction designed to increase the academic achievement of students. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation, and other supplemental academic enrichment services that are consistent with the content and instruction used at NSLA and are aligned with the State's academic content and achievement standards. Supplemental education services are provided through an outside educational vendor, beginning in February of each school year.

NSLA provides additional support with Tier 2 Interventions in the Rocket Lab. Rocket Lab services are provided by a certificated teacher (Teacher on Assignment) and instructional aides paid with Title 1 funds. Services are provided in small group settings designed to provide targeted instruction in specific content areas.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

LEWIS CENTER FOR EDUCATIONAL RESEARCH

STRATEGIC PLAN
July 1, 2019 – June 30, 2024

The plan for our future

Adopted **October 14, 2019**

Lewis Center for Educational Research
STRATEGIC PLAN

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**Lewis Center for Educational Research
STRATEGIC PLAN
The plan for our future**

Our Plan

Our plan charts a course that is bold yet attainable. Our vision calls for the Lewis Center and its schools to be nationally recognized as successful role models for others wishing to provide relevant education and unlimited opportunity to those they serve – as we do. The plan lays out how we, an operator of two uniquely different charter schools serving two distinctly different demographics, will align our efforts over the next years to achieve the goals our students, parents and communities have a right to expect and enjoy.

We recognize our responsibility and the leadership we have been entrusted to provide. We also recognize the value and impact of what becoming a model institution of our kind can mean. The stakes are high, but so is the opportunity when our vision is achieved.

**MISSION
Why we exist**

The mission of the Lewis Center for Educational Research is to ensure student success in a global society through data driven and research-based schools and programs that are safe, innovative and culturally inclusive.

**VISION
What we want to be known for**

The Lewis Center for Educational Research, along with its award-winning TK-12 charter schools, is internationally recognized as a leader in education due in part to its unique, long-term partnership with NASA. The Lewis Center and its two award-winning TK-12 charter schools are model programs for STEAM and World Languages.

The Lewis Center is deeply involved in serving its two communities — the High Desert and San Bernardino, as well as the greater educational community — through its local and global programs.

The Lewis Center's excellent reputation can be attributed to its highly qualified, enthusiastic staff who — with the support of engaged parents, Board members and stakeholders — ensure students achieve at the highest academic levels.

VALUES

Ethical priorities to guide our decision-making and our treatment of one another

Integrity: We strive to engender trust in our intentions and abilities by acting courageously and adhering to a strong moral compass.

Excellence: We aspire to excellence through supporting our community of learners in the practice of continuous innovation, collaboration and growth.

Leadership: Being forerunners, pace-setters and cultivators, we demonstrate strong leadership rooted in principles of integrity, accountability, respect and communication.

Inclusiveness: We will leverage our diverse and inclusive community to achieve superior results in the field of education.

**Lewis Center for Educational Research
STRATEGIC PLAN**

**GOALS
Goals to achieve our vision
(Updated Annually)**

Financial Business/Fiscal

Goal 1: Build and sustain the financial capacity of the Lewis Center in order to achieve our Strategic Plan. ER, including key provisions for sustainability.

Facilities

Goal Two: Develop and maintain facilities to meet the TK-12 needs at both campuses.

Student Success

Goal 3: 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.

Staffing

Goal 4: Recruit, develop and retain a highly qualified and diversified staff.

Organizational Effectiveness

Goal Five: The Lewis Center for Educational Research will communicate and operate under a common-shared vision, mission, goals and objectives.

Lewis Center for Educational Research
STRATEGIC PLAN

OBJECTIVES
The outcomes we expect

~~Financial~~Business/Fiscal

Goal 1: Build and sustain the financial capacity of the Lewis Center in order to achieve our Strategic Plan.

1.1 Objective: At the end of the fiscal year, the Lewis Center and each school will maintain a reserve balance of less than 4% of the total operating budget. Reserves will be defined as unencumbered cash balance no less than 45 days of cash on hand (or 12.33%).
Strategy: The annual budget will be developed with reserves set aside to meet this goal and build the cash fund balance for each school.
~~Strategy: Savings from personnel vacancies will not be allocated to meet other needs within a budget cycle.~~
Strategy: A deferred maintenance plan will be considered in the development of the annual budget.
Strategy: In the case of cash deferrals, alternative, short-term borrowing options will be considered to preserve financial stability.

~~1.1~~1.2 Objective: Support oversight and accountability of funds by LCER budget managers through monthly financial reports which include budget-to-actuals.
Strategy: Staff will utilize the purchasing procedures across the organization to ensure accuracy of monthly reports.
Strategy: Budget managers will review monthly budgets with their key team members.
Strategy: Hold mid-year budget workshops with all budget managers.
Strategy: Hold annual budget workshop with Board and Executive staff.
Strategy: Staff will continue to digitize requisitions, reports, and processes to allow for consistent follow through and accountability. This will allow increased timeliness and response.

~~1.2~~1.3 Objective: 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 School Site Council.
Strategy: Principals will receive clear communication regarding all restrictive dollars, the total amount of each fund, and reporting requirements and timelines.
Strategy: The planning for this spending will be initiated with the development of the annual budget. As information is released from the State and Federal

governments, these plans will be updated and communicated to the Board and stakeholders.

Strategy: The LCAP will steer budget development and fund priorities based on student learning outcome goals. The LCAP process will include stakeholder engagement via School Site Council, English Language Advisory Council, Town Halls, Academic Leadership Team, etc.

1.4 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).

1.5 Objective: Prioritize staff compensation (inclusive of salaries and benefits) in a way that is sustainable.

Strategies: Ensure both schools have full enrollment and substantial waiting lists.

Strategies: Continue to evaluate the salary scale structures through comparison surveys and in recognition of hard-to-fill positions.

1.6 Objective: The Foundation Board will raise funds annually to support the identified needs of LCER schools and programs.

Strategy: The Foundation will continue to host the annual gala each spring with the proceeds allocated 50/50 toward each schools' capital campaigns.

Strategy: ~~The Foundation Board~~ will host an additional event each fall that will cultivate our donors and raise additional funds.

Strategy: Foundation Board members will work to cultivate donors throughout our communities by attending local events and promoting the Lewis Center.

Strategy: Stakeholders will receive regular updates on Foundation-supported activities to build awareness and increase support for future fundraising efforts.

Strategy: Recruit additional Foundation Board Members to assist in these fund development efforts.

Facilities

Goal 2: Develop and maintain facilities to meet the identified TK-12 needs at both campuses.

2.1 Objective: Complete NSLA TK-12 and Head Start campuses ~~by -Fall Winter/Spring 2021~~ August of 2021 and within budget.

~~Strategy: Finalize the settlement and new lease agreement with County and City.~~

Strategy: Continue to work with school development team to facilitate the construction process.

Strategy: Create a regular schedule of site visits with staff to keep project momentum going.

~~Strategy: Secure the best option for financing of the construction to ensure long term sustainability and feasibility for NSLA.~~

2.2 Objective: Be prepared to open NSLA on August 30, 2021.

Strategy: Task Force to meet weekly rather than monthly.

Strategy: Increase student recruitment efforts to result in at least 100% in grades TK-6, and 80% capacity in grades 7-8, and 75% in grade 9 as of March lottery.

Strategy: Continue to fill remaining seats and build the waiting list by June 2021.

Strategy: NSLA administration will develop a logistics plan for campus relocation to be implemented May-August 2021. This plan should include: phased moving plan, classroom placement, office placement, network infrastructure and testing schedule, Furniture, Fixtures and Equipment orders and placement/installation, compliance oversight, ensure staff work calendars support the move, etc.). The administrative team will meet weekly to discuss progress and needs.

2.2.3 Objective: 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.)

Strategy: Hold monthly meetings with Director of Finance, Facilities Manager, Director of IT, Principals to evaluate needs and monitor progress.

Strategy: Create annual staff and student surveys regarding maintenance and campus condition to guide planning and ensure safety.

Strategy: Create contingency plans for major system malfunctions in order not to interrupt instructional time.

2.3.4 Objective: Create a long-term plan for upcoming capital improvements at both campuses by June 2022.

Strategy: Include stakeholder engagement (such as: SSC, ALT, LCAP engagement) to identify needs.

Strategy: Prioritize these identified needs in the budget development process.

~~2.4 Objective: Monitor technological systems to protect against external and internal security threats.~~

~~Strategy: Continue to modernize systems across campuses including: cameras, lighting, and alarms with law enforcement access as an important consideration.~~

~~Strategy: Continue to utilize e-rate funds to modernize the current system.~~

~~2.5 Objective: Utilize the refinancing of the AAE Bonds to address capital campaign needs (i.e. Multipurpose Room, secondary science labs, additional athletic and P.E. fields, special education, parking lot rehabilitation, etc.).~~

~~Strategy: The Board and staff will research the best financing options to provide for continued stability and long-term planning.~~

~~Strategy: The staff will facilitate stakeholder input to create a prioritized facility plan for AAE that will drive the decisions for how best to utilize the additional funds.~~

Student Success

Goal 3: 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.

3.1 Objective: Both schools will demonstrate continual increases in student mastery in the area of Mathematics as reported on the annual California School Dashboard.

Strategy: Both schools will support the implementation of the adopted Math curricula through ongoing professional development and training.

Strategy: Both schools will increase STEM offerings across grade levels to reinforce and support cross-curricular application of mathematical standards and concepts.

Strategy: AAE will offer fee reductions/waivers for SAT/ACT/AP preparation classes and tests to increase student participation and passing rates.

Strategy: NSLA instructional observations/walks will be focused on "student talk" rather than "teacher talk" during math instruction. The data gathered will be used in coaching sessions with teachers.

3.2 Objective: 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.

Strategy: A pre- and post-SEL survey will be developed and administered to students in grade-level bands (TK-2, 3-5, 7-8, 9-12) to measure students' social-emotional and adaptive skills. Data from pre- and post-assessments will be used to measure effectiveness of SEL implementation and guide future decision making.

Strategy: Both schools will continue implementing structured SEL time across grade levels to teach social skills, mindfulness strategies, coping skills, etc.

Strategy: To provide ongoing teacher support, SEL teaching strategies will be embedded into regular meetings and professional development.

Strategy: Both schools' MTSS and/or ALT teams will regularly analyze discipline and behavior data to develop strategies that address school wide and individual student interventions to increase positive behaviors. Attention will be given to subgroups as indicated on the California School Dashboard.

Objective: In order to decrease referrals for counseling and behavior incidents, both schools are implementing curricula at the elementary, middle and high school to support Social Emotional Learning (SEL). The collective outcomes of these strategies are to: enhance the ability of students to self-regulate, strengthen relationships amongst students and staff, and empower teachers to support SEL needs in the classroom.

Commented [MOU1]: Need to add time. What is the desired outcome? The collective outcomes should go first with the decrease in incidents as the measurement of success.

Strategy: Both schools have adopted the Positive Prevention Plus curriculum in alignment with the California Healthy Youth Act AB329. This will be taught at the seventh and ninth grade levels.

Strategy: Both schools are piloting the Stanford Harmony curriculum at the elementary level. Stanford Harmony is a social-emotional learning program for Pre-K-6 grade students designed to foster communication, connection, and community both in and outside the classroom, and develop boys and girls into compassionate and caring adults.

Strategy: NSLA has adopted the Habitudes curriculum for middle school. The Habitudes curriculum helps to instill valuable life skills into middle and high school students and prepares them to be authentic leaders.

