

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

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

**Agenda for Regular Meeting of the Lewis Center for Educational Research Board
May 10, 2021 - Public Meeting – 4:00 p.m.**

**Meeting at 17500 Mana Rd., Apple Valley, CA, Gym Conference Room
Additional Location: Norton Science and Language Academy, Room G6
503 E. Central Ave., San Bernardino, CA 92408, Room**

**To participate by teleconference, register for the meeting at this link:
<https://attendee.gotowebinar.com/rt/5040351931556250128>**

Dial in using your phone: +1 (631) 992-3221 Access Code 226-744-252

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Rib
2. **ROLL CALL:** Chairman Rib
3. **PUBLIC COMMENTS:** Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes and/or 250 words per person and 15 minutes per topic shall be observed. If you are attending virtually and wish to send in a public comment to be read at this meeting, please complete a “Registration Card to Address the Board” (located on the website) and email it to the Secretary at lcerboard@lcer.org. Your comment will be read at the meeting during public comments or as the agenda item is heard.
4. **SPECIAL PRESENTATIONS:**
 - .01 Presentation of Funding Model to Continue Completion of NSLA Campus, Including Feasibility Discussion – John Phan, Campanile Group
 - .02 Presentation of Construction Plan and Budget – Larry Rieder, Charter School Property Solutions
 - .03 Presentation of Existing and Approved Gym Plans and Renderings – Vince Novak – Tate Snyder Kimsey Architects
 - .04 AAE and NSLA COVID Expanded Learning Opportunities Grant Plans and Local Control and Accountability Plans (LCAP) Overview – Valli Andreasen and Fausto Barragan
5. **DISCUSSION ITEMS:**
 - .01 Notify Board of Closure of Union Bank Accounts and Opening of DCB Accounts – David Gruber
 - .02 Discuss LCER Instructional Support and Admin Staff Realignment – Lisa Lamb
 - .03 Discuss AAE MPR Dedication – June 2, 2021 at 10:00 a.m. – Lisa Lamb
 - .04 Discuss AAE Graduation – June 11, 2021 – Valli Andreasen
 - .05 Discuss Annual Standing Date of Additional May Board Meeting – Lisa Lamb
 - .06 Discuss SB 328 California Late Start Bill and implementation for 2021-2022 school year – Lisa Lamb - Pg 3
 - .07 Update on Lewis Center Foundation – Jessica Rodriguez
6. **CONSENT AGENDA:**
 - .01 Approve Minutes of April 12, 2021 Regular Meeting – Pg 4
 - .02 Approve AAE Senior Nite at Scandia in Victorville, CA June 4-5, 2021 – Pg 6
7. **ACTION ITEMS:**
 - .01 Authorize CEO to Pursue Additional Funding to Complete Current NSLA Campus Construction to Include the Gymnasium

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- .02 Approve AAE COVID Expanded Learning Opportunities Grant Plan as Presented – Lisa Lamb – Pg 8
- .03 Approve NSLA COVID Expanded Learning Opportunities Grant Plan as Presented – Lisa Lamb
- .04 Approve Revised 2021-22 NSLA School Calendar – Fausto Barragan – Pg 29
- .05 Approve Revised BP 1312.3 Uniform Complaint Procedures – Annual Update – Stacy Newman – Pg 32
- .06 Approve AR and BP 3311 Bids – New Policy to Reflect Updated Laws– David Gruber – Pg 58

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

- .01 President/CEO Report – Lisa Lamb – Pg 68
- .02 LCER Grant Tracking Report – Pg 77
- .03 LCER Financial Reports
 - Checks Over \$10K – Pg 78
 - Budget Comparisons – Pg 79
- .04 Lewis Center Foundation Financial Report
 - March 2021 – Pg 81
- .05 AAE and NSLA Enrollment Data – Pg 82
- .06 LCER Board Attendance Log – Pg 84
- .07 LCER Board Give and Get – Pg 85

9. BOARD/STAFF COMMENTS:

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

10. ADJOURNMENT: Chairman Rib

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

Date of meeting: May 10, 2021

Title: Discussion of SB 328 “California Late Start Bill”

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

Background: This bill requires the school day for middle schools and high schools, including those operated as charter schools, to begin no earlier than 8:00 a.m. and 8:30 a.m., respectively, by July 1, 2022. Although this bill does not go in effect until the 2022-2023 school year, we believe that it is in the best interest of our families to have stability in the school schedule after more than a year of continued disruption and continual change.

The principals will continue to seek stakeholder feedback before finalizing the decision to adopt this change for 2021-2022 or 2022-2023. The schools will implement aligned bell schedules moving forward, so it is important to carefully consider all perspectives. The decision will be announced to staff and families prior to the end of the school year.

Fiscal Implications (if any): N/A

Impact on Mission, Vision or Goals (if any): The bill is based on decades of research on teen health, sleep patterns and brain chemistry. SB 328 seeks to align school start times with the biology of teens. Overwhelming research shows that when the school day starts later, our children are significantly healthier and perform better in school. Increased learning for students is the main goal for both schools. However, a later school day will have implications on athletics and other after school activities. The administration will work to minimize the disruption to traditional activities as much as possible.

Recommendation: Provide feedback to staff on when to implement the new school start times.

Submitted by: Lisa Lamb, President/CEO

Regular Meeting of the Lewis Center for Educational Research Board
April 12, 2021
Minutes

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Rib called the meeting to order at 4:04 p.m.
2. **ROLL CALL:** LCER Board members Pat Caldwell, Torii Gray, Jim Morris (arrived at 4:15), Kevin Porter, David Rib, Omari Onyango (arrived at 4:18) and Jessica Rodriguez were in attendance.

LCER Board Members Sharon Page and Rick Wolf were absent.

LCER Staff Members Valli Andreasen, Fausto Barragan, Marcelo Congo, Jisela Corona, Ryan Dorcey, Teresa Dowd, David Gruber, Lisa Lamb, Stacy Newman were also present

3. **PUBLIC COMMENTS:** Public Comment from AAE parent Cheryl Zwarkowski was read regarding COVID-19 relief funds and wanting students back in school full time as soon as possible, safely.
4. **SPECIAL PRESENTATIONS:** None
5. **DISCUSSION ITEMS:**
 - .01 Review Local Control and Accountability Plan (LCAP) Needs Assessments and New COVID Relief Funding – Lisa Lamb presented information on the LCAP and the needs assessments sent out, including several surveys and their results. The results will help in planning for extending learning opportunities, including future field trips and summer school to help bring students up to speed. Pat Caldwell asked about learning loss. The teachers will have to adapt their teaching next year to include catch up. We can hold 2 summer academies at NSLA and 1 at AAE.
 - .02 Discuss AAE and NSLA Secondary Reopenings – Lisa Lamb reported that all grades are back as of today in hybrid instruction at both campuses. The next step is combining cohorts A and B into cohort C in the next couple weeks. This will mean students may be on campus 4 days a week instead of 2. We intend to start 5 days a week full time for the 2021-22 school year and not have hybrid instruction, with a few accommodations.
 - .03 NSLA Enrollment Update – Lisa Lamb reported the latest update on NSLA enrollment. NSLA is full in grades K-5 with a waitlist, except for a couple spots in 3rd grade. This is the first time NSLA has had a waitlist for K. There is still availability in grades 7-9. We will be focusing on these grades for recruitment.
 - .04 Lewis Center Foundation Update – Jessica Rodriguez reported that the High Desert Regional Open is June 25, 2021. Please be sure to contribute. There are several sponsorship opportunities remaining. Flyers and the sign up form have been distributed. Lisa and Pat had lunch with Buck Johns and Steve Williams, who each donated \$1,000. We have also set a tentative date for the Gala for October 1, so save the date.

6. **CONSENT AGENDA:**
 - .01 Approve Minutes of March 8, 2021 Regular Meeting
 - .02 Approve Revised LCER 2022-2023 Calendar to Update One Student Day/Teacher In-service Day Difference Between AAE and NSLA
 - .03 Approve AAE 2022-2023 Calendar
 - .04 Approve NSLA 2022-2023 Calendar
 - .05 Approve AAE and VVC College and Career Access Pathways (CCAP) Agreement

On a motion by Pat Caldwell, seconded by Kevin Porter, vote 7-0, the LCER Board of Directors approved Consent Agenda Items 6.01-6.05 by roll call vote.

7. ACTION ITEMS:

.01 Approve BP 5412.2 Student Freedom of Speech Policy Revision – Lisa Lamb reported that she received updates on this this during the CCSA conference. On a motion by Jim Morris, seconded by Torii Gray, vote 7-0, the LCER Board of Directors approved Action Item 7.01 by roll call vote.