3.3 Objective: Both schools will develop a more robust STEM strand that builds upon itself in grades TK-12.

Strategy: AAE purchased a new classroom set of laptops to support the HS Computer Science courses. There will be additional efforts to increase enrollment in these classes.

Strategy: Both schools will increase student involvement in space science and aviation-other STEM enrichment learning opportunities (i.e.: GAVRT, NASA's BEST, Space Science Electives, NASA Public Talks, AVCI STEM Nights and field trips, AFJROTC, AEX/Civil Air Patrol, community events and STEM camps).

Strategy: Partner with community agencies to support real-world STEM applications at the middle/high school levels for both schools.

Strategy: Support professional development for teachers in the areas of technology, Next Generation Science Standards, GAVRT, engineering, visual and performing arts, and science.

Strategy: Both schools will increase offerings such as: coding, engineering, computer science, robotics, and makespaceGIS.

3.4 Objective: Both schools will support the LCER mission of creating global citizens through academic and co-curricular offerings each school year.

Strategy: Field and study trips that support this objective will be encouraged for both students and staff (i.e.: Chilean Exchange, Chinese Delegation Exchange, international field trips, cultural activities, etc.)

Strategy: Develop the World Language component of the NSLA High School Program and seek ways to share courses between the two high schools.

Strategy: Seek community and governmental partners to provide real-world opportunities for global learning to students (i.e.: internships, field trips, collaborative projects, etc.)

Strategy: Multiculturalism and global citizenship will be embedded throughout the entire school year and will not only be celebrated on dates where specific cultures, traditions and holidays are recognized. Schools will partner with local groups, Consulates, and multicultural and arts organizations to obtain resources for the school that will increase global citizenship and awareness.

Staffing

Goal 4: Recruit, develop, and retain a highly-qualified and diversified staff.

4.1 Objective: Evaluate ongoing and new recruitment efforts to ensure that all positions are filled with highly-qualified and diversified staff.

Strategy: Attend teacher recruitment job fairs specific to San Bernardino County.

Strategy: Recruit job seekers on EdJoin (certificated and classified) and various outside online job platforms and local newspapers (classified).

Strategy: Increase and leverage community involvement (i.e.: chamber memberships, economic development forums, community alliances, community cultural organizations, etc.) to elevate LCER's reputation across our communities and recruit diverse applicants for open positions.

4.2 Objective: Develop a comprehensive succession plan for key positions.

Strategy: Under the direction of a board-appointed task force, research and draft a succession plan for the CEO. This plan will address both emergency and long-term replacement scenarios. A "responsibility chart" based off of the CEO's job description will be developed with the Executive Team to ensure that each director has the support necessary to perform specific duties should it be necessary.

Strategy: Under the direction of the CEO, the Executive Team will also draft internal plans within their departments to develop staff for growth opportunities for internal promotion.

Strategy: Develop LCER board and Lewis Center Foundation Board succession plans.

4.3 Objective: Invest in professional development for classified and certificated staff, administration, and board members to align with strategic plan and LCAP goals.

Strategy: Utilize categorical and general funding to support teacher professional development that is aligned with student learning goals as stated in the LCAP.

Strategy: Support embedded and ongoing professional development in alignment with the adopted Math and Science curriculum.

Strategy: Develop management and classified capacity through internal and external trainings.

Strategy: Identify potential organizational leaders who are interested in administrative roles. Support their professional growth through professional development, shadowing opportunities and increased leadership roles within their area.

4.4 Objective: As measured annually, Create a highly attractive environment for staff which LCER will increase and/or maintain organizational staff retention rates.

Commented [MOU2]: How would we define "highly attractive"?

Strategy: In alignment with Goal 1, Objective 1.5, continue to seek ways to increase compensation for staff using salary comparisons as a guide for priorities. Recruitment strategies may leverage increased salaries and benefits to attract strong candidates.
Strategy: Provide opportunities for shared decision making through PLCs, surveys, ALTs, task forces, cross-organization collaboration, etc.
Strategy: Maximize the flexibility afforded to us as a charter in all areas.

Commented [MOU3]: Should we move this to goal 1 (business/fiscal)? Does this add to the importance?

Organizational Effectiveness

Goal 5: The Lewis Center for Educational Research will communicate and operate as a unified organization sharing our common vision, mission, goals and objectives as stated in our strategic plan.

5.1 Objective: The Board of Directors and Executive Team will continue to participate in annual strategic planning. Progress toward goals will be reported monthly via the CEO Board Report.

Strategy: Align the CEO's evaluation process to the progress toward the mission, vision and goals adopted in the LCER Strategic Plan.

Strategy: Develop a board evaluation process to support the LCER Strategic Plan.

5.1 Objective: Board and Executive Team will actively communicate LCER's mission to the stakeholders and communities that we serve.

Strategy: Include questions in the annual LCAP stakeholder engagement survey that seek knowledge/awareness of our outstanding schools and programs. Use the results of those responses to strategize recruitment and public relations efforts.

Strategy: Each director will be engaged in key organizations within their area of expertise and will continue to seek opportunities to network, lead, and present.

Strategy: Under the direction of the LCER PR and Marketing Coordinator, marketing and branding will increase through social media, print media, conference and community participation, and recruitment efforts as measured by monthly staff board reports.

Strategy: Communicate with parents of the school sites through School Site Councils, Parents and Pastries/Cafecito, Parent/Teacher Groups, English Learner Advisory Councils, Principal's Cabinets, school events, and ongoing communication to ensure that our reputation is strong (with the goal to measure increased attendance at these events or committees).

Strategy: Executive Team and LCER Support Staff will maintain an active presence on both campuses.

5.3 Objective: Increase ongoing communication with LCER stakeholders as evidenced by staff, parent and student satisfaction on annual surveys. ~~regarding progress toward mission, vision, and goals.~~

Strategy: Give progress updates at All Staff Meetings (August, December, June).

Strategy: Hold open financial updates around Interim Reporting timeframes or any major financial developments with staff to ensure transparency in LCER finances.

Strategy: Hold annual LCAP stakeholder meetings and Town Halls to report our progress toward goals and seek feedback for new goals and needs.

Strategy: ~~Increase attendance at board meetings through staff calendar invites, social media posts, and staff and student presentations and recognitions.~~ Add virtual attendance options to all meetings to increase stakeholder engagement and attendance.

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX A

Historical Background of Strategic Plan

The Lewis Center for Educational Research (LCER) is in a transitional period in its life cycle. With the retirement of our charismatic, visionary founder, the Board of Directors and Executive Team determined that we are facing a challenging future. To plan for that future, and to assure that it is the future we want it to be, we decided to engage in strategic planning. Board members and senior administrators became the planning team. This team convened several times over a two-month period in the spring of 2016, and spent many hours examining issues and concerns, and to share thoughts, ideas and suggestions on the future of LCER and its two charter schools. The results of those sessions are contained in this strategic plan.

Process

In order to address immediate concerns, the planning team first held a five hour "strategic issues" session. Administrative staff presented update reports on issues identified at an earlier board retreat held in November, 2015. Staff asked for and received direction from the Board on most of these issues which are presented in Appendix B.

The strategic issues session was followed by a full day planning meeting. During the morning session, discussion continued on issues where, due to time constraints at the earlier meeting, direction was still desired by staff. The results of these discussions are presented in Appendix C. Meeting minutes from 2017 are presented in Appendix D, meeting minutes from 2018 are presented in Appendix D and meeting minutes from 2019 are presented in Appendix F.

The afternoon session was devoted to reviewing and modifying the LCER mission statement, developing a set of values, and completing a S.W.O.T. analysis. Statements to accompany the values were developed by a small volunteer task force who met a few days later. Those values and value statements are included in the body of the plan. The 2016 S.W.O.T. analysis is presented in Appendix G, the 2017 S.W.O.T. analysis is presented in Appendix H, the 2018 S.W.O.T. analysis is presented in Appendix I and the 2019 S.W.O.T. analysis is presented in Appendix J.

The third session was devoted to determining any remaining critical issues and developing strategic goals and objectives. Additionally, strategies for strategic management were discussed and responsibilities for developing and implementing action plans were assigned.

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX B

**Summary of Issues Discussed at February 25, 2016 Session
(More Detail in Board Minutes)**

<u>Issues</u>	<u>Board's Concerns/Direction</u>
<u>Finances</u>	<ol style="list-style-type: none">1. Policies and procedures need revision.2. Some new policies and procedures need to be written.3. Restructuring of debt need to be completed.4. Tetra contract should be reviewed by legal counsel.5. Concern that staff is not on top of these issues
<u>Staffing</u>	<ol style="list-style-type: none">1. Grant writer position/person needs review.2. Do we need a PR/Community relations position? Can we afford it?3. Consulting contracts/position/expenditures need review.4. Concern that staff is not on top of these issues
<u>Parity</u>	<ol style="list-style-type: none">1. What is the cost of offering step or stipend for hard-to-fill positions such as BCLAD. Can we afford it? Stacy was given direction to cost out this option.2. Stacy was also given direction to cost out other options such as help with repaying student loans, improving leave and benefit package, absorbing health care cost increases, adding additional years to the salary schedule. Stacy to report costs with recommendations to Finance Committee. Finance Committee to bring recommendations to the full Board.3. Recruiting teachers is difficult due to salary schedule. Board member suggestion: what if we offered to pay for the last year or two of college in exchange for a multi-year commitment to LCER?
<u>Revenues opportunities</u>	<ol style="list-style-type: none">1. Board directed staff to pursue offering one TK class at each school starting fall 2016.2. Board agreed with staff recommendation to try to fill grade levels, thus increasing ADA.3. Staff floated several other ideas for increasing revenues. The three that the Board seemed most interested in were cell tower, selling surplus land, and fundraising.

Norton

1. Difficulty in filling upper grades because students must be bilingual and biliterate. Enrollment in upper grades will increase as students in lower grades move up.
2. Low test scores – student must answer questions by writing in English – no exceptions for English learners. No similar schools to use for comparison in California.
This is a concern for charter renewal.
3. Lease – needs to be renegotiated. Who is responsible? Current lease requires LCER to provide facilities for Head Start – current requirement for a new parking lot.
4. Relocation/expansion – CSUSB not an option. Could expand on current property. Could apply for Prop 39 and/or SB 740 funds.
Who's responsible?

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX C

**Summary of Issues Discussed at February 29, 2016 Session
(More Detail in Board Minutes)**

<u>Issue</u>	<u>Board's Concerns/Direction</u>
<u>Use of Thunderbird</u>	<ol style="list-style-type: none">1. Board straw vote provided direction to Gordon to pursue after-school, joint program with AVUSD; keep Board informed of progress.2. Board expressed desire to explore option of selling TBC building, but only with consideration for improvements made by LCER. Can we sell if we don't own the land? Do we need AVUSD's approval to sell? Who's responsible for doing this?
<u>Norton</u>	<ol style="list-style-type: none">1. Board decided to have charter renewed as a TK-12 school; strengthen TK-8 program while high school being developed; explore alternative models for high school; to be implemented by next charter renewal; bring plan and timeline for implementation with cost analysis for both the high school and the planning effort to the Board; put timeline in the current charter renewal application; should someone be hired to lead the planning effort?2. Board agreed NSAA's name needs to be changed to reflect what is actually happening. The School Board committee, staff and parents should discuss and recommend name change to the full Board. Some suggested name changes included:<ul style="list-style-type: none">• Norton Language and Science Academy• Norton Science and Language Academy• Norton Academy• Norton Academy for Academic Excellence3. Should Norton have an English Only strand for 5-8? NSAA School Board committee and staff should bring recommendation to the full Board along with implementation plan and cost analysis if recommendation is "yes."

Organizational issues

Should LCER change its name?

Board consensus was to keep the LCER name. Some of the reasons given were:

- Too costly to rebrand
- The community knows us as LCER; to change the name would confuse the community.
- The name gives us a priority (research), and we should develop more university partnerships to do research. (Who is responsible?)
- The name reflects our desire to try new things, innovate

Should there be more emphasis on fundraising?

Board consensus was "yes," and to explore the option of pulling the Fundraising Committee from the Board and make it a separate fundraising foundation. Who will be responsible for this?

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX D

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

**Minutes
September 11, 2017**

1.0 Call to Order

Chairman Bud Biggs called the meeting to order at 12:10 .m.

2.0 Roll Call

LCER Board Members Bud Biggs, Buck Goodspeed, Kirt Mahlum, Kevin Porter, Russell Stringham, Peter Torres, Marcia Vargas and Rick Wolf were present.

LCER Board Members Duberly Beck, Andy Jaramillo, Jose Palafox and Regina Weatherspoon-Bell were absent.

Staff members Valli Andreasen, Fausto Barragan, Ryan Dorcey, Teresa Dowd, Jim Foley, Wes Kanawyer, Lisa Lamb, Stacy Newman, Toni Preciado, Jim Quinn and Paul Rosell were also present.

3.0 Public Comments: None

4.0 Discussion/Action Items on Strategic Planning

.01 Consultant Pat Caldwell Reviewed/Updated LCER Strategic Plan Mission, Vision and Values with the Board and staff.

- Mission: It was discussed and confirmed that we are using data driven and research proven practices at both schools, and the LCER is improving in this area. It was confirmed that we are innovative by using technology at both schools and seek opportunities that prepare our students. It was suggested to interview and get feedback on how we're doing from our graduates (college, trade, business, military), and from our teachers and parents as well. We feel the need to be innovative moving forward - being innovative is what makes us different. We need to balance innovation with legislation/day to day duties. Do we have a

safe and inclusive culture? At NSLA the location, facilities and traffic flow are unsafe, and traffic will increase with the additional warehouses. Upset parents are unsafe to the campus. Lisa noted that surveys show a positive response for safe campuses. Buck asked if safety should be moved up within the mission statement. At AAE outdoor facilities pose a safety hazard. Students feel safe per the student advisory council. It was asked if there is there diversity on the AAE student advisory council and if AAE has a real or perceived issue with diversity. We need to seek advice on how to increase diversity within the boundaries of a lottery enrollment. The Board needs diversity also.

- Vision: Are we exceeding needs? We are not "meeting" CAASP, let alone exceeding. What we're doing needs to be known. We need to tell our story and we need someone to tell it. Paul discussed how special ed students are included. We need to come up with a definition of "a focus on science". We are leading the way in NGSS. Kevin noted we need more science emphasis at both schools. GAVRT doesn't touch our students. A dual immersion high school at NSLA was discussed. Is it a reality fiscally? Marcia feels it is possible. It should definitely be a language focus high school - teaching through the language. Paul asked if the goal is innovation or to prepare students for a global society. We will keep dual immersion high school in the vision. The Board can modify the strategic plan anytime. Marcia noted the need to develop a task force to decide secondary plans for NSLA. Community engagement can be better.
- Values: Last year our focus wasn't innovation. We can now move forward with it as a focus. Kevin felt things were handled in an excellent manner and we have had tremendous collaboration and growth. Lisa thanked Pat and Board for staying focused on plan over the last year.

.02 Consultant Pat Caldwell reviewed/updated LCER Strategic Plan strengths, weaknesses, opportunities and threats with Board and staff, and will incorporate them in the updated LCER Strategic Plan.

.03 Consultant Pat Caldwell reviewed/updated LCER Strategic Plan Existing Goals and Objectives. The goals are our highest priorities. Lisa Lamb provided an update on accomplishments towards the current goals.

Goal 1: "Improve the financial condition of the LCER, including key provisions for sustainability" - we are still working on this goal. Under Objective 1.2 - the budget needs to be more understandable for Board and staff. The date to accomplish this by was updated to December 2017. Kevin would like us to be proactive in looking at figures. Under Objective 1.3 - a 3% reserve is standard. The objective to have no less than two months of total payroll and costs in reserves is over and above the 3%.

Goal 2: "Renew Norton's charter in December 2016 and continually strengthen the academic program" – the charter was renewed and we are in lease negotiations with the City and County of San Bernardino regarding the campus. We need to determine our final option and our budget. Lisa has been able to tell NSLA's story to many during this process.

Goal 3: "The Lewis Center for Educational Research will be unified under a common vision, mission, goals and objectives" – we are still working on trust and transparency and will review the objectives.

.04 Consultant Pat Caldwell lead a discussion on identifying any new critical issues and goals and objectives. Lisa Lamb presented information on a new goal of academics that will be included in the updated LCER Strategic Plan.

Kirt asked that more information on what's being done in math, robotics, etc. be included in the Board packets/meetings. Russ asked about coding and measureable results.

Lisa and Pat will make the revisions to the LCER Strategic Plan, and the Exec Team will review the objectives, and then bring the revised plan to the LCER Board for approval.

5.0 Adjournment

Chairman Bud Biggs adjourned the meeting at 3:30 p.m.

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX E

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

**Minutes
October 19, 2018**

1. **CALL TO ORDER:** Chairman Kevin Porter called the meeting to order at 8:35 a.m.
2. **ROLL CALL:** LCER Board Members Duberly Beck, Kirt Mahlum (arrived at 9:00 a.m.), Jim Morris, Omari Onyango (left at 2:30 p.m.), Kevin Porter, David Rib and Marcia Vargas were in attendance.

LCER Board Members Sharon Page and Rick Wolf were absent.

Staff members Valli Andreasen, Fausto Barragan, Ryan Dorcey, Teresa Dowd, David Gruber, Lisa Lamb and Stacy Newman and Paul Rosell were also in attendance.

Pat Caldwell facilitated the Strategic Planning.

3. **PUBLIC COMMENTS:** None
4. **DISCUSSION/ACTION ITEMS ON STRATEGIC PLANNING:**
 - .01 **LCER Organizational Structure/Board and Staff Roles:** Pat Caldwell led an activity on the structure of the LCER. David Gruber also presented information on how LCER is funded.
 - .02 **Review/Update LCER Strategic Plan S.W.O.T. Analysis:** Strengths, weaknesses, opportunities and threats were identified.
 - .03 **Review/Update LCER Strategic Plan Existing Goals:** Pat Caldwell instructed the Board that strategic planning is visionary. The Board sets goals, which give direction for staff and the organization. Staff then develops objectives and strategies for how to implement the goals. Strategies can change throughout the year. Existing goals were reworded to the following:
Goal 1 – Build the financial capacity of the LCER, including key provisions for sustainability.
Goal 2 – Develop and maintain facilities to meet the TK-12 needs at both campuses.

Goal 3 - Strengthen the academic programs at both schools resulting in increased student mastery.

Goal 5 – (formerly Goal 4) The Lewis Center for Educational Research will communicate and operate under a common vision, mission, goals and objectives.

.04 Identify any New Critical Issues and Goals: The top 3 critical issues identified were: Successful NSLA expansion, financial stability/capacity, and maintain a high quality staff.

The following new goal was numbered as Goal 4 – Recruit, develop and retain a highly qualified staff.

The Executive Team will develop new objectives and strategies for implementing the goals, and the Strategic Plan will be revised and brought back to the Board for approval in February.

5. **ADJOURNMENT:** Chairman Kevin Porter adjourned the meeting at 3:30 p.m.

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX F

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

**Minutes
August 9, 2019**

1. **CALL TO ORDER:** Chairman Duberly Beck called the meeting to order at 8:25 a.m.
2. **ROLL CALL:** LCER Board Members Duberly Beck, Pat Caldwell, Jim Morris, Sharon Page, and Jessica Rodriguez (left at 1:00 pm.), Marcia Vargas and Rick Wolf were in attendance.

LCER Board Members David Rib and Omari Onyango were absent.

Staff members Valli Andreasen, Fausto Barragan, Matthew Cabe, Marcelo Congo, Ryan Dorsey, Teresa Dowd, David Gruber, Lisa Lamb and Stacy Newman were also in attendance.

Heather Kinney attended the afternoon session on behalf of SBCSS.

3. **PUBLIC COMMENTS:** None
4. **DISCUSSION/ACTION ITEMS:**
 - .01 Review and Update LCER Mission and Vision – the LCER Board stated they would like to be more informed verbally about data driven results. They would like to add Global Society into the objectives. The LCER Board and LCER staff divided into 4 groups to work on the mission and vision, and then had a discussion as a whole. There was a discussion whether “student success” or “school and programs” should be first in the mission statement. The new mission statement developed for approval within the updated Strategic Plan is: “To ensure student success in a global society through data driven and research based schools and programs that are safe, innovative and culturally inclusive.” A committee was developed to work on the vision – Lisa Lamb, Sharon Page, Matt Cabe and Fausto Barragan.

They will bring the vision forward for approval by the LCER Board.
Information from the groups will be shared with the committee.

.02 Complete S.W.O.T. Analysis for 2019-20 School Year -

Strengths - NASA, passion, leadership, longevity, culture, safe, language, model-exemplary, campuses-facilities, student services, broadly supportive, different expectations, well-known, community, partnerships, diversity, committed board, parents, staff & faculty, Special Ed, inclusive, unique programs, STEAM, extra-curricular, diverse community, best practices, data driven, research based, PLCs, camaraderie, big wait list, curiosity, relationship with authorizers, relationships with elected officials, finances, stability, reputation, WASC accreditation, dual language, award winning programs, well established, back office structure, innovation, partnerships world wide, PR person, Lewis Center Foundation

Weaknesses - Internal marketing, student participation in GAVRT and space science classes, visibility, external marketing, local outreach needs to be reimagined, nobody knows our current story, not visionary, two schools working together to share best practices - still feels like forced play, branding, fundraising, energy of science teachers - no passion, competition for teachers, science isn't a fundamental part of our culture, salaries for teachers and administration, lack of science labs and resources, lack of team development in science programs, facilities a challenge, budgeting management of facilities, management of facilities - not enough special types of classrooms, maintenance and upkeep of grounds, not enough space, student recruitment at NSLA and AAE HS, grading policy no D, rigor, lack of fiscal and staffing to innovate, need more thinking outside of the box, challenge to meet the basics while enhancing ability to innovate, sports facilities at NSLA, stipends for sports staff, lack of school spirit, not enough onsite facilities for sports

Opportunities - NASA is cool right now, grant \$ for languages/STEM/low economic populations, college partnerships, optical telescope at CSUSB, parent connection, partnership opportunities, fundraising opportunities, artificial intelligence, leverage partnerships with business community, industry internships, cyber security program at CSUSB, free camp for ms girls, informal education partnerships (i.e. Discovery Cube), expand global exchanges, alumni involvement, local elected officials

Threats - political, California, litigious society, legislative, unfunded mandates, rules, compliance, CTA, other district compensation, other dual immersion programs, magnet schools, anti-immigration, tariffs, teacher shortage, city of SB disfunction, special ed law and litigation, vaping, social media, social-emotional trauma, mental health, cost of providing services, school safety, hard to keep up with changes - esp in technology, cost of doing it, home school charters/other educational opportunities, screen

time, cell phones, lack of human interaction, irrational parents, teachers who come with bad habits, cyber hacking

.03 Review Goals and Progress Made in 2018-2019 School Year – Lisa Lamb handed out progress on the goals and reviewed the current goals which she feels are still relevant.