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

.01 President/CEO Report – Lisa Lamb

.02 LCER Grant Tracking Report

.03 LCER Financial Reports

- Checks Over \$10K
- Budget Comparisons
- AAE and NSLA 2nd Interim Reports
- AAE and NSLA Consolidated Application and Reporting System (CARS) Reports

.04 Lewis Center Foundation Financial Report

- February 2021

.05 AAE and NSLA Enrollment Data

.06 LCER Board Attendance Log

.07 LCER Board Give and Get

9. BOARD/STAFF COMMENTS:

.01 Ask a question for clarification

.02 Make a brief announcement – Lisa would like to schedule a Special Board meeting for April 19, 2021 and invite our financial advisor and construction team. Please let us know if you are available.

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

.04 Future agenda items– Pat Caldwell commented that she heard a local school was being targeted for unions. She'd like to put the discussion on the next agenda. David mentioned union preparedness training. YM&C has staff that could provide that training. There is no deadline for the Governor's Executive Order with teleconference requirements waived to end. We are planning to be in person and by teleconference starting with the May meeting.

10. LCER BOARD TRAINING: Wayne Strumpfer, YM&C, presented the annual Brown Act and Conflict of Interest Training.

11. ADJOURNMENT: Chairman Rib adjourned the meeting at 6:15 p.m.

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

Date of meeting: May 10, 2021

Title: Senior Night (aka Grad Nite) Alternative Event

Presentation: Consent: x Action: Discussion: Information:

Background: Seniors traditionally have gone to a Grad Nite Event nearing the date of graduation for many years at the AAE. Due to the pandemic, traditional Grad Nite plans have not been an option, but have an alternative event planned that meets current school and public health guidelines. The event will include less than 100 attendees at Scandia in Victorville. The majority of all activities will be held outdoors per current guidelines, and normal safety measures including but not limited to mask wearing and social distancing will be enforced. The event is scheduled to conclude at 1:30 am on June 5th, but begin on June 4th, which is why board approval is being requested. No transportation by the LCER or AAE will be required.

Fiscal Implications (if any):

Should not have an impact on the general fund, only the Senior Leadership Team student activities account. Estimated cost for attendees is \$25.

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

Recommendation: It is requested that the board approve this event to take place on June 4/5 and to conclude at 1:30 am.

Submitted by: Jeffrey Henderson, Charlotte Wilmeth-Street

AAE Event / Fundraiser Request and Approval Form

Organization Senior Leadership Team Select type: ASB/ Clubs Athletics Grade Level Other

Coordinator/ Person in Charge Jeff Henderson / Charlotte Wilmeth Street Ext. and Email jhenderson / cstreet

Event Title Senior Nite (aka Grad Nite) Target Audience 12th grade

Type of Event / Fundraiser: One Day Event on campus Item(s) sale one day
 Other Item(s) sale range of dates Offsite Event (list location) Scandia Victorville

Date(s) of event or fundraiser: June 4/5 2021 6 p.m. to 1:30 a.m.

Please give a brief description of the event or fundraiser, and how funds (if any are being raised) will be used:
Senior Grad Nite event at Scandia in Victorville

Will a facility on campus be needed? Yes (complete below) No (continue to next box)

Setup time _____ Start time _____ End Time _____ Completion Time _____
Room / Area _____ # of attendees _____
Chairs _____ # Tables _____
Special Requests: _____
Gym: Bleachers: In Out
Floor: Gym Wood Floor Covered Floor
(subject to facilities approval)

Will you have any technical needs? Yes (complete below) No (continue to next box)

Sound System Projector/ Screen Setup A/V Assistance Computer(s) Setup
Special Requests or instructions

ASB and Clubs Only: Financial: * Pre Approvals and Profit Event Forms still need to be completed in addition to this request

Anticipated Revenue \$ 2,500 Anticipated Expenses \$ 2,500 Projected Profit \$ 0
Brief description of Items or tickets to be sold with prices:
Wristbands will be sold at or near cost, so no profit is intended for this event

Approvals: Complete the following approvals in order

1st Approval - Principal or Designee *Valli Andreasen* Date 4/29/21
2nd Approval - (for clubs and ASB only, otherwise skip)
ASB Advisor _____ Date Recorded in Minutes: _____
3rd Approval - Calendared and Posted by: _____ Date _____
Final Approval - Facilities _____ Date _____
IT _____ Date _____

Office Use Only:

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

Date of meeting: May 10, 2021

Title: AAE and NSLA Expanded Learning Opportunities Grant Plan (COVID funding)

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

Background: The California Legislature provided \$6.6 billion in AB 86 COVID relief, including \$2 billion for In-Person Instruction (IPI) Grants and \$4.6 billion for Expanded Learning Opportunities (ELO) Grants. Governor Newsom signed AB 86 on March 5, 2021.

There is no application required to receive AB 86 funding. In May 2021, eligible entities will receive an apportionment that represents 50 percent of their allocation for both the IPI and ELO Grants. In August 2021, eligible entities will receive the remaining 50 percent of their allocation, less any reduction or forfeiture of IPI Grants described below.

Both schools have qualified for this funding with the allocations outlined in the attached plans.

Fiscal Implications (if any): Board approval of this plan prior to June 1, 2021 is a condition of this funding.

Impact on Mission, Vision or Goals (if any): These funds have significant impact on the schools' mission, vision and goals. Most importantly, these funds are tied to mitigating learning loss and providing additional learning opportunities for students in all grades at both campuses.

Recommendation: Provide feedback to staff on when to implement the new school start times.

Submitted by: Lisa Lamb, President/CEO



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Academy for Academic Excellence	Valli Andreasen Principal	vandreasen@lcer.org 760-946-5414

The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level,

including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Parents, teachers, and school staff were engaged in the development of this plan through various surveys. We found that school surveys were the most conducive for families during COVID-19 to ensure their safety and the safety of school staff. Surveys that centered around extended learning opportunities were sent to AAE families and staff. Questions were asked about whether families and staff would like to see extended learning opportunities such as summer sessions, after-school tutoring, intersessions (during school breaks), field trips, and Saturday school. The majority of responses indicated their top requests were field trips, summer sessions, and after-school tutoring. When asked what areas they'd like these extended learning opportunities to focus on, STEM and fitness were at the top with math, social, and reading activities close behind. Based on this information, a summer session will be offered that focuses on hands-on, inquiry-based learning in the areas of science, technology, art, engineering, fitness, and math. During the school year, we will use this data to develop an after-school program and offer field trips.

Outside of surveys, families have also participated in the development of the plan through Parents & Pastries, School Board Meetings, and School Site Council. Stakeholders at these meetings review school data and make recommendations. AAE staff meets regularly to discuss their needs for in-person, hybrid, and distance learning instruction including technology and PPE to ensure a robust and safe learning experience for all.

From the community, we work closely with Desert Mountain Special Education Local Plan Area (DM SELPA) to review the needs their office is observing within the community and how they can help our school address these needs, providing support for staff and families.

A description of how students will be identified and the needs of students will be assessed.

A variety of assessments are used to identify the needs of students and determine the types of support necessary to facilitate learning gaps. These include school-wide assessments such as our iReady diagnostic assessments for reading and math, the Smarter Balanced Assessment for ELA, math, and science, and on-site benchmarks in the areas of ELA and math. Through our Professional Learning Communities (PLC), we review grade-level data that teachers have collected: student attendance, curriculum-based assessments, observations, and progress monitoring. These data points help to identify students or student groups who need extra support. Grades and transcripts will be closely monitored in high school to ensure students are on track for graduation. Any student needing support will meet with the school's counselor to discuss available help in passing current classes and possible credit recovery programs.

Through our multi-tiered system of supports (MTSS) team, we provide a structured framework of student support services. All student supports, including Special Needs, counseling, social-emotional, behavioral, among others, are discussed bi-monthly at the site level. Discussions may involve significant interventions for a segment of the student population or a specific student with the goal of moving these

students into reduced interventions as they progress. Utilizing a tiered system of support, all students' needs are analyzed via assessment results, observational data, teacher referrals, and parent surveys.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

The administration uses multiple formats in both English and Spanish, to keep families informed of opportunities for supplemental instruction and support. While the majority of these formats are internet based, any family who does not have online access to complete surveys or attend virtual meetings will be provided a hard copy of the information.

Formats include:

- Staff and parent surveys using Survey Monkey
- Mail and email letters
- Messenger on Infinite Campus
- Weekly staff meetings on Zoom
- Regular updates posted on social media
- Informal question and answer forums via Facebook Live
- Parent forums which have been held weekly in August and will be held bi-weekly moving forward using GoToWebinar
- LCER Board meetings broadcast on GoToWebinar
- San Bernardino County Superintendent of Schools meetings

A description of the LEA's plan to provide supplemental instruction and support.