.04 Finance Presentation – John Phan, Urban Futures Incorporated - Jim Morris recused himself for this presentation. John Phan reported that we interviewed and hired a new development team and the reasons for the change. He talked about the structure options for financing including concepts and terms. A tax exempt bond is the number one way for charters to finance. For the underwriter selection, two firms were chosen. Cross collateralization will not be required. We will need to establish two special purpose entities (LLC). This also allows an opportunity to refinance current bonds and separate additional financing to build AAE a multipurpose room as well as the NSLA new campus. The LCER Board would like a breakdown of how AAE can afford a higher loan amount. John will provide this.

.05 Norton Campus Expansion Development – Larry Rieder, Charter School Property Solutions

Larry Rieder presented on the Norton campus expansion development and provided an entitlement approval schedule. Final approval is expected February 15. Financing doesn't close until that process is completed. He also showed a new site plan that was reviewed.

.06 Critical Issues were not discussed as the current goals are still relevant.

.07 Updated and Revise LCER Goals as Needed - Goal 3 was updated to be titled "Student Success" instead of "Academics" to reflect the new mission statement. "Diversity" will be added to Goal 4. New objectives will be created by the Exec Team based on today's conversations.

5. **ADJOURNMENT:** Chairman Duberty Beck adjourned the meeting at 3:53 p.m.

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX G

S.W.O.T. ANALYSIS (2016)

At the second planning session, planning team members engaged in a “mini” environmental analysis by brainstorming the organization’s strengths and weaknesses (internal) and opportunities and threats (external). Their determination of strengths that might be enhanced and weaknesses that might be corrected, along with opportunities and threats presented by the external environment, helped guide them when deciding what critical issues must be addressed. Their brainstormed S.W.O.T. follows:

Strengths

- Highly dedicated staff
- Parent support
- Engaged students
- Motivated Board
- Outside the box thinking
- Culture
- Safe environment
- Small class sizes
- Caring staff
- Private school environment
- Less bureaucracy
- Passionate about learning
- Tight community feel
- Non-union
- Successful K-12 program
- Technology rich
- Partnerships
- Enrichment programs
- Well-balanced education
- Parents that care
- Facilities
- Locations
- Relationships with chartering agencies
- Relationships with other agencies
- Pride
- GAVRT, Bridge, Local Outreach, HiDas,
- Successful alumni

- AFROTC
- Political connections
- Media connections
- Bi-literacy
- Chinese partnerships
- Board connections

Weaknesses

- Lack of planning
- GAVRT
- Lack of transparency
- Communication
- Facilities & Norton
- Lack of marketing
- Detailed budget planning
- No football team
- Weak in developing new partnerships
- Teacher turnover at NSAA
- Relationships between board & exec team
- Student attrition
- Fund development
- Low salaries
- No multi-year budget
- Lack of capital investment
- Current policies
- Lack of leadership transition planning
- Lack of stakeholder involvement
- Tracking alumni
- NSAA treated like stepchild
- Lack of proactive recruitment of teachers
- Lack of student recruitment
- Broken promises
- Weak Board
- Uninformed Board
- Lack of Board participation at Festival of Arts at AAE

Opportunities

- Business partnerships
- University partnerships
- Developing real estate at AAE & NSAA
- STEM partnerships
- Fund development
- Relationship with alliance for education
- Internships

- Political relationships
- Alumni
- Low interest rates, rising economy
- Partnership with community service agencies
- 740 program & Prop 39

Threats

- Other salary schedules elsewhere
- Competing dual immersion programs
- Shortage of teachers
- Uncertain revenues
- Common core vs. the unknown
- County/city involvement in our lease
- Anti-charter movement
- Unionization
- Teacher training institutions have bad impression of charter schools
- More legislation coming
- Needing more legal advice due to regulations
- Security
- LCAPS more regulated
- Charter renewals
- Desert Trails controversy

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX H

S.W.O.T. ANALYSIS (2017)

Strengths

- After School Program
- At will
- Board of Directors
- Branding
- Chinese partnerships
- Communication
- Culture
- Engaged students
- Enrichment opportunities
- Jim Foley
- Leadership
- Low staff attrition
- Non-union
- Parent support
- Partnerships
- Political connections
- Potential
- Private school environment
- Relationships
- Safe environment
- Salary flexibility
- Sports
- Strong administration
- Strong relationships with authorizers
- Teachers
- Technology rich
- Transparency

Weaknesses

- Data analysis
- Doing business in California
- Gathering data from stakeholders
- GAVRT in classrooms
- Facilities
- Financial responsibilities
- Financial resources

- Financial understanding
- Lack of marketing
- Low salaries
- Online presence – social media
- Policy revisions
- Standard operating procedures for support departments
- Tracking alumni
- Visibility

Opportunities

- Advocacy
- Alumni
- Conference presentations
- Corporate partnerships
- Educational association connections
- Environmental land trust
- Friendraising
- Funding opportunities
- Partnerships
- Political connections
- Speaker's bureau – former board members
- STEM partnerships
- Student internships
- University and community college partnerships

Threats

- Lease with SB County/City
- Legislation
- Natural disasters
- Other salary schedules elsewhere
- Security – cyber and campus
- Shortage of teachers and subs
- Unionization
- Well-funded anti-charter movement

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX I

S.W.O.T. ANALYSIS (2018)

Strengths

- Board
- People
- Supportive arents
- Great reputation
- Innovation
- Diversity
- Partnerships
- GAVRT
- Relationship with authorizers
- Longevity
- History
- Wait list
- Strong & unique academic programs
- Dual immersion
- Fiscal stability
- Fiscal process
- Technology
- Location of schools
- Reach – global, national
- Discussing, not attacking
- Dedication
- Transparency of budget process
- Strategic Planning
- Bylaws revisions
- General morale
- More trust
- Leadership
- Communication
- Students first
- Retention
- High quality staff
- Retention of students
- Professional development
- Flexibility
- Utilize best practices
- Integrity

- Loyalty
- Respect
- Exemplary Systems
- Safe schools
- School uniforms
- Small class sizes
- TK-12 schools
- Nurturing Culture
- Fiduciary oversight
- Blank slate for Norton facilities
- Risk tolerance
- Risk takers
- Small schools
- Small CMO
- High level of volunteers
- Parents Involved
- Legacy

Weaknesses

- Financial uncertainty
- Growth – how to successfully grow Norton
- PR/marketing
- Fund development
- Compensation levels
- Communication
- Facility planning
- Facility maintenance
- Board knowledge of programs
- Goofy lease terms
- Historical decisions/mistakes
- Legacy
- Updating policies
- STEM/STEAM at Norton
- Board visibility
- Exec team presence
- Perception of inequities between Norton and AAE
- Succession plan
- Budget inflexibility
- Support for new employees
- High supervisor ratio
- Math test results
- Academic achievement at Norton and AAE
- Labs at both schools
- Complacency

- Lack of resources compared to non-charter public schools
- Lack of participation in activities for special needs students
- Special ed culture at Norton
- Geographical distance between schools
- Lack of understanding of the uniqueness of each school
- Challenge of writing IEPs for English speaking student in dual immersion program
- Lack of waiting list at Norton
- Stability/strength of middle school at Norton
- High school waiting list at AAE
- Lack of charitable giving
- LCER reputation and presence in Inland Empire
- Number of Board members from Inland Empire
- Small athletic program
- Overburdened leadership
- Lack of transitional planning

Opportunities

- NGSS standards
- NASA partnership
- Informal education
- Address local or regional educational needs
- Attract students because of graduation rates and college going numbers
- Lack of other high performing charter schools
- Magnet focus to fill the void in world languages
- Build a high school with an end in mind
- Align classroom experience with unique extracurricular programs
- Can put interns into the classroom
- Stay ahead of next cutting edge trend
- Become role model for other dual language schools
- Tough challenge to always be out in front
- Become known as the leading charter schools
- Can gain more community support
- Growth at Norton
- Land trust
- University partnerships for staff recruitment and PD

Threats

- Attack on charter schools
- Unions/unionization
- PERS/STRS
- Comparable salaries/compensation
- State funding for charter schools
- Anti-charter governor

- Economy
- Teacher shortage
- Competition for bilingual teachers
- Socio-economic status of demographics in region
- Growth of special ed needs
- Perception of bloated admin and fiscal mismanagement
- Declining prospective student population
- Technological demand of education in 21st century
- Litigation
- Security threats – cyber attack, terrorism, etc.
- Opposition to our program expansion
- AVUSD board election
- Increasing regulatory requirements
- No appeal rights with county authorizer
- Students overuse of technology/language skills dropping, etc., less interaction
- Diminishing social skills
- Ghost charters
- Substitute shortage

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX J

S.W.O.T. ANALYSIS (2019)

Strengths

- NASA
- Passion
- Leadership
- Longevity
- Culture
- Safe
- Language
- Model-exemplary
- Campuses-facilities
- Student services
- Broadly supportive
- Different expectations
- Well-known
- Community
- Partnerships
- Diversity
- Committed board, parents, staff & faculty
- Special Ed
- Inclusive
- Unique programs
- STEAM
- Extra-curriculars
- Diverse community
- Best practices
- Data driven
- Research based
- PLCs
- Camaraderie
- Big wait list
- Curiosity
- Relationship with authorizers
- Relationships with elected officials
- Finances

- Stability
- Reputation
- WASC accreditation
- Dual language
- Award winning programs
- Well established
- Back office structure
- Innovation
- Partnerships world wide
- PR person
- Lewis Center Foundation

Weaknesses

- Internal marketing
- Student participation in GAVRT and space science classes
- Visibility
- External marketing
- Local outreach needs to be reimagined
- Nobody knows our current story
- Not visionary
- Two schools working together to share best practices - still feels like forced play
- Branding
- Fundraising
- Energy of science teachers - no passion
- Competition for teachers
- Science isn't a fundamental part of our culture
- Salaries for teachers and administration
- Lack of science labs and resources
- Lack of team development in science programs
- Facilities a challenge
- Budgeting management of facilities
- Management of facilities - not enough special types of classrooms
- Maintenance and upkeep of grounds
- Not enough space
- Student recruitment at NSLA and AAE HS
- Grading policy no Ds
- Rigor
- Lack of fiscal and staffing to innovate
- Need more thinking outside of the box
- Challenge to meet the basics while enhancing ability to innovate
- Sports facilities at NSLA

- Stipends for sports staff
- Lack of school spirit
- Not enough onsite facilities for sports

Opportunities

NASA is cool right now
 Grant \$ for languages/STEM/low economic populations
 College partnerships
 Optical telescope at CSUSB
 Parent connections
 Partnership opportunities
 Fundraising opportunities
 Artificial intelligence
 Leverage partnerships with business community
 Industry internships
 Cyber security program at CSUSB
 Free camp for ms girls
 Informal education partnerships (i.e. Discovery Cube)
 Expand global exchanges
 Alumni involvement
 Local elected officials

Threats

Political
 California
 Litigious society
 Legislation
 Unfunded mandate
 Rules
 Compliance
 CTA
 Other district compensation
 Other dual immersion programs
 Magnet schools
 Anti-immigration
 Tariffs
 Teacher shortage
 City of SB disfunction
 Special ed law and litigation
 Vaping
 Social media