Field trips were high on the list from both families and staff as extended learning opportunities. The school has not been able to have fundraising events for over a year due to COVID-19, which is where field trip money would stem from. Families would also help supplement field trip costs if the fundraising was not enough to provide the total cost of the trip. With the COVID-19 funds provided through this grant, we are budgeting to offer two field trips for each grade level including our annual 6th-grade science camp. We are hopeful that field trips will be in-person and run as normal for the 2021-22 school year. The ELO funds will fully fund field trips giving our Parent Teacher Organization (PTO) time to begin rebuilding our future funds and allow our families the relief of not having to find money to supplement field trips.

A summer academy in July of 2021 will provide students with an engaging, in-person learning experience. Certificated teachers will organize and plan inquiry-based activities for students to apply their knowledge to real-world problems including Robotics, Space Science, and Leadership camp. There will also be an opportunity for high school students needing credit recovery to attend and earn the credits needed for them to graduate on time. These extended learning opportunities will continue into the 2021-22 school year with after-school extended learning that focuses intentionally on the identified needs of students. Students will work on their identified areas of need and will be monitored to ensure they are making growth. AAE will use its current library as a hub for students before and after school and lunchtime to provide students with a quiet, structured environment to continue their work. A paraprofessional will help monitor the lab and be available to help as needed. Students will be able to use the school's Wi-Fi to access their applications for school work and recharge their devices.

Enrichment courses have been a long-standing offering to our elementary students both during and after school. These courses have been on hold during the pandemic but will be brought back for the 2021-22 school year. We will offer enrichment classes for STEM, PE, Technology, and Music for all students in grades K-5. After school, we will offer band, strings, and choir. Enrichment courses provide an extension of learning for our students in areas that are sometimes difficult to include in daily instruction. These courses will be taught by paraprofessionals.

AAE will continue to provide students with the best STEM opportunities possible. We will continue our one-to-one device program supplying all incoming 3rd graders with a Chromebook so all students in grades 3-12 will have a school-supplied one-to-one device. Students in TK-2 will have a full class set of iPads for use during the school day. AAE plans to add a Robotics team and eSports team for high school which will include additional technology.

High school students will have the opportunity to enroll in courses offered by the local community college that meet general education requirements for associate's and bachelor's degrees. These courses will be offered during the school day and taught by the college professor. This program, College and Career Access Pathways (CCAP), allows students to earn college credit while concurrently pursuing their college degrees and meeting some A-G requirements. The program also helps the school broaden its current offerings to students outside of its master schedule. AAE will also offer an enrichment elective course called Event Marketing & Production, a business course for students interested in a career in this field.

During the school day, the school will continue to work towards closing the achievement gap for high school math students by offering a math support elective for two class periods and an additional period for our part-time math teacher. Students will be identified through their diagnostic and formative assessments, teacher recommendations, and current math credits. This extra support will help students with specific skills not mastered in prior years.

Teachers will receive professional development throughout the school year to support in-person instruction of the adopted curricula, early literacy, grading, and Love & Logic. New teachers will receive Induction training where they are paired with a teacher coach, working together to provide the best instruction and environment for the students served. There will be an emphasis on the social-emotional health of staff and students through consistent training during the 2021-22 school year. AAE will work together with the DM SELPA to implement trauma training for students, staff, and families to support strategies to address anxiety and behavior issues with the return to an in-person school environment. Mindfulness training for staff will provide strategies for anxiety and how best to support students. In addition to training, the DM SELPA has developed a new online referral system designed to quickly identify, test, and qualify students for mental health support. The counseling teams will provide group counseling, individual counseling, crisis response support, among other services, to students and staff. The counseling team has established web-based resources on the school's website for anyone to access.

Students need to have all their needs met in order to learn especially their nutritional needs. AAE will continue to provide breakfast and lunch free of charge to all students throughout the 2021-22 school year.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	364,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	145,200	
Integrated student supports to address other barriers to learning	50,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	110,700	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	13,600	
Additional academic services for students	200,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	14,000	
Total Funds to implement the Strategies	897,500	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The ELO Grant funds are being utilized to provide new opportunities for students. These include extended learning opportunities such as a summer academy, after-school learning, and field trips along with training for staff to address learning gaps and social-emotional health for students. Funds will also support students to earn credits towards graduation and provide learning hubs during extended learning times. Once ELO Grant funds are exhausted, ESSER funds will be used to continue supporting these programs for the future.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021



Creating Global Citizens

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Norton Science & Language Academy	Dr. Fausto Barragan Principal	fbarragan@lcer.org 909-386-2300

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level,

including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Parents, teachers, and school staff were engaged in the development of this plan through various surveys. We found that school surveys were the most conducive for families during COVID-19 to ensure their safety and the safety of school staff. Surveys that centered around extended learning were sent to families, certificated and classified staff. Questions were asked about whether families and staff would like to see extended learning opportunities such as summer sessions, after-school tutoring, intersessions (during school breaks), field trips, and Saturday school. The majority of responses indicated their top requests were field trips, summer sessions, and after-school tutoring. When asked what areas they'd like these extended learning opportunities to focus on, STEM and fitness were at the top with math, social, and reading activities close behind. Based on this information, two summer sessions will be offered that focus on hands-on, inquiry-based learning in the areas of science, technology, art, engineering, fitness, and math. During the school year, we will use this data to develop an after-school program and offer field trips.

Outside of surveys, families have also participated in the development of the plan through Cafecito, School Board Meetings, and School Site Council. Stakeholders at these meetings review school data and make recommendations. The NSLA staff meets regularly to discuss their needs for in-person, hybrid, and distance learning including technology and PPE ensuring a robust and safe learning experience for all.

From the community, we work closely with Desert Mountain Special Education Local Plan Area (DM SELPA) to review the needs their office is observing in the community and how they can help our school address these needs, providing support for staff and families.

A description of how students will be identified and the needs of students will be assessed.

A variety of assessments will be used to identify the needs of students and determine the types of support necessary to facilitate learning gaps. These include school-wide assessments such as our iReady diagnostic assessments for reading and math, the Smarter Balanced Assessment for ELA, math, and science, and on-site benchmarks in the areas of ELA, SLA, and math. Through our Professional Learning Communities (PLC), we review grade-level data that teachers have collected: student attendance, curriculum-based assessments, observations, and progress monitoring. These data points help to identify students or student groups who need extra support. Grades and transcripts will be closely monitored in high school to ensure students are on track for graduation. Any student needing support will meet with the school's counselor to discuss available help in passing current classes and possible credit recovery programs.

Through our multi-tiered system of supports (MTSS) team, we provide a structured framework of student support services. All student supports, including Special Needs, counseling, social-emotional, behavioral, among others, are discussed weekly at the site level. Discussions may involve significant interventions for a segment of the student population or a specific student with the goal of moving these

students into reduced interventions as they progress. Utilizing a tiered system of support, all students' needs are analyzed via assessment results, observational data, teacher referrals, and parent surveys.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

The administration uses multiple formats in both English and Spanish, to keep families informed of opportunities for supplemental instruction and support. While the majority of these formats are internet based, any family who does not have online access to complete surveys or attend virtual meetings will be provided a hard copy of the information.

Formats include:

- Staff and parent surveys using Survey Monkey
- Mail and email letters
- Messenger on Infinite Campus
- Weekly staff meetings on Zoom
- Regular updates posted on social media
- Informal question and answer forums via Facebook Live
- Parent forums which have been held weekly in August and will be held bi-weekly moving forward using GoToWebinar
- LCER Board meetings broadcast on GoToWebinar
- San Bernardino County Superintendent of Schools meetings

A description of the LEA's plan to provide supplemental instruction and support.

Field trips were high on the list from both families and staff. The school has not been able to have fundraising events for over a year due to COVID-19, which is where field trip money would stem from. Families would also help supplement field trip costs if the fundraising was not enough to provide the total cost of the trip. With the COVID-19 funds provided through this grant, we are budgeting to offer two field trips for each grade level including our annual 8th grade Science camp and 7th grade Ocean Institute field trip. We are hopeful that field trips will be in-person and run as normal for the 2021-22 school year. In addition to these, we will be providing cultural field trips on Saturdays throughout the year where students can experience different cultures and practice their language skills in neighboring communities. The ELO funds will fully fund field trips giving our Parent Teacher Organization (PTO) time to begin rebuilding our future funds and allow our families the relief of not having to find money to supplement field trips.

A summer academy in July of 2021 and another in August of 2021 will provide students with an engaging, in-person learning experience. Certificated teachers will organize and plan inquiry-based activities for students to apply their knowledge to real-world problems including Space Science, team building, STEM, and fitness. These extended learning opportunities will continue into the 2021-22 school year with after-school extended learning that focuses intentionally on the identified needs of students. Students will work on their identified areas of need and will be monitored to ensure they are making growth. NSLA will use its current library as a hub for students before and after school and lunchtime to provide students with a quiet, structured environment to continue their work. A paraprofessional will help monitor the lab and be available to help as needed. Students will be able to access the school's Wi-Fi to access their applications for school work and recharge their devices.