Social-emotional trauma
Mental health
Cost of providing services
School safety
Hard to keep up with changes - esp in technology
Cost of doing it
Home school charters/other educational opportunities
Screen time
Cell phones
Lack of human interaction
Irrational parents
Teachers who come with bad habits
Cyber hacking

Lewis Center for Educational Research
STRATEGIC PLAN

APPENDIX K

S.W.O.T. ANALYSIS (2020)

Strengths

- Professional organization for 30 years
- Academic record
- Financially stable
- Parent engagement
- Strong community
- Partnerships
- Innovation
- Unique programs
- Board
- Leadership
- Facilities/buildings
- Interesting story
- Inclusive
- Our people
- Staff stability
- Experience
- Committed staff
- Special education
- History
- Reputation
- We are global
- Alumni excel
- Student perspective
- Student leadership opportunities
- AFJROTC
- Field trips
- ASB
- Ambassadors
- Chilean delegation
- Global travel
- Advocacy
- Fundraising
- Research

- Data driven
- Financial discipline
- Safe
- Desired schools
- Vigor
- Strong professional development
- Bilingual
- Connections because we are TK-12
- Waitlist
- GAVRT
- Small schools
- Family feel
- Personal relationships
- Strong relationship with authorizers
- Strong technology
- Relationship builders
- Pride of students and staff
- Multi-cultural
- Diversity
- Student supports
- Lewis Center Foundation
- Exec/Board Collaboration
- Social emotional learning (SEL)
- Shared leadership
- Parents
- Volunteers
- How we have weathered COVID
- Locations of our 3 campuses
- Distinguished/honors
- WASC
- Enrichment

Weaknesses

- Don't recognize strengths
- Don't self promote (e.g. ordering banners and completing applications for recognition)
- Distance between campuses
- Aligning practices across organization/schools
- Branding
- Recruitment for students
- Staff diversity

- Salary schedules
- Building leadership succession
- Online presence
- Consistency in communication using different platforms
- Lack of tech training for parents
- Lack of intentional outreach to students of higher need
- AAE reputation of not being a diverse population
- Reality vs. Reputation
- Being one, sharing opportunities with all students (e.g. GAVRT)
- Staff don't know GAVRT
- Staff doesn't understand charters
- We don't tell our story
- Feel too established, not hungry, like a District
- Waitlist at NSLA
- Not taking advantage of recruitment opportunities
- GAVRT not benefitting our own students
- Lack of teacher enthusiasm for programs
- Strenth of HS sports (facilities, transportation)

Opportunities

- To become involved in IE groups
- Partner w/SBCUSD
- Voice in chambers
- Shine as a charter compared to districts
- Alumni
- Socail injustice
- Share courses between our high school or with local community colleges
- Space Force
- New NSLA campus
- COVID silver linings
- NSLA as a demonstration school for dual immersion
- MPR at AAE
- Bias training
- Bringing more science to NSLA
- STEM programs
- Grants – 3 NSF, ROSES, NASA
- Marketing LCER Program
- Math – build out strength
- Aviation licensing/career pathway (much to develop)
- Apple Valley train station
- Outreach

- Together United
- Diversification

Threats

- COVID-19
- Closures impact on students
- Unlearn unhealthy habits from pandemic
- Learning loss
- CTA/union
- California budget
- Political landscape/climate
- Reliable sources
- Biases
- Fears
- Election results
- Litigation (e.g. SPED)
- SB City political instability/chaos
- AVUSD school board changes
- County-wide benefit lacks appeal process
- Changing nature of delivering education – online programs/charters
- Media (e.g. COVID-19)
- Social media
- Competitive salaries in local districts

Lewis Center for Educational Research Board
Regular Meeting Minutes
December 14, 2020

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Porter called the meeting to order at 4:02 p.m.
2. **ROLL CALL:** LCER Board Members Pat Caldwell (arrived at 4:08), Torii Gray, Jim Morris (arrived at 4:15), Omari Onyango, Sharon Page, Kevin Porter, David Rib, Jessica Rodriguez and Rick Wolf were in attendance.

No LCER Board members were absent.

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

3. **PUBLIC COMMENTS:** None.
4. **SPECIAL PRESENTATIONS:**
 - .01 Presentation of Certificate and Plaque to Retiree Darren Dowd – Kevin Porter virtually recognized Darren Dowd for 19 years of service to the Lewis Center.
 - .02 Lewis Center 2020 Employee Milestone Anniversary Recognition – Kevin Porter virtually recognized Lewis Center employees that reached a milestone anniversary in 2020. This is anticipated to be an annual recognition ceremony, but was not able to be in person this year. The Lewis Center Foundation is supporting bonuses, gifts and awards.
5. **DISCUSSION ITEMS:**
 - .01 AAE and NSLA Phase 2 School Reopening Update – Lisa Lamb reported that local COVID conditions are not improving. We are authorizing staff to work remotely if possible due to the surge in COVID cases. We will continue to monitor the situation and monitor hospital capacity. The earliest anticipated return to in person instruction will be the end of January or beginning of February. At AAE we will not phase back in when we are able to return, but at NSLA we will as they have not had any in person instruction practice at all.
 - .02 AAE and NSLA Construction Projects Update – David Gruber reported that construction is going well. The full pad for AAE MPR should be completed by Thursday. We can do a walk through on Friday to do a visual. NSLA’s construction is going vertical and they are on target. Pat asked for a walk through of the projects after the holidays.
 - .03 Discuss 2019-20 Annual Audit – David Gruber reported that normally December 15 is the due date for the audit, but it was extended to March 31, 2021. He is in close contact with our authorizers so they are aware. He is hoping to have a draft at the February Board meeting. The auditors haven’t received the guidelines from the federal government as of yet, but hope that it will be released soon.
 - .04 Discuss 2020-21 AAE and NSLA 1st Interim Reports – David Gruber reported that we’re using our most restricted money first. We have been working hard on cash flow and we will be able to sustain upcoming cash deferrals. We will be able to meet our obligations to our investors as well as have reserves. Jim asked about the end of the year increase in June. The increase in June is because we do not pull the LCER management fees until the end of the year, after all other obligations are met. The Lewis Center is a separate fund from each school. We make bond payments monthly for AAE, and for NSLA we capitalized this year and will not be making a payment until July 2021. The

second interim reports will be brought to the Board in March or April. John Phan will be leading our NSLA investor call tomorrow morning. We will have the call with our AAE investor in January.

- .05 Discuss AAE MPR Naming and Plaque – David Rib reported that we are still trying to get a quote on the plaque and signs. We are waiting to hear back from a new vendor.
- .06 Discuss California Charter School Assoc. Conference March 15-19, 2021 – Lisa Lamb reported that we have 3 registrations for the CCSA conference. We hope the Board is able to join us for some of the sessions. The team is going through the session list and highlighting the topics we will be attending. A link regarding the conference was sent to the Board.
- .07 Lewis Center Foundation Update – Jessica Rodriguez reported that the Foundation met on Monday. The main focus has been the \$30 for 30 Campaign. Please continue to share with your contacts. We have been able to reach out and renew older contacts. We are also looking to recruit new members. Please let us know of anyone.

6. CONSENT AGENDA:

- .01 Approve Minutes of November 9, 2020 Regular Meeting
- .02 Approve Minutes of November 13, 2020 Special Meeting – Pat Caldwell would like to add “and develop objectives” to item 4.09 of the minutes.
- .03 Approve San Bernardino Valley College MOU with NSLA – Jim Morris asked where the classes will be located – they can be at either location.

On a motion by Jim Morris, seconded by Omari Onyango, vote 9-0, the LCER Board of Directors approved Consent Agenda Items 6.01 – 6.03 with the addition to the November 13, 2020 minutes.

7. ACTION ITEMS:

- .01 Approve Tokio Marine Agreement of Indemnity and Resolution 2020-05 Tokio Marine HCC SURETY GROUP Certification of Authorization of Execution of Agreement of Indemnity by a Corporation – This is the bond for offsite improvements for the NSLA project, and guarantees that all improvements will get done regardless of school construction completion. The offsite improvements are items such as road repairs on all 3 sides of the campus, traffic light, updates to power lines, etc. This is a form type agreement that has been reviewed by our construction management company. On a motion by Sharon Page, seconded by Jessica Rodriguez, vote 9-0, the LCER Board of Directors approved the Tokio Marine Agreement of Indemnity and Resolution 2020-05 Tokio Marine HCC SURETY GROUP Certification of Authorization of Execution of Agreement of Indemnity by a Corporation.
- .02 Approve Nominating Committee Recommendation of Term Renewal of Jim Morris as a member of the LCER Board of Directors – On a motion by Pat Caldwell, seconded by David Rib, vote 9-0, the LCER Board of Directors approved the Nominating Committee Recommendation of Term Renewal of Jim Morris as a member of the LCER Board of Directors
- .03 Approve Nominating Committee Recommendation of Slate of LCER Board Officers for 2021 – Kevin Porter
 - Chairman – David Rib
 - Vice Chairman – Jessica Rodriguez
 - Secretary – Torii Gray
 - Treasurer – Kevin Porter

Jim Morris asked if Jessica Rodriguez would automatically become the chair for 2021. This is not an automatic nomination, but we hope that it is a training position and will be a best practice to do so. On a motion by Omari Onyango, seconded by Rick Wolf, vote 9-0, the LCER Board of Directors approved the Nominating Committee Recommendation of Slate of LCER Board Officers for 2021.

8. INFORMATION INCLUDED IN PACKET:

- .01 President/CEO Report
- .02 LCER Financial Reports
 - Checks Over \$10K – Sharon asked about the fees for the AAE permits being higher than expected. We had hoped to discuss the impact fees with them, but have not been able to at this time.
 - Budget Comparisons
- .03 Lewis Center Foundation Financial Report
 - October 2020
- .04 LCER Grant Tracking Sheet
- .05 AAE and NSLA Enrollment Numbers
- .06 LCER Board Attendance Log
- .07 LCER Board Give and Get – Teresa will send the donation list to the Board to see if any donations are a “get” for them.