Enrichment courses have been a long-standing offering to our elementary students both during and after school. These courses have been on hold during the pandemic but will be brought back for the 2021-22 school year. We will offer enrichment classes for STEM, PE, Mandarin, and Music for all students in grades K-5. Enrichment courses provide an extension of learning for our students in areas that are sometimes difficult to include in daily instruction. We will have an elective zero period before school offering Mandarin, Spanish, Associated Student Body (ASB), and Computer Science for both middle school and high school.

High school students will have the opportunity to enroll in courses offered by the local community college that meet general education requirements for associate's and bachelor's degrees. These courses will be offered during the school day and taught by the college professor. College and Career Access Pathways (CCAP), allows students to earn college credit concurrently pursuing their college degrees and meeting some A-G requirements. The program also helps the school broaden its current offerings to students outside of its master schedule.

NSLA will continue to provide students with the best STEM opportunities possible. We will continue our one-to-one device program supplying all incoming 3rd graders with a Chromebook so all students in grades 3-9 will have a school-supplied one-to-one device. Students in TK-2 will have a full class set of iPads for use during the school day. NSLA plans to add a Robotics Team and eSports team for high school which will include additional technology.

Teachers will receive professional development throughout the school year to support in-person instruction of the adopted curricula, early literacy, and Love & Logic. New teachers will receive Induction training where they are paired with a teacher coach, working together to provide the best instruction and environment for the students served. There will be an emphasis on the social-emotional health of staff and students through consistent training during the 2021-22 school year. NSLA will work together with the DM SELPA to implement trauma training for students, staff, and families to support strategies that address anxiety and behavior issues with the return to an in-person school environment. Mindfulness training for staff will provide strategies for anxiety and how best to support students. In addition to training, the DM SELPA has developed a new online referral system designed to quickly identify, test, and qualify students for mental health support. The counseling teams will provide group counseling, individual counseling, crisis response support, among other services, to students and staff. The counseling team has established web-based resources on the school's website for anyone to access.

Students need to have all their needs met in order to learn especially their nutritional needs. NSLA will continue to provide breakfast and lunch to all students free of charge throughout the 2021-22 school year.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	363,500	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	19,800	
Integrated student supports to address other barriers to learning	103,158	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	17,650	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	5,000	
Additional academic services for students	79,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	6,000	
Total Funds to implement the Strategies	594,108	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The ELO Grant funds are being utilized to provide new opportunities for students. These include extended learning opportunities such as a summer academy, after-school learning, and field trips along with training for staff to address learning gaps and social-emotional health for students. Funds will also support students to earn credits towards graduation and provide learning hubs during extended learning times. Once ELO Grant funds are exhausted, ESSER funds will be used to continue supporting these programs for the future.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

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

Date of meeting: May 10, 2021

Title: NSLA 2021-2022 Calendar Changes

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

Background:

The LCER school board previously approved the NSLA calendar for the 2021-2022 school year with 180 instructional days. With delays in construction caused by the delay in removing electrical poles by Edison, the executive team has decided to change the calendar to a 175-day instructional calendar vs. a 180 calendar pending board approval.

Fiscal Implications (if any): **None**

Impact on Mission, Vision or Goals (if any): **None**

Recommendation:

It is recommended that the board approve a one-time decrease to the instructional calendar days from 180-175 in response to continued delays in construction due to Edison removal of electrical poles.

Submitted by:

Fausto Barragán Jr., NSLA Principal

NSLA **2021-2022** SCHOOL YEAR

STUDENT CALENDAR

175 School Days

Grading Periods 6-9

September 7-October 29 1st Quarter
 November 1 - January 21 2nd Quarter
 January 24 - March 25 3rd Quarter
 April 4 - June 10 4th Quarter

No School Holiday

Grading Periods TK-5

Sept. 7 - Nov. 5 1st Trimester
 Nov 8 - March 11 2nd Trimester
 March 14 -June 13 3rd Trimester

Early Release for TK-9
 12:30 Release Min Day Schedule -(Nov 12 and March 11 TK-5 only)
 Parent Conferences for TK-5 Nov 15-19 & March 21-25

Ceremonies

Kindergarten Recognition June 10
 8th Grade Recognition June 8

Teacher In-Service, No Sch

July-21

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 (0)

August-21

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

School Days (0)

September-21

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	

School Days (18)

October-21

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 (21)

November-21

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			

School Days (16)

December-21

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

School Days (13)

January-22

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

School Days (20)

February-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				

School Days (19)

March-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	31	

School Days (19)

April-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 (20)

May-22

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

School Days (21)

June-22

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	

School Days (8)

NSLA **2021-2022** Año escolar

Calendario estudiantil

175 día escolares

Periodos de calificaciones 6-9

Sept. 7-Oct. 29 1er cuarto
 Nov. 1 - Enero 21 2do cuarto
 Enero 24 - Marzo 25 3er Cuarto
 Abril 4 - Junio 10 4to Cuarto

No hay clases Días festivos

Periodos de calificaciones TK-5

Sept. 7 - Nov. 5 1er Trimestre
 Nov 8 - Marzo 11 2do Trimestre
 Marzo 14 -Junio 10 3er Trimestre

Salida temprano para TK-9
 12:30 Salida temprano (Nov 12 and March 11 SOLO para TK-5)
 Conferencias del padre y maestro para TK-5 Nov 15-19 y Marzo 21-25

Ceremonias

Promoción de kinder Junio 10
 Promoción de 8to Grado Junio 8

Días de trabajo para maestras, no h

Julio - 2021

L	M	M	J	V
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Días escolares (0)

Agosto 2021

L	M	M	J	V
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Días escolares (2)

Septiembre 2021

L	M	M	J	V
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Días escolares (18)

Octubre 2021

L	M	M	J	V
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Días escolares (21)

Noviembre 2021

L	M	M	J	V
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Días escolares (16)

Diciembre 2021

L	M	M	J	V
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Días escolares (13)

Enero 2022

L	M	M	J	V
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Días escolares (20)

Febrero 2022

L	M	M	J	V
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

Días escolares (19)

Marzo 2022

L	M	M	J	V
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Días escolares (19)

Abril 2022

L	M	M	J	V
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Días escolares (20)

Mayo 2022

L	M	M	J	V
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Días escolares (21)

Junio 2022

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Días escolares (8)

Lewis Center for Educational Research

Board Packet Agenda Items

Meeting Date: May 10, 2021

Title: Board Policy Update

Board Policy 1312.3 COMMUNITY RELATIONS Uniform Complaint Procedures

Present as: Discussion/Action items

Background: Update to the Uniform Complaint Procedures in accordance with the annual update from the California Department of Education

The revised and/or new policies are included in this packet. There are two copies of the policy: one with the changes tracked and the other a clean version with all changes accepted. Please review the policy to be discussed and potentially approved. These changes were reviewed with legal counsel, Young Minney & Corr.

Fiscal Implications (if any): None

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

Recommendation: Approve

Respectfully Submitted by: Stacy Newman, Human Resources Director

Lewis Center for Educational Research

BP 1312.3 COMMUNITY RELATIONS
UNIFORM COMPLAINT POLICY AND PROCEDURES

Adopted: June 11, 2012 Last Revised: ~~May 11, 2020~~ **[INSERT DATE]**

The Lewis Center for Educational Research ("LCER") complies with applicable federal and state laws and regulations governing educational programs. ~~This policy contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures ("UCP") complaint regarding an alleged violation of certain federal or state laws or regulations.~~

The LCER is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. ~~A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written and signed complaint alleging violation of applicable federal or state laws or regulations as set forth in this policy. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, the LCER shall assist the complainant in the filing of the complaint.~~

Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints ~~of alleging~~ unlawful discrimination, harassment, intimidation or bullying against any protected group, ~~including actual or perceived discrimination,~~ on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any LCER program or activity.

2. Complaints ~~of alleging a~~ violations of state or federal law ~~and-or~~ regulations governing the following ~~applicable~~ programs:
 - a. Accommodations for Pregnant, Parenting or Lactating Students;
 - b. Adult Education;
 - c. After School Education and Safety; Agricultural Vocational Education; American Indian Education Centers and Early Child Education Program Assessments; Bilingual Education; California Peer Assistance and Review Programs for Teachers; Career Technical and Technical Education;
 - d. and Career Technical and Technical Training;
 - e. Child Care and Development Programs;
 - f. Child Nutrition; Compensatory Education; Consolidated Categorical Aid;

- ~~g. Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;~~
- ~~h. Economic Impact Aid; Foster and Homeless Youth Services; Every Student Succeeds Act; / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education; Pupils from Military Families;~~
- ~~i. Migratory Pupils/Migrant Education Programs;~~
- ~~j. Accommodations for Pregnant and Parenting Pupils; Migrant Education; Regional Occupational Centers and Programs; and/or~~
- ~~k. School Safety Plans.~~
- ~~a. Special Education; State Preschool; and Tobacco Use Prevention Education.~~

2.3. ~~A complaint may also be filed~~Complaints alleging that a pupil-student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

- a. “Educational activity” means an activity offered by ~~a school, school district, the LCER charter school or county office of education~~ that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
- b. “Pupil fee” means a fee, deposit or other charge imposed on ~~pupils~~students, or a pupil’s student’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils-students without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil-student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a pupil-student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil-student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.laws relating to pupil fees.

- d. If the LCER finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, -the LCER shall provide a remedy to all affected ~~pupils~~students, parents, and guardians that, where applicable, includes reasonable efforts by the LCER to ensure full reimbursement to all affected ~~pupils~~students, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this ~~section~~-Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or ~~the school districts, school,~~LCER and other entities from providing ~~pupils~~-students prizes or other recognition for voluntarily participating in fundraising activities.

~~3.4.~~Complaints ~~of alleging~~ noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Sections 47606.5 and 47607.3 of the Education Code regarding Local Control Accountability Plans (“LCAP”), as applicable. The LCAP is an important component of the LCFF, the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF, the LCER is required to prepare an LCAP, which describes how the LCER intends to meet annual goals for its pupils, with specific activities to address state and local priorities identified pursuant to Education Code Section 52060(d). If the LCER –adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

- ~~4. — Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus.~~
- ~~5. — Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma.~~
- ~~6. — Complaints of noncompliance with the Charter School’s School Safety Plan.~~

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The LCER acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains ~~and~~ the integrity of the process. The LCER cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the LCER will attempt to do so as appropriate. The LCER may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the compliance officer

Commented [CLF1]: Although these complaints do not fall under the UCP, under 5 CCR § 15583, the School must investigate and prepare a written report on these complaints in compliance with the UCP requirements.

investigating the complaint or the CEO/designee on a case-by-case basis. The LCER shall ensure that complainants are protected from retaliation.

~~The LCER prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.~~

Compliance Officers

Board of Directors designates the following UCP Coordinator and Compliance Officer(s) to receive and investigate complaints and to ensure the LCER's compliance with law:

Coordinator of Uniform Complaint Procedures:

CEO Executive Assistant
Lewis Center for Educational Research
17500 Mana Road
Apple Valley, CA 92307
(760) 946-5414

Compliance Officers:

Director, Human Resources
Director, Special Education
Director, Finance
Director, Categorical Programs

Lewis Center for Educational Research
17500 Mana Road
Apple Valley, CA 92307
(760) 946-5414

The CEO or designee shall ensure that compliance officers designated to investigate complaints are knowledgeable about the laws and programs for which they are assigned to investigate responsible. Designated employees may have access to legal counsel as determined by the CEO or designee. Should a complaint be filed against a compliance officer, the compliance officer for that case shall be the CEO or designee.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on the LCER's website.

The LCER shall annually provide written notification of ~~its~~ the LCER's uniform complaint procedures to UCP to its students, employees, parents and/or guardians of its students, school and district advisory

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committee members, the Foundation Board, appropriate private school officials or representatives, and other interested parties, as applicable.

The annual notice shall be in English. ~~When necessary under Pursuant to~~ Education Code ~~s~~Section 48985, if fifteen (15) percent or more of the ~~pupils-students~~ enrolled in the ~~Charter School~~LCER speak a single primary language other than English, this annual notice will also be provided to the parent or guardian of any such ~~pupils-students~~ in their primary language.

~~The CEO or designee shall make available copies of the LCER's uniform complaint procedures free of charge.~~

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement ~~that the LCER~~clearly identifying any California State preschool programs that the LCER is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that the LCER is operating pursuant to Title 22 licensing requirements.
- ~~1.3.~~ A statement that the LCER is primarily responsible for compliance with state and federal laws and regulations.
- ~~2.4.~~ A statement that a ~~pupil-student~~ enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- ~~3.5.~~ A statement identifying the ~~title of the compliance officer, and the identity(ies) of the person(s), currently occupying that position, or unit responsible for receiving complaints~~if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal ~~the LCER's~~the LCER's decision to the California Department of Education ("CDE") by filing a written appeal within ~~15 days of receiving the LCER's decision,~~ thirty (30) calendar days of the date of the LCER's decision, except if the LCER has used its UCP to address a complaint that is not subject to the UCP requirements.
4. A statement that the complainant has a right to appeal the LCER's decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving the LCER's decision.
8. A statement that a complainant who appeals the LCER's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt

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of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if the LCER finds merit in a UCP complaint, or the CDE finds merit in an appeal, the LCER shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

5.10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

6.11. A statement that copies of the ~~local educational agency~~LCER's ~~complaint procedures~~UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the LCER has violated federal or state laws or regulations ~~governing educational programs~~enumerated in the section "Scope," ~~above~~. Compliance officers shall maintain a record of each complaint and subsequent related actions ~~for at least three (3) calendar years~~.

All parties ~~involved in allegations~~named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

• **Step 1: Filing of Complaint**

Any individual, ~~including a person's duly authorized representative or an interested third party~~, public agency, or organization may file a written complaint of alleged noncompliance ~~or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy by the LCER~~.

~~A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying unless the time for filing is extended by the CEO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO or designee shall be made in writing. The period for filing a discrimination, harassment, intimidation or bullying complaint may be extended by the CEO or his or her designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO shall respond immediately upon a receipt of a request for extension.~~

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~~A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying~~ All other complaints under this Policy;

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~~A pupil fee complaint shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the LCER Board of Directors approved the LCAP or the annual update was adopted by the LCER.~~

Commented [CLF2]: Per the new 5 CCR 4630.5, the one-year time line shall not apply to complaints regarding the educational rights of foster youth. This regulation does not specify the time line for those complaints. This regulation will be repealed unless a certificate of compliance is transmitted to OAL by 11/19/21.

~~A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. The period for filing a discrimination, harassment, intimidation or bullying complaint may be extended by the CEO or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six-month time period. The CEO shall respond immediately upon a receipt of a request for extension.~~

~~A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.~~

~~A pupil fee complaint shall be filed not later than one (1) year from the date the alleged violation occurred.~~

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the LCER staff shall assist him/hertthe complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation, or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the ~~problem-complaint to the satisfaction of the complainant within the parameters of law~~, the compliance officer shall proceed with ~~his/her~~the investigation of the complaint.

The use of mediation shall not extend the LCER's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The ~~investigation shall provide an opportunity for the~~ complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

~~Refusal by the A~~ complainant's refusal to provide the ~~LCER's investigator~~compliance officer with documents or other evidence related to the allegations in the complaint, or ~~to otherwise fail or refuse~~complainant's failure or refusal to cooperate in the investigation or ~~engage the complainant's~~ engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

~~Refusal by the~~The LCER's refusal to provide the ~~investigator~~compliance officer with access to records and/or other information related to the allegation in the complaint, or ~~to otherwise fail or refuse~~its failure or refusal to cooperate in the investigation or ~~engage its~~ engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: ResponseFinal Written Decision**

~~A UCP complaint will be investigated and a written~~The LCER shall issue an investigation report (also known as a the "Decision) as described in Step #5 below will be issued to the complainant within sixty (60) days of") based on the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

~~Step 5: Final Written~~evidence. The LCER's Decision

~~The LCER's decision shall be in writing and sent to the complainant. The LCER's decision within sixty (60) calendar days of the LCER's receipt unless the timeframe is extended with the written agreement of the complainant. The LCER's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.~~

A UCP complaint will be investigated and a written report (also known as a Decision) as described in Step #5 below will be issued to the complainant within sixty (60) days of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

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~~•~~ **Step 5: Final Written Decision**

~~The LCER's decision shall be in writing and sent to the complainant. The LCER's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.~~

The ~~d~~Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) ~~of law providing a clear determination for each allegation as to whether the LCER is in compliance with the relevant law.~~
- ~~3. Disposition of the complaint.~~
- ~~4. Rationale for such disposition.~~
- ~~5.3. Corrective actions, if the LCER finds merit in the complaint and any are warranted or required by law.~~
4. Notice of the complainant's right to appeal the LCER's Decision within ~~fifteen (15)~~thirty (30) calendar days to the CDE ~~except when the LCER has used its UCP to address complaints that are not subject to the UCP requirements.~~
~~and~~
- ~~6.5. p~~Procedures to be followed for initiating such an appeal.
- ~~7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.~~
- ~~8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.~~

If an employee is disciplined as a result of the complaint, the ~~d~~Decision shall simply state that effective action was taken and that the employee was informed of the LCER's expectations. The ~~report~~Decision shall not give any further information as to the nature of the disciplinary action ~~except as required by applicable law.~~