9. BOARD/STAFF COMMENTS:

- .01 Ask a question for clarification
- .02 Make a brief announcement – Lisa Lamb reported that CCSA profiled Dr. Barragan on leadership. She will send distribute it. Lisa also recognized that this is not a typical year, and we are trying to bring joy in any way we can, but know it is a tough year for our Lewis Center family. Lisa also thanked Kevin Porter for being a great Board Chair this year and Kevin thanked everyone for their work.
- .03 Make a brief report on his or her own activities – Jim Morris reported that his 16 year old, who had participated in NSLA’s holiday programs when he was younger, started signing Frosty the Snowman in Spanish when it came on overhead while shopping.
- .04 Future agenda items

10. ADJOURNMENT: Chairman Porter adjourned the meeting at 5:29 p.m.

**Lewis Center for Educational Research
STAFF REPORT**

Date: February 8, 2021
 To: LCER Board of Directors
 From: Lisa Lamb
 Re: President/CEO Report

Goal 1: Build the financial capacity of the LCER, including key provisions for sustainability.	
1.1 <u>Objective:</u> Each school will maintain a reserve balance of no less than 4% of the total operating budget. Reserves will be defined as unencumbered cash balance.	The Finance Department is preparing to start the 2nd Interim Reporting and will submit them to both authorizers by the end of February. Through this process, it allows us to revisit our budget again and make necessary changes to revenue from what was signed into the Budget for the current school year. It allows us to continue to practice new possibilities to support cash reserves even during a time when we are beginning to expect to see the Governor’s cash deferrals begin.
1.2 <u>Objective:</u> Support oversight and accountability of funds by LCER budget managers through monthly financial reports which include budget-to -actuals.	The Finance Department is continuing to provide Monthly Encumbrance Reports at the beginning of each month. The Finance Department and Executive Team have attended 2 webinars around the Governor’s proposed 2021/2022 Fiscal Year Budget. It is being presented in a better than expected bounce from the economy down-turn originally expected due to COVID. Our current focus is making sure the schools are preparing for operation once school is able to reopen. We are beginning to plan for the development of the 2021/2022 Budget and out years.
1.3 <u>Objective:</u> Most restrictive dollars (i.e.: categorical funding, one-time monies, Special Education funding, grants, etc.) will be utilized first and according to funding requirements and as approved by the School Site Council.	The Exec Team continues to prioritize the use of the most restricted dollars first. We try to make sure that we are also meeting the goals set forth in the LCAP, School Site Council, and Budget to prepare our staff and students with the appropriate materials for the highest instruction. We are continuing to develop plans to best utilize the remaining COVID funds in support and preparation for the schools to be able to open as soon as possible and meet the safety of all stakeholders and provide the highest learning practices with the necessary tools available. We also continue to research and submit grant applications for additional funds to support our programs and future growth.
1.4 <u>Objective:</u> The Foundation Board will raise funds to support the needs of LCER schools and programs.	The Foundation Board is continuing to provide bonuses to staff who have reached anniversary milestones. They are also supporting our regular annual recognition pins and certificates. They are working to complete a store to help support the milestone gifts of Lewis Center swag (computer bags, polos, jackets, coffee mugs, etc.)
Goal 2: Develop and maintain facilities to meet the TK-12 needs at both campuses.	
2.1 <u>Objective:</u> Complete NSLA TK-12 and Head Start campus	The current building occupancy dates are as follows: Head Start – June 28, 2021 Admin & MPR – June 28, 2021

<p><u>in Winter/Spring 2021.</u></p>	<p>Buildings F, H, I, J – August 1, 2021 Building A & B – August 15, 2021 (North side are still pending due to power lines) Building E – July 7, 2021</p> <p><u>Vacate current campus no later than June 30, 2021</u></p>
<p>2.2 <u>Objective: Create a deferred maintenance schedule to properly identify and address the needs of aging equipment, building and infrastructure.</u></p>	<p>The Facilities Department has recently completed the following projects:</p> <p>AAE</p> <p>Prior Completions</p> <ul style="list-style-type: none"> ● Fertilizing all the grass with winterize ● Restroom Inspection ● Repairing faucets, partitions, and restroom lighting ● Lighting Inspection ● Retro fitting the remaining light poles to LED ● Retro fitting the remaining can lights to LED in A BLDG ● Emergency lighting inspection ● Repair or replace bad emergence lights ● Replacing the cafeteria water heater this week ● Painted all the outside four square games, each square was painted a different color at South and North side elementary <p>New Completions</p> <ul style="list-style-type: none"> ● Retro Fitting the Gym restroom lights to LED ● Replaced Filters and cleaned coils ● HVAC P101 & E114 ● Replaced blower motors and restored heating ● Replaced the water heater in BLDG M ● Repaired irrigation lines that were damaged with the FDC & PIV connection for the MPR BLDG ● Annual Fire Inspection ● Annual Fire Extinguisher Inspection ● Annual Elevator Inspection <p>In progress</p> <ul style="list-style-type: none"> ● Installing personalized bricks outside the GYM ● DG and plants to be installed around M BLDG ● Mud, sand, and paint drywall repair in the GYM (drywall is repaired started painting on 1/26) ● Installing the billboard sign for Capt. McConnell- Local WWII Hero ● Retrofitting Cafeteria outside wall packs to LED ● Custodial is deep cleaning (M,N,A,C BLDG's) ● Deferred Maintenance Plan <p>NSLA</p> <ul style="list-style-type: none"> ● Staging and preparing for the move: On going ● Moving furniture to off-site storage-on going ● Relocating unused equipment from the connexs to offsite storage.

	<p>Completed</p> <ul style="list-style-type: none"> ● Annual Fire Inspection ● Annual Fire Extinguisher Inspection ● Replaced filters and cleaned coils <p>In process</p> <ul style="list-style-type: none"> ● Working on an inventory worksheet for the move ● Gathering the inventory data (Classrooms, Offices, Storage spaces) ● Working on bids for the move for a moving company
<p><u>2.3 Objective: Monitor technological systems to protect against external and internal security threats.</u></p>	<p>COVID funding has allowed for the upgrade to our technological systems. Our wired and wireless network has been totally replaced. These upgrades are the newest generation of wifi and allow for greater speed and throughput and far less latency. We also purchased new firewalls which will be installed within the next few weeks.</p>
<p><u>2.4: Utilize the refinancing of the AAE Bonds to address capital campaign needs (i.e. Multipurpose Room, secondary science labs, additional athletics and P.E. fields, special education, parking lot rehabilitation, etc.).</u></p>	<p>The AAE MPR construction is progressing. The project is expected to be completed around May 7, 2021.</p> <p>As the MPR project will account for all of the bond funding, the additional facilities' needs such as secondary science labs, additional fields, and parking lot repair will be allocated out of general funding in the coming years. The parking lot repair is the greatest priority and will be placed in the 2021-2022 AAE budget.</p>
<p>Goal 3: Strengthen the academic programs at both schools resulting in increased student mastery while preparing every student for post-secondary success in the global society.</p>	
<p><u>3.1 Objective: Both schools will demonstrate continued increases in student mastery in the area of Mathematics as reported on the California School Dashboard.</u></p>	<p>The NSLA School Site Council approved the school's Single Plan for student Achievement on January 21, 2021. The Single Plan for Student Achievement (SPSA) is a document that represents a school's cycle of continuous improvement of student achievement. The annual process of developing, reviewing, and updating the SPSA includes a comprehensive review of data and the development of actions necessary to achieve school goals.</p> <p>NSLA's SPSA goals are the following:</p> <ol style="list-style-type: none"> 1. Maintain student achievement in ELA and Math 2. Support Academic Instruction for ELL's and increase percentage of RFEPs <p>NSLA's Expenditures per goa Are the following:</p> <ol style="list-style-type: none"> 1. \$474,296 2. 24,197 3. The NSLA SPSA is aligned to the LCAP goals and expenditures and support learning goals for all students <p>AAE has administered mid-year Math assessments to determine student progress in Math during distance learning. The school counselor and</p>

	<p>administrators have analyzed first semester grades for middle school and high school. Plans are being made for the following steps to mitigate learning loss In Math for the 2021-22 SY (pending budget approval):</p> <ul style="list-style-type: none"> ● Add additional sections of Math 1A and Math 1B ● Add 6th Period for a Math teacher to support students that failed high school math first semester at any level
<p><u>3.2 Objective: In order to decrease referrals for counseling and behavior incidents, both schools are implementing curricula at the elementary, middle and high school to support Social Emotional Learning (SEL). The collective outcomes of these strategies are to: enhance the ability of students to self-regulate, strengthen relationships amongst students and staff, and empower teachers to support SEL needs in the classroom.</u></p>	<p>The school MTSS teams continue to hold weekly planning meetings to discuss the overall socioemotional, behavioral and academic needs of students. ATM teams are also consulted in terms of the overall trends and direction adopted to support SEL needs and accomplish our different objectives.</p> <p>Counselors are providing teachers with lessons and videos and demonstrations in virtual classrooms. In addition to SEL support, during our weekly staff meetings, counselors share wellness activities and review students' lessons with teachers in order to support SEL curriculum implementation.</p> <p>In addition to supporting SEL curriculum implementation, Counselors and School Psychologists are currently providing virtual and in-person counseling sessions at both school sites. Parents, students and staff can make appointments with a Counseling Team member and receive direct services in person or virtually.</p> <p>Care Solace is fully operational and collecting referrals from staff and parents. The counseling team is monitoring any supports needed to initiate and follow up on referrals.</p> <p>The NSLA/AEE student support services team (counselors, school psychologist, director of student services) continues to support the NSLA/AEE teaching team with a variety of professional development/training geared to support students' Social Emotional learning Needs. The focus of the most current professional development is:</p> <p style="text-align: center;">Trauma Informed Classrooms - Presenter: Sharmeen Mahmud At least one out every five of the nation's children "live with a mental health condition, but less than half of these individuals receive needed services. Undiagnosed, untreated or inadequately treated mental health conditions can affect a student's ability to learn, grow and develop"</p> <p style="text-align: center;">National Alliance on Mental Illness (NAMI)</p> <p>Topics Include:</p> <ul style="list-style-type: none"> ● Impact of Trauma on Neurobiology ● Recognizing Trauma in the School Setting ● Escalation Cycle ● Interpersonal Neurobiology ● Creating Trauma Informed Schools ● Managing Space for Students

<p><u>3.3 Objective: Both schools will develop a more robust STEAM strand that builds upon itself in grades TK-12.</u></p>	<p>All elementary and middle/high school science teachers with their students at both schools are participating in Mars 2020 Perseverance activities offered by the LCER GAVRT Team. This event has been called, “pure excitement” for our students.</p> <p>In March, AAE students grades TK-8 will participate in Virtual STEM Assemblies hosted by AVUSD’s Sean and Pam Gillette on YouTube Live. Lots of chemical and physical reactions will be demonstrated with lots of explosions and cameras placed right up against dangerous reactions. The TK-2 assembly focuses on observation skills using the five senses. The grades 3-8 assembly focuses on claim, evidence, and reasoning. How do they set off 313 film canister rockets simultaneously? In a future virtual assembly, they get arrested by the Apple Valley police department (sort of).</p> <p>NSLA is committed to partnering with Garner Holt for STEM classes. These classes will begin as soon as COVID conditions permit.</p>
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Goal 4: Recruit, develop, and retain highly qualified and diversified staff.