Appeals to the ~~California Department of Education ("CDE")~~

~~If dissatisfied with the Decision, the~~ The complainant may appeal the LCER's Decision in writing to the CDE within ~~fifteen (15)~~thirty (30) calendar days of receiving the LCER's Decision. ~~The appeal shall be accompanied by a copy of the complaint filed with the LCER and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal including at least one of the following; and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be sent with a copy of the locally filed complaint and a copy of the LCER's Decision.~~

1. The LCER failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, the LCER's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the LCER's Decision are not supported by substantial evidence.
4. The legal conclusion in the LCER's Decision is inconsistent with the law.
5. In a case in which the LCER's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the LCER's ~~D~~decision, the CEO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification: ÷

1. A copy of the original complaint.
2. A copy of the ~~D~~decision.
3. ~~A summary of the nature and extent of the investigation conducted by the LCER, if not covered by the decision.~~
- 4.3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by ~~all the~~ parties ~~and or~~ gathered by the investigator.
- 5.4. A report of any action taken to resolve the complaint.
- 6.5. A copy of the LCER's complaint procedures.
- 7.6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the LCER for resolution as a new complaint. If the CDE notifies the LCER that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the LCER will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by ~~the the-Charter School~~LCER when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including but not limited to cases in which, ~~t-hrough no fault of the complainant, the the-Charter School~~LCER has not taken action within sixty (60) calendar days of the date the complaint was filed with ~~the the-Charter School~~LCER.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of ~~the~~LCER's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, ~~harassment, intimidation or bullying~~ complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the LCER has appropriately, and in a timely manner, apprised the complainant of ~~his/her~~their right to file a complaint ~~in accordance with 5 CCR 4622~~.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____
 First Name/MI: _____
 Student Name (if applicable): _____ Grade: _____
 Date of Birth: _____
 Street Address/Apt.#: _____
 City: _____ State: _____
 Zip Code: _____ Home Phone: _____
 Cell Phone: _____ Work Phone: _____
 School Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|---|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Agricultural Vocational Education |
| <input type="checkbox"/> American Indian Education | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Career/Technical Education and Training |
| <input type="checkbox"/> Child Care and Development Programs | <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Foster/Homeless Youth |
| <input type="checkbox"/> Migrant Education | <input type="checkbox"/> No Child Left Behind ESSA Programs | <input type="checkbox"/> Regional Occupational Centers and Programs |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> State Preschool | <input type="checkbox"/> Tobacco Use Prevention Education |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula/LCAP | <input type="checkbox"/> Lactating Pupils |
| <input type="checkbox"/> Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families | <input type="checkbox"/> Compensatory Education | <input type="checkbox"/> Pupils from Military Families |
| <input type="checkbox"/> Bilingual Education | <input type="checkbox"/> Economic Impact Aid | <input type="checkbox"/> Pregnant, and Parenting or Lactating Pupils |
| <input type="checkbox"/> California Peer Assistance and Review Programs for Teacher | <input type="checkbox"/> School Safety Plan | <input type="checkbox"/> Migratory Pupils |
| | <input type="checkbox"/> Juvenile Court School Pupils | |
| | <input type="checkbox"/> School Plans for School Achievement | |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|-----------------------------------|--|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Immigration | <input type="checkbox"/> Sexual Orientation (Actual) |

- | | | |
|---|--|--|
| <input type="checkbox"/> Color | Status/Citizenship | or Perceived) |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Marital Status | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Medical Condition | |
| <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Nationality / National Origin | |
| | <input type="checkbox"/> Race or Ethnicity | |
| | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any LCER personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

CEO Executive Assistant
Lewis Center for Educational Research

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

Lewis Center for Educational Research

BP 1312.3 COMMUNITY RELATIONS
UNIFORM COMPLAINT POLICY AND PROCEDURES

Adopted: June 11, 2012

Last Revised: [INSERT DATE]

The Lewis Center for Educational Research ("LCER") complies with applicable federal and state laws and regulations. The LCER is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any LCER program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - a. Accommodations for Pregnant, Parenting or Lactating Students;
 - b. Adult Education;
 - c. Career Technical and Technical Education;
 - d. Career Technical and Technical Training;
 - e. Child Care and Development Programs;
 - f. Consolidated Categorical Aid;
 - g. Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - h. Every Student Succeeds Act;
 - i. Migrant Education Programs;
 - j. Regional Occupational Centers and Programs; and/or
 - k. School Safety Plans.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by the LCER that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

- b. “Pupil fee” means a fee, deposit or other charge imposed on students, or a student’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
 - d. If the LCER finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, the LCER shall provide a remedy to all affected students, parents, and guardians that, where applicable, includes reasonable efforts by the LCER to ensure full reimbursement to all affected students, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or the LCER and other entities from providing students prizes or other recognition for voluntarily participating in fundraising activities.
4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Sections 47606.5 and 47607.3 of the Education Code regarding Local Control Accountability Plans (“LCAP”), as applicable. The LCAP is an important component of the LCFF, the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF, the LCER is required to prepare an LCAP, which describes how the LCER intends to meet annual goals for its pupils, with specific activities to address state and local priorities identified pursuant to Education Code Section 52060(d). If the LCER adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The LCER acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. The LCER cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the LCER will attempt to do so as appropriate. The LCER may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the compliance officer investigating the complaint or the CEO/designee on a case-by-case basis. The LCER shall ensure that complainants are protected from retaliation.

Compliance Officers

Board of Directors designates the following UCP Coordinator and Compliance Officer(s) to receive and investigate complaints and to ensure the LCER’s compliance with law:

Coordinator of Uniform Complaint Procedures:

CEO Executive Assistant
Lewis Center for Educational Research
17500 Mana Road
Apple Valley, CA 92307
(760) 946-5414



Compliance Officers:

Director, Human Resources
Director, Special Education
Director, Finance
Director, Categorical Programs

Lewis Center for Educational Research
17500 Mana Road
Apple Valley, CA 92307
(760) 946-5414

The CEO or designee shall ensure that compliance officers designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may

have access to legal counsel as determined by the CEO or designee. Should a complaint be filed against a compliance officer, the compliance officer for that case shall be the CEO or designee.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on the LCER's website.

The LCER shall annually provide written notification of the LCER's UCP to its students, employees, parents and/or guardians of its students, school and district advisory committee members, the Foundation Board, appropriate private school officials or representatives, and other interested parties, as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the LCER speak a single primary language other than English, this annual notice will also be provided to the parent or guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that the LCER is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that the LCER is operating pursuant to Title 22 licensing requirements.
3. A statement that the LCER is primarily responsible for compliance with state and federal laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s), currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the LCER's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of the LCER's decision, except if the LCER has used its UCP to address a complaint that is not subject to the UCP requirements.

8. A statement that a complainant who appeals the LCER's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if the LCER finds merit in a UCP complaint, or the CDE finds merit in an appeal, the LCER shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
11. A statement that copies of the LCER's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the LCER has violated federal or state laws or regulations enumerated in the section "Scope," above. Compliance officers shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

• **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO or designee shall be made in writing. The period for filing may be extended by the CEO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the LCER Board of Directors approved the LCAP or the annual update was adopted by the LCER.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the LCER staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation, or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the LCER's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

The LCER's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Decision**

The LCER shall issue an investigation report (the “Decision”) based on the evidence. The LCER’s Decision shall be in writing and sent to the complainant within sixty (60) calendar days of the LCER’s receipt unless the timeframe is extended with the written agreement of the complainant. The LCER’s Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether the LCER is in compliance with the relevant law.
3. Corrective actions, if the LCER finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant’s right to appeal the LCER’s Decision within thirty (30) calendar days to the CDE except when the LCER has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the LCER’s expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal the LCER’s Decision in writing to the CDE within thirty (30) calendar days of receiving the LCER’s Decision. The appeal shall be accompanied by a copy of the complaint filed with the LCER and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal including at least one of the following:

1. The LCER failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the LCER’s Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the LCER’s Decision are not supported by substantial evidence.
4. The legal conclusion in the LCER’s Decision is inconsistent with the law.
5. In a case in which the LCER’s Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the LCER's Decision, the CEO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the LCER's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the LCER for resolution as a new complaint. If the CDE notifies the LCER that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the LCER will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the LCER when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including but not limited to cases in which, through no fault of the complainant, the LCER has not taken action within sixty (60) calendar days of the date the complaint was filed with the LCER.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the LCER's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before

pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the LCER has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____

First Name/MI: _____

Student Name (if applicable): _____ Grade: _____

Date of Birth: _____

Street Address/Apt.#: _____

City: _____ State: _____

Zip Code: _____ Home Phone: _____

Cell Phone: _____ Work Phone: _____

School Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|--|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Career/Technical Education and Training |
| <input type="checkbox"/> Child Care and Development Programs | <input type="checkbox"/> ESSA Programs | <input type="checkbox"/> Regional Occupational Centers and Programs |
| <input type="checkbox"/> Migrant Education | <input type="checkbox"/> Local Control Funding Formula/LCAP | <input type="checkbox"/> Pregnant, Parenting or Lactating Pupils |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> School Safety Plan | |
| <input type="checkbox"/> Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families | <input type="checkbox"/> School Plans for School Achievement | |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Immigration Status/Citizenship | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Marital Status | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Medical Condition | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Nationality / National Origin | |
| <input type="checkbox"/> Gender / Gender Expression | <input type="checkbox"/> Race or Ethnicity | |

/ Gender Identity

Religion

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any LCER personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

Yes

No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

CEO Executive Assistant
Lewis Center for Educational Research
17500 Mana Road
Apple Valley, CA 92307
(760) 946-5414

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

Date of meeting: May 10, 2021

Title: **Board Policy – BP 3311 Bids & Administrative Regulation – AR 3311 Bids**

Presentation: Consent: Action: Discussion: Information:

Background:

This Board Policy and Administrative Regulation is being submitted for approval to designate our practices in accordance with the procurement procedures of the organization. This policy provides the expectation and operating procedures when purchasing items that meet the expectation of proper Bidding to assure that the organization is receiving the most appropriate cost of service and equipment. This policy and regulation are in compliance with state, local and Federal statutes identified in 2CFR part 200. This policy will also complete the resolution of Audit Finding 2020-001: Procurement Policy (30000,50000) from the June 30, 2020 Annual Audit

Fiscal Implications (if any):

None

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

Recommendation:

The staff recommendation is to approve Board Policy 3311 and Administrative Regulation 3311.

Submitted by: David Gruber

Director of Finance, LCER

Lewis Center for Educational Research

**BP 3311: BUSINESS AND NON-INSTRUCTIONAL OPERATIONS
BIDS**

Adopted: May 10, 2021

Revised:

The Lewis Center for Educational Research (LCER) shall procure goods and services in a manner consistent with the guidelines set forth in this approved Policy the Administrative Regulation (AR). This includes, consistent with the procedures set forth herein, documentation of a good faith effort to secure the lowest possible expected cost for comparable goods or services and using sealed bids for construction and building renovation projects. The operating practices have been designed to give fair and equitable treatment to all persons who deal with the organization's procurement system, to provide maximum economy in procurement activities, and to foster competition within the free enterprise system.

The policies and procedures presented herein and detailed in the AR are consistent with current applicable state and federal law. As necessary, the LCER will revise the AR document as the relevant laws may change from time to time, or to ensure compliance of this policy with the organization's needs.

Procurement for the purposes of this policy is defined as buying, purchasing, renting, leasing, or otherwise acquiring goods, services, or construction for the LCER. It also includes all functions that pertain to the obtaining of any good, service, or construction for the LCER, including complying with bidding procedures as described herein, as well as administering agreements for goods, services, or construction once established.

Procurement does not include expenditures that typically would not be reviewed by any system of hierarchy for approval, such as using an organizational credit card to purchase lunch for a group of employees attending a professional development seminar.

The LCER may hire such professional services as are needed for the operation of the organization or it's schools on a sole source basis without complying with the bidding procedures described in Sections VI and VII herein. Such professional services include, but are not limited to, the following professionals: accountants, administrative professionals, architects, attorneys, construction managers, engineers, and financial advisors.

In selecting professionals for engagement, the LCER may consider all relevant factors, including but not limited to experience, education, expertise, reputation, and cost. The selection of professionals providing these services shall be within the sole discretion of the Board. A request for qualifications process can be used if desired.

Lewis Center for Educational Research

AR 3311 BUSINESS - NON-INSTRUCTIONAL OPERATIONS
BIDS

Adopted: May 10, 2021

Revised:

Guidelines for Selecting Contractors/Vendors

A. Avoiding Waste and Reducing Costs

The Lewis Center for Educational Research (LCER) will conduct appropriate oversight of vendors, ensuring that vendors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The LCER will participate in state and local intergovernmental agreements or inter-entity agreements for procurement of goods and services, such as statewide contracts administered by the Department of General Services when available and appropriate.

B. Prequalification Procedures

The LCER may, but is not required to, establish prequalification procedures for any contract for which bids are required.

C. Unlicensed, Suspended and Debarred Contractors/Subcontractors

The LCER may not consider any contractor or subcontractor that does not possess a license in good standing, or is listed as debarred, suspended or otherwise excluded from bidding on, accepting, or performing any public works contracts, by the Division of Labor Standards Enforcement (“DLSE”) of the California Department of Industrial Relations (“DIR”).

The LCER is required to vet any potential contractor or subcontractor for suspension or debarment before a contract may be awarded. A list of suspended and debarred contractors and subcontractors may be accessed through the DLSE Debarments Web Site at <http://www.dir.ca.gov/dlse/debar.html>.

Informal Bidding and Contract Approval – Contracts up to \$200,000

All purchases of more than \$50,001 but less than \$200,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services of similar value. The CEO or designee shall not approve invoices, purchase orders, or check requests lacking such documentation. Documentation shall be attached to all invoices, purchase orders, and check requests indicating that at least three (3) contractors/vendors were contacted, and such documentation shall be maintained for three (3) years. Informal quotes or proposals for goods and/or services may be requested and received in writing by mail, email, facsimile, and/or verbally, such as by telephone, as long as properly documented.

Before releasing a bid solicitation, the CEO or designee will adopt a written method for conducting technical evaluations of the proposals received and for selecting recipients.

Contracts must be awarded to the responsible firm whose proposal is most advantageous to the school, with price and other factors considered.

The LCER may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation (i.e., request for qualifications).

Contracts for purchases of up to \$200,000 may be executed by the CEO or designee without prior Board approval.

Formal Bidding and Contract Approval – Contracts Over \$200,001

Contracts for the purchase of more than \$200,001 worth of equipment, materials or supplies to be furnished, sold, or leased to the LCER, or contracts for more than \$200,001 worth of services or construction (excluding those professional services agreements described in Guidelines for Selecting Contractors/Vendors), shall be subject to the formal bidding requirements set forth herein below. Use of formal bidding presumes that the following three factors are present (i) a complete, adequate, and realistic specification or purchase description is available; (ii) two or more responsible bidders are willing and able to compete effectively for the business; and (iii) the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price is not required. When any one or more of these three factors is not present, the LCER may find that formal bidding is not feasible and may use informal bidding (above) or noncompetitive proposal(s).

If formal bidding is required, the LCER shall utilize the following procedures:

A. Seeking Bids

The LCER shall seek bids from those sources able to offer the best prices, consistent with quality, quantity, delivery, and service. To ensure that good value is received for funds expended, the request for bids shall be carefully designed to clearly and completely describe in detail the quality, delivery, and service required, and shall include the criteria that will be used to evaluate the offers and the relative weights given to the criteria. Further, the request for bids shall specify the date by which all bids must be received by the LCER. Bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids.

The request for bids must include a clear and accurate description of the technical requirements for the request, which defines the items or services with enough specificity to allow bidders to properly respond. These details can be provided in specifications and attachments included with the bid invitation. The bid request shall identify all requirements which the bidders must fulfill and all factors to be used in evaluating bids or proposals. Notice of the request for bids may be provided in one or more of the following ways:

- (1) Publishing the request for bids in at least one newspaper of general circulation within the boundaries of San Bernardino County, once a week for at least two (2) weeks before the deadline for receiving bids;
- (2) Posting the request for bids on the LCER's website or other electronic portal for at least two (2) weeks before the deadline for receiving bids; and/or
- (3) Directly submitting notice of the request for bids to an adequate number of qualified sources to permit reasonable competition consistent with the nature and purpose of this policy. Any list of potential contractors/vendors that is generated must be current and include enough qualified sources to ensure reasonable open and free competition.

B. Opening Bids

Bids may be opened only at the time and place prescribed by the CEO or designee. A bid that has been opened may not be changed for the purpose of correcting an error in the bid price. However, bidders retain the right to withdraw a bid due to a material mistake in the bid. After bids have been opened, they shall be available for inspection or copy by any interested party. The LCER must maintain the bid document(s) for the duration of the contract and for [Insert Number] (#) years beyond the completion of the contract.

C. Contract Award

The Board, or any employee of the LCER to whom responsibility has been delegated, shall award a competitively-bid contract at the bid amount to the bidder offering the best value to the LCER according to its selection criteria. The contract need not necessarily be awarded to the lowest responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of. The selection criteria may include the following factors:

- (1) Purchase price;
- (2) Reputation of the contractor/vendor and of the contractor's/vendor's goods and/or services;
- (3) Quality of the contractor's/vendor's goods and/or services;
- (4) Extent to which the goods and/or services meet the LCER's needs;
- (5) Contractor's/vendor's record of past performance;
- (6) Contractor's/vendor's financial standing and capacity;
- (7) Contractor's/vendor's past relationship with the LCER; and
- (8) Total long-term cost to the LCER to acquire the goods and/or services.