<p><u>4.1 Objective: Evaluate ongoing and new recruitment efforts to ensure that all positions are filled with highly-qualified and diversified staff.</u></p>	<p>Recruitment continues to be a focus for the NSLA Task Force. The task force has finalized the high school master schedule which determines the regular education high school teaching positions for the 2021-22 school year; thus allowing HR and NSLA admin to continue working with existing NSLA middle school teachers to determine placement for the 2021-2022 school years as it relates to their appropriate credential.</p> <p>The HR Team has finalized 10 new job descriptions for NSLA high school teachers for the 2021-22 school year. Job postings were placed on Edjoin for the positions to begin developing an interest pool. The high school positions will officially open in mid February. In addition, HR is preparing to send targeted recruitment emails to applicants on Edjoin that have previously applied for similar positions.</p> <p>HR is working with LCER PR and Marketing Coordinator to enhance other recruitment efforts to include social media, LCER website, college recruitment sites, job boards, virtual job fairs, etc. In addition they have developed flyers/brochures to send in mailers and hand out at recruitment and other networking events.</p>
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	<p>HR sent Intent to Return emails to all teachers to collect information from staff regarding plans for column advancement, retirement, grade level changes, etc. This helps HR and administration to determine position placement for the upcoming school year as well as assists with budget development.</p>
<p>4.2 <u>Objective: Develop a comprehensive succession plan for all key positions.</u></p>	<p>The designated LCER Board committee members, Pat Caldwell and Sharon Page, along with the CEO and HR Director are reviewing succession planning documents, attended Board on Track Succession Planning webinars and are meeting to discuss the LCER CEO Succession Plan. The committee is reviewing/revising CEO job duties and will be drafting preliminary short and long term succession plans for the Board's consideration. Additionally, the CEO is working with Executive Team members to ensure all key areas of the CEO's duties and responsibilities are accounted for, should the need arise.</p> <p>HR continues working with school site administration to ensure there are adequate resident substitutes who are training and prepared to step in to virtual teaching at a moment's notice.</p>
<p>4.3 <u>Objective: Invest in professional development for classified and certificated staff and board members.</u></p>	<p>The Executive Team has been participating in ongoing webinars/meetings to stay abreast of updated COVID-19 guidelines and other legal mandates to include legal (YM&C), Self Insured Schools of California (SISC), California Association of Schools Administrators (CASBO), Charter Safe, etc. The team is registered for the 2021 California Charter Schools Virtual Conference.</p>

	<p>Board members will be given session information as soon as it is released to see if they are available to join as well.</p> <p>In order to keep all staff abreast of these changes, information is being rolled out weekly via various communication channels. Weekly meetings are held with the Executive Team (Thursdays), all LCER Management (Fridays), Health Committee (Mondays), and ATM (Mondays at each school), and school-wide all staff meetings. Other meetings held include: Academic Leadership Team (both schools), individual dept meetings (as needed LCER-wide).</p>
<p><u>4.4 Create a highly attractive environment for staff which increases and/or maintains staff retention rates LCER-wide.</u></p>	<p>We realize that outside of compensation, safety is critical to staff retention. In light of the current climate we are in with COVID-19, the Executive Team has focused heavily on providing all the necessary structures and resources (both physical and emotional) to ensure the health, safety and well-being of our staff and students. HR, the CEO and LCER nurses have been working to secure vaccine opportunities for staff. Currently, we are partnering with St. Mary's hospital and have prioritized elementary and front line staff. We are also working with the San Bernardino County Office of Education to find similar opportunities for our NSLA staff.</p> <p>In addition, the Executive Team continues searching for ways to meet the objective of increasing compensation. An across the board 3.5% increase to all pay rate schedules was implemented effective November 1, 2020, retro to July 1, 2020. Some positions and stipends that were originally eliminated from the budget at the beginning of the year, due to COVID-19, have been reinstated. Staff compensation was also discussed at the annual strategic planning session in November. Continued salary increases will be reflected under the Board's fiscal goal.</p>
<p>Goal 5: The Lewis Center for Educational Research will communicate and operate under a common vision, mission, goals, and objectives.</p>	
<p><u>5.1 Objective: The Board of Directors and Executive Team will continue to participate in annual strategic planning. Progress toward goals will be reported monthly via the CEO Board Report.</u></p>	<p>Strategic Planning for 2020-2021 was held on November 13, 2020. A S.W.O.T. analysis was conducted, the current plan was reviewed, and the vision and goals were revised. The completed draft with updated objectives will be presented to the board for approval at the February meeting.</p>
<p><u>5.2 Objective: Board and Executive Team will actively communicate LCER's mission to the stakeholders and communities that we serve.</u></p>	<p>We are currently working on broad recruitment for NSLA transitional kindergarten, kindergarten and grades 6-9. Dr. Barragan and his support team at NSLA continue to work on communicating the mission, vision, and goals of NSLA to the current staff and community members. A stronger focus will be placed on sharing the Mission, Vision and Goals with the community at large and potential families. The goal of this messaging is to fill secondary seats and to establish a robust waitlist to back-fill any seats</p>

	<p>that are vacant due to student withdrawal. The following are steps that the NSLA team is taking to message the vision and mission and to recruit and retaining families for NSLA:</p> <p>NSLA Recruitment Efforts Include: Social Media Posts & Campaigns Marketing: Banners, Yard Signs, Feather Flags, Postcards, School Marquee, etc.</p> <ul style="list-style-type: none"> ● Flyers - Parking Lot Nights, Bulletin Posts, Ad in Newspaper, City Recreational Magazines, etc. ● Chambers of Commerce Recruitment Flyers ● Billboards: Orange Show Digital Billboard in San Bernardino ● Recruitment Locations where flyers and interest applications have been distributed to: <ul style="list-style-type: none"> ● Preschools/Headstarts ● Presentations at feeder charter schools ● Local Warehouse Businesses ● Coffee Shops - Starbucks Bulletin ● Flea Markets – San Bernardino & Fontana ● Malls – Inland Center & Victoria Gardens ● Grocery Stores ● Community Walk-Throughs – Gifts bag distribution to local neighbors and businesses <p>Each of these actions will provide an opportunity to communicate LCER’s mission to stakeholders.</p> <p>The lottery held on December 17th included 83 new applicants mostly in grades TK-K. The next lottery will be held on March 18th and the above efforts are geared toward increasing the turnout for secondary applications. The recruitment committee is meeting weekly and the Executive Team will evaluate the numbers weekly to ensure that these efforts are successful.</p>
<p>5.3 <u>Objective: Increase communication with stakeholders regarding progress toward mission, vision, and goals.</u></p>	<p>LCER PR Coordinator has begun producing a monthly newsletter. This newsletter shares our progress toward our mission, vision, and goals with all of our families, staff, donors and partners. Along with highlighting specific celebrations and events, each newsletter also has a staff and student spotlight.</p> <p>LCER has made a significant effort to host regular parent forum meetings to share school reopening and other updates. These have been presented at various times in the day and evening as well as in both Spanish and English to provide greater access and engagement for all families.</p> <p>Each school has also discussed LCER and school vision, mission and goals with their Academic Leadership Teams. These efforts will continue as the updated LCAP drafting begins this month. Parent feedback will be sought via School Site Council, English Language Advisory Council, and LCAP Town Halls.</p>

Current PR Projects

Website:

- "About Us" page for potential new-hires
- " Admin. Bio" Page
- Deleting dead links on all sites (ongoing)
- Recruitment Informational Page (Secondary Focused)
- Miscellaneous requests as they come in

Lewis Center - General:

- NSLA Secondary Trifold Flyer
- Mars 2020 Videos
- Mars 2020 Flyer
- Compiling Content for Newsletter
- Norton Social Media Campaign - New
- Add and Update Grant List (ongoing)
- SnapDragon Grant (Due 2/14)
- Donor Engagement (three a week)
- Norton Recruitment Billboard Overview
- NSLA Recruitment - General
- IE Radio Station Spot Inquiries

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Check/Voucher Register - Board Report - 10K
 From 1/1/2021 Through 1/27/2021

<u>Effective D...</u>	<u>Check Nu...</u>	<u>Vendor Name</u>	<u>Check Amount</u>	<u>Transaction Description</u>
1/4/2021	45194	CharterSAFE	36,429.00	Insurance premium pymt for January
1/4/2021	45198	SBCSS	74,305.64	NSAA STRS contributions for December
1/4/2021		SBCSS	131,322.32	LCER/AAE - STRS contributions for December
1/4/2021	45200	SBCSS	20,861.58	NSAA PERS contributions for December
1/4/2021		SBCSS	63,609.87	LCER/AAE - PERS contributions for December
1/13/2021	45204	Calif Charter School As...	22,540.00	CCSA Membership 2021
1/13/2021	45209	SISC	185,540.45	Health Coverage for January 21
1/15/2021	017		347,458.15	Group: Payroll; Pay Date: 1/15/2021
1/19/2021	45210	City of San Bernardino	88,275.08	Public Works/Engineering #E2000068 & #E2000079
1/21/2021	45213	Apple Inc.	12,087.54	PO# 2021-0295-LCER
1/22/2021	45247	Liberty Utilities	17,931.38	Acct# 084800 - Elem Playfield
1/22/2021	45248	Committee for Children	12,757.89	PO# 2021-0363-NSLA
1/22/2021	45256	Institute for Multi-Sens...	10,200.00	PO# 2021-0397-NSLA
1/22/2021		Institute for Multi-Sens...	12,750.00	PO# 2021-0387-AAE
1/22/2021	45259	Liminex Inc	18,426.00	PO#2021-0417-LCER
1/22/2021	45271	Preferred Meal System...	12,078.68	Cafeteria Food for AAE
1/26/2021	45294	CDW Government, Inc.	58,345.90	PO# 2021-0233-LCER
Report Total			1,124,919.48	

All Funds - Budget Comparison 2019/20 to 2020/21

Table for All Funds Budget Comparison 2019/20 to 2020/21 (Left Column). Columns: Total Budget \$- Revised, Actual thru December, Remaining Budget, Percent Remaining. Rows: Revenue, Expense (Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other, Capital Outlay, Other Outgo, Share of LCER), Total Expense, Add (Subtract) to Reserves, Total Revenue, Total Expense, Add (Subtract) to Reserves.

Table for All Funds Budget Comparison 2019/20 to 2020/21 (Right Column). Columns: Total Budget \$- Original, Actual thru December, Remaining Budget, Percent Remaining. Rows: Revenue, Expense (Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other, Capital Outlay, Other Outgo, Share of LCER), Total Expense, Add (Subtract) to Reserves, Total Revenue, Total Expense, Add (Subtract) to Reserves.

AAE - Budget Comparison 2017/18 to 2018/19

Table for AAE Budget Comparison 2017/18 to 2018/19 (Left Column). Columns: Total Budget \$- Revised, Actual thru December, Remaining Budget, Percent Remaining. Rows: Revenue, Expense (Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other, Capital Outlay, Other Outgo, Share of LCER), Total Expense, Add (Subtract) to Reserves, Total Revenue, Total Expense, Add (Subtract) to Reserves.

Table for AAE Budget Comparison 2017/18 to 2018/19 (Right Column). Columns: Total Budget \$- Original, Actual thru December, Remaining Budget, Percent Remaining. Rows: Revenue, Expense (Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other, Capital Outlay, Other Outgo, Share of LCER), Total Expense, Add (Subtract) to Reserves, Total Revenue, Total Expense, Add (Subtract) to Reserves.

NSLA - Budget Comparison 2017/18 to 2018/19

Table for NSLA Budget Comparison 2017/18 to 2018/19 (Left Column). Columns: Total Budget \$- Revised, Actual thru December, Remaining Budget, Percent Remaining. Rows: Revenue, Expense (Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other, Capital Outlay, Other Outgo, Share of LCER), Total Expense, Add (Subtract) to Reserves, Total Revenue, Total Expense, Add (Subtract) to Reserves.

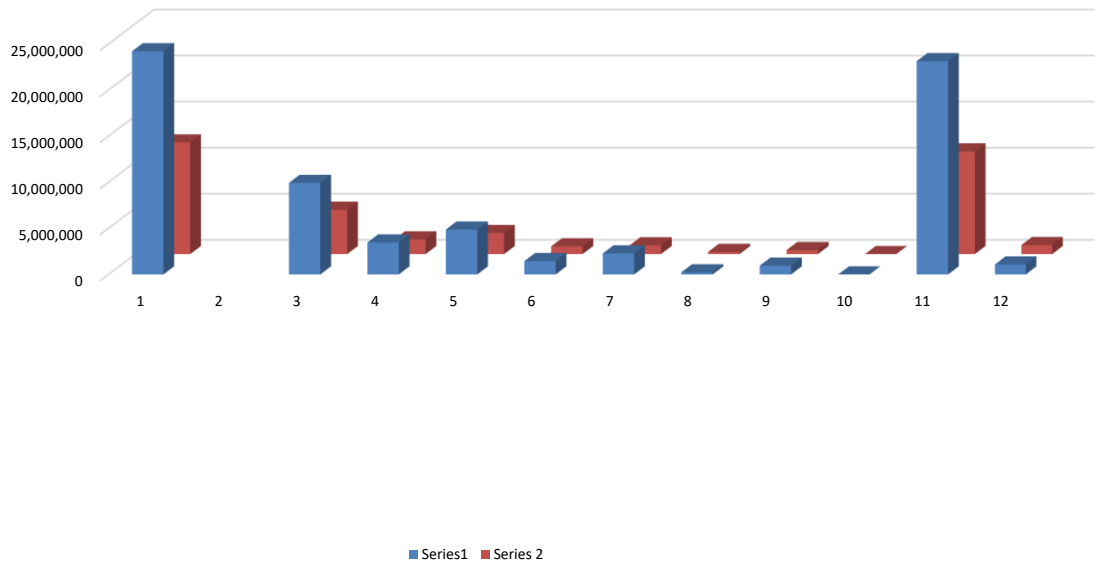
Table for NSLA Budget Comparison 2017/18 to 2018/19 (Right Column). Columns: Total Budget \$- Original, Actual thru December, Remaining Budget, Percent Remaining. Rows: Revenue, Expense (Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other, Capital Outlay, Other Outgo, Share of LCER), Total Expense, Add (Subtract) to Reserves, Total Revenue, Total Expense, Add (Subtract) to Reserves.

LCER - Budget Comparison 2017/18 to 2018/19

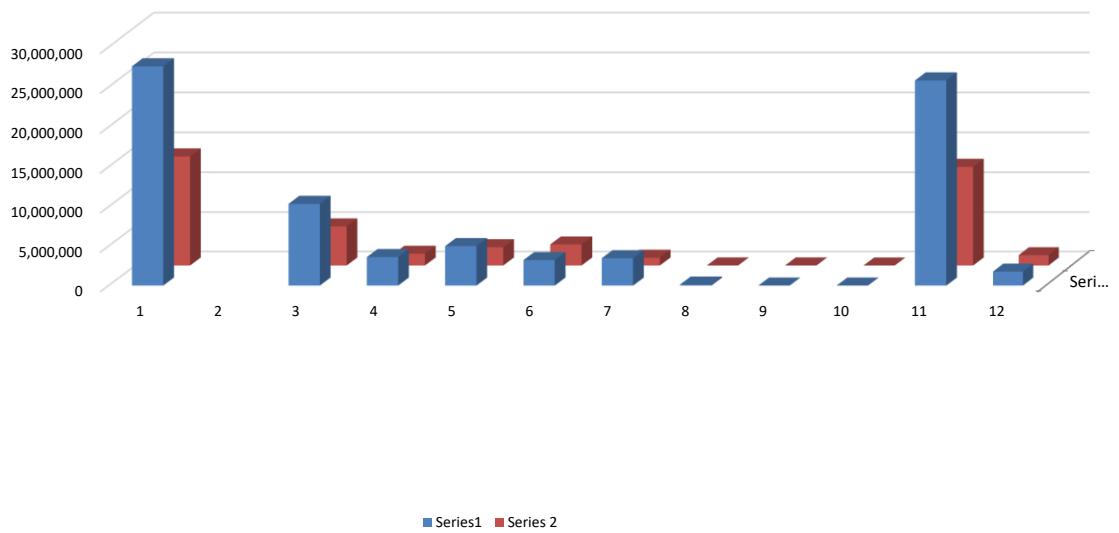
Table for LCER Budget Comparison 2017/18 to 2018/19 (Left Column). Columns: Total Budget \$- Revised, Actual thru December, Remaining Budget, Percent Remaining. Rows: Revenue, Expense (Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other, Capital Outlay, Other Outgo, Share of LCER), Total Expense, Add (Subtract) to Reserves, Total Revenue, Total Expense, Add (Subtract) to Reserves.

Table for LCER Budget Comparison 2017/18 to 2018/19 (Right Column). Columns: Total Budget \$- Original, Actual thru December, Remaining Budget, Percent Remaining. Rows: Revenue, Expense (Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other, Capital Outlay, Other Outgo, Share of LCER), Total Expense, Add (Subtract) to Reserves, Total Revenue, Total Expense, Add (Subtract) to Reserves.

2019-20



2020-21



**LEWIS CENTER FOUNDATION
COMBINED BALANCE SHEET AND INCOME STATEMENT
December 1 - December 31, 2020**

CHECKING (LEWIS CENTER FOUNDATION)

Beginning Balance		\$15,184.07
Revenue		
AAE Staff Scholarship Donations	\$15.00	
Transfer from Savings - Unrestricted - Engraved Bricks	\$810.51	
NSLA Capital Campaign Donations	\$200.00	
\$30 for 30 Campaign Donations	\$6,939.34	
<i>Total</i>	\$7,964.85	
Expenditures		
Stop Payment Fee	\$15.00	
Transfer to Savings - NSLA Capital Campaign	\$200.00	
Transfer to Savings - AAE Staff Scholarship	\$15.00	
<i>Total</i>	\$230.00	
Ending Balance	<i>Total</i>	\$22,918.92

SAVINGS (LEWIS CENTER FOUNDATION)

Beginning Balance		
Restricted Funds - AAE Capital Campaign		\$97,663.49
Restricted Funds- NSLA Capital Campaign		\$44,689.86
Restricted Funds - Davis Endowment		\$12,033.81
Restricted Funds - Global Exchange Programs		\$12,953.68
Restricted Funds - HiDAS Endowment		\$63,841.74
Restricted Funds - Scholarships		\$26,573.58
Unrestricted Funds		\$73,005.94
		\$330,762.10
Revenue		
AAE Staff Scholarship	\$30.00	
NSLA Capital Campaign	\$200.00	
Interest	\$13.80	
<i>Total</i>	\$243.80	
Expenditures		
Transfer to Checking - Unrestricted - Engraved Bricks	\$810.51	
2020 Milestone Anniversaries	\$3,750.00	
\$30 for 30 Campaign Incentive Gifts (duplicate transfer)	\$3,461.80	
<i>Total</i>	\$8,022.31	
Ending Balance		
Restricted Funds - AAE Capital Campaign		\$97,667.63
Restricted Funds - NSLA Capital Campaign		\$44,891.38
Restricted Funds - Davis Endowment		\$12,034.36
Restricted Funds - Global Exchange Programs		\$12,954.23
Restricted Funds - HiDAS Endowment		\$63,844.36
Restricted Funds - Scholarships		\$26,604.69
Unrestricted Funds		\$64,986.94
	<i>Total</i>	\$322,983.59
<i>Total Checking and Savings</i>		\$345,902.51

Grant	Amount	Due Date	Result
NOAA	\$5,000,000	04/02/2020	NO
Astronomy & Astrophysics Research	\$48,500,000	Ongoing	NA
Captain Planet Foundation	\$2,500	Ongoing	ANC
Henry T. Nicholas III Foundation	NA	Ongoing	IP
NASA ROSES	\$80,000		IP
San Manuel Foundation	\$5,000	10/01/2020	NO
Equity Training	\$20,000	*Ongoing* (Rolling Basis)	NA
Lowe's Playground Grant	*\$50,000	???	IP
Snapdragon Book Foundation - AAE	\$700	02/14/2021	IP
Snapdragon Book Foundation - NSLA	\$1,000	02/14/2021	IP

AAE Enrollment Waiting List Seat Limit

Pre K	25	610	25
K	99	110	100
1st	98	227	100
2nd	99	171	100
3rd	111	189	112
4th	111	243	112
5th	112	133	112
6th	124	181	125
7th	125	123	125
8th	124	126	125
9th	119	61	120
10th	114	5	120
11th	103	4	120
12th	93	4	120
Total	1457	2187	

**NSLA 2020-2021 School Year Enrollment Numbers
January 2021**

Grade	Enrolled	MAX Enrollment	Available Spots	Waitlisted
TK	23	25	2	1
Kinder	122	125	3	0
1	109	125	16	0
2	89	100	11	0
3	103	112	9	0
4	96	84	-12	9
5	90	84	-6	7
6	83	90	7	0
7	60	60	0	10
8	49	60	11	0
Grand Total	824	865	57	27

**LCER Board Meetings
Attendance Log 2020**

	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept. Regular	Oct Regular	Nov Regular	Dec Regular	TOTAL REGULAR
Kevin Porter	Leave	Leave	Present	Present	Present	Present	Present	Present	Present	Present	100%
Sharon Page	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	100%
Torii Gray	Present	Present	Present	Absent	Present	Present	Present	Present	Present	Present	90%
Omari Onyango	Present	Present	Present	Absent	Present	Present	Present	Present	Present	Present	90%
David Rib	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	90%
Rick Wolf	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	90%
Pat Caldwell	Present	Absent	Present	Present	Present	Present	Present	Absent	Absent	Present	70%
Jim Morris	Absent	Absent	Present	Absent	Present	Present	Present	Absent	Present	Present	60%
Jessica Rodriguez	Absent	Present	Present	Present	Present	Absent	Absent	Absent	Present	Present	60%

	Jan. 29 Special	Apr. 29 Special	May 26 Special	July 15 Special	Sept 21 Special	Nov 13 Special	TOTAL SPECIAL
Torii Gray	Present	Present	Present	Present	Present	Present	100%
Sharon Page	Present	Present	Present	Present	Present	Present	100%
David Rib	Present	Present	Present	Present	Present	Present	100%
Jessica Rodriguez	Present	Present	Present	Present	Present	Present	100%
Pat Caldwell	Present	Absent	Present	Present	Present	Present	83%
Omari Onyango	Present	Present	Present	Present	Absent	Absent	67%
Kevin Porter	Leave	Present	Absent	Present	Present	Present	80%
Rick Wolf	Absent	Absent	Present	Present	Present	Absent	50%
Jim Morris	Absent	Absent	Absent	Present	Absent	Present	33%

**LCER Board Give and Get
Fiscal Year 2020/2021**

Member	Give	Get	In-kind	Total
Pat Caldwell	\$ 124			\$ 124
Torii Gray	\$ 62			\$ 62
James Morris	\$ 518			\$ 518
Omari Onyango	\$ 311			\$ 311
Sharon Page		\$ 330		\$ 330
Kevin Porter		\$ 250		\$ 250
Jessica Rodriguez	\$ 124			\$ 124
David Rib	\$ 108	\$ 10,000		\$ 10,108
Rick Wolf				\$ -
Total	\$ 1,248	\$ 10,580	\$ -	\$ 11,828

**Lewis Center Foundation Board Give and Get
Fiscal Year 2020/2021**

Member	Give	Get	In-kind	Total
Duberly Beck				\$ -
Desiree Burgnon	\$ 1,000			\$ 1,000
Buck Goodspeed	\$ 363			\$ 363
Tyler Jaramillo				\$ -
Umang Patel	\$ 93			\$ 93
Jessica Rodriguez	\$ 124			\$ 124
Marcia Vargas	\$ 1,552			\$ 1,552
Total	\$ 3,132	\$ -	\$ -	\$ 3,132

Total Combined Boards	\$ 4,256	\$ 10,580	\$ -	\$ 14,836
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