All contracts must be approved by the CEO or designee.

Any and all bids may be rejected if there is a sound, documented reason for doing so.

D. Protest by Bidders

A bidder may protest a bid award if he/she believes that the award was inconsistent with this policy, the bid's specifications, or was not in compliance with law.

A protest must be filed in writing with the CEO or designee within five (5) business days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The CEO or designee shall review the documents submitted with the bidder's claims and render a decision in writing within thirty (30) business days. The CEO or designee may also convene a meeting with the bidder to attempt to resolve the problem.

The bidder may appeal the CEO or designee's decision to the Board. The CEO or designee shall provide reasonable notice to the bidder of the time for Board consideration of the contract award. The Board's decision shall be final.

Noncompetitive Proposals

A noncompetitive procurement proposal is the solicitation of a proposal from only one (1) source. Noncompetitive procurement proposals may only be used when one or more of the following circumstances apply: (i) the item is available only from a single source; (ii) the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation; or (iii) after solicitation of a number of sources, competition is determined inadequate. When procuring goods or services using Federal funds, if none of these circumstances are present, written authorization from the Federal awarding agency or CDE must be granted.

Construction Contracts

Procurement of construction and/or construction related services must be made in accordance with the bidding procedures described herein. Additionally, the LCER must comply with the prevailing wage laws applicable to certain construction and/or services that constitute a "public works" project as defined under the Labor Code. (Labor Code §§ 1720, 1720.2, and 1720.3.)

A "public works" project is defined as "construction, alteration, demolition, installation, or repair work done under contract and paid for in whole or in part out of public funds" and includes "work performed during the design and preconstruction phases of construction" (e.g., surveying) as well as "post construction" work (i.e., cleanup). (Labor Code § 1720(a)(1).)

An outline of the additional requirements applicable to public works projects are further described in Public Works Projects and Prevailing Wage Requirements.

Public Works Projects and Prevailing Wage Requirements

A. Mandatory Public Works Project Request for Bids Terms and Specifications

A Public Works Project, in definition of this regulation, is identified as a project funded by a Tax-Exempt Bond issued in expectation for new capital improvements in accordance with AB 2765. All requests for bids (or the “call for bids”) and bid specifications for construction and/or services, which constitute a “public works” project (i.e., a “Project”), issued and published by the LCER, must contain the following terms and specifications when applicable:

- (1) **General Project Description as Public Work:** In the call for bids, the LCER must provide a general description of the work required for the Project and state that “the Project is classified as a ‘public work,’ as defined in Labor Code Section 1720, to which not less than the general prevailing rate of per diem wages for work of a similar character and the rates for overtime and holiday work in the locality in which the work is to be performed for each craft, classification or type of worker needed to execute the contract shall be paid to all workers employed on the Project in accordance with Labor Code Section 1771.”
 - (2) **Bid Closing Date:** The LCER must also specify in the call for bids the place the contractor’s bids are to be received, and the time by which they shall be received.
 - (3) **Prevailing Wage Rate:** The LCER is required to specify in the call for bids and in the bid specifications the general rate of per diem wages as described in Section (A)(1) above. (Labor Code § 1773.2.) The general prevailing wage rate must be obtained from the Director of the DIR. The applicable general prevailing wage rates for any such public works project are available on the DIR website at <http://www.dir.ca.gov/OPRL/dprevagedetermination.htm>.
- In lieu of specifying the rate of wages, the LCER may include a statement in the call for bids and in the bid specifications that “copies of the prevailing rate of per diem wages are on file at its principal office and shall be made available to any interested part on request.” (Labor Code § 1773.2.)
- (4) **Notice of DIR Enforcement:** The LCER shall specify in the call for bids that the Project is “subject to compliance monitoring and enforcement by the Department of Industrial Relations.” (Labor Code § 1771.4(a)(1).)
 - (5) **Registered Contractor Notice:** The LCER shall provide notice in the call for bids that “a contractor or subcontractor shall not be qualified to bid on, be listed in a bid proposal, or engage in the performance of any contract for public work, unless currently registered and qualified to perform public work pursuant to Section 1725.5.” The LCER shall not accept a bid or enter into a contract or subcontract without proof of the contractor or subcontractor’s current registration to perform public work pursuant to Section 1725.5. (Labor Code § 1771.1.)
 - (6) **Contractor/Vendor Bids:** The LCER shall require all contractor/vendor bids to expressly state that the contractor/vendor “will pay its workers the applicable prevailing wage rate in accordance with Labor Code Sections 1771 and 1774.”

B. Mandatory Public Works Project Contract Terms

All contracts for construction and/or services that constitute a “public works” project (“Project”) entered into with the LCER must contain the following terms and provisions when applicable:

- (1) **General Project Description as Public Work:** The LCER must provide a general description of the work required for the Project and specify in the Project Contract that “the Project is classified as a ‘public work,’ as defined in Labor Code Section 1720, to which not less than the general prevailing rate of per diem wages for work of a similar character and the rates for overtime and holiday work in the locality in which the work is to be performed for each craft, classification or type of worker needed to execute the contract shall be paid to all workers employed on the Project in accordance with Labor Code Section 1771.”
- (2) **Prevailing Wage Rate:** The LCER is required to specify in the Project Contract the general rate of per diem wages as described in Section (B)(1) above. (Labor Code § 1773.2.) The general prevailing wage rate must be obtained from the Director of the DIR. The applicable general prevailing wage rates for any such public works project are available on the DIR Wage Determination website at <http://www.dir.ca.gov/OPRL/dprevwagedetermination.htm>. In lieu of specifying the rate of wages, the LCER may include a statement in the Project Contract that “copies of the prevailing rate of per diem wages are on file at its principal office and shall be made available to any interested party on request.” (Labor Code § 1773.2.)
- (3) **Compensation Provision:** The LCER shall include a clause in the Project Contract that states, “In accordance with the provisions of Section 3700 of the Labor Code, every contractor will be required to secure the payment of compensation to his or her employees.” (Labor Code § 1860.)
- (4) **Penalty Stipulation:** The LCER shall also include a stipulation in the Project Contract that notifies the contractor that the contractor or subcontractor will be subject to a penalty of twenty-five dollars (\$25) for each calendar day a worker employed in the execution of the Contract is required or permitted to work more than 8 hours in any one calendar day and 40 hours in any one calendar week without payment of the applicable overtime rate of pay. (Labor Code § 1813.)
- (5) **Underpayment of Prevailing Wage:** The Project Contract must include a stipulation that states, “The difference between the prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the prevailing wage rate shall be paid to each worker by the contractor or subcontractor in accordance with Section 1775 of the Labor Code.” (Labor Code § 1775(a)(2)(E).)
- (6) **Apprenticeship Requirement:** The LCER must also include a provision in the Project Contract that effectuates Labor Code Section 1777.5, which requires the contractor to employ properly registered apprentices for the Project. Specifically, the contractual provision must fix the responsibility of compliance with the apprenticeship requirements under Section 1777.5 for all apprenticeable occupations with the prime contractor on the Project. (Labor Code § 1777.5(n).)
- (7) **8-Hour Work Day:** The Project Contract shall also include a clause establishing that “Eight hours’ labor constitutes a legal day’s work.” (Labor Code § 1810.)

(8) Payroll Record Contract Provisions: The LCER shall include a stipulation in the Project Contract effectuating Labor Code Section 1776, which requires the contractor to maintain accurate certified payroll records that include the name, address, social security number, work classification, straight time and overtime hours worked each day and week, and the actual per diem wages paid to each apprentice, worker, or other employee of the contractor in connection with the public work, and a written declaration of the employee verifying the truth of the payroll record. (Labor Code § 1776.)

The LCER must designate the times the contractor and subcontractor are required to furnish the payroll records to the Compliance Monitoring Unit (“CMU”) of the DIR. (8 CCR § 16461(b).) The Project Contract shall specify that “the contractor and each subcontractor shall furnish the payroll record of wages paid as specified in Section 1776 directly to the Compliance Monitoring Unit (“CMU”) of the DIR on a monthly basis until the completion of the Project, or within 10 days of any separate request by the CMU.” (8 CCR § 16461(b).)

Further, the Project Contract must include a provision stating, “Contract payments shall not be made when payroll records are delinquent or inadequate.” (8 CCR § 16421(a)(6).)

Mandatory Contract Terms

All contracts entered into with the LCER must contain the following terms when applicable:

- (1) A ceiling price that the contractor/vendor exceeds at its own risk.
- (2) Retention of all required records by the contractor/vendor for three (3) years after the LCER makes final payments and all other pending matters are closed.
- (3) Access by the LCER or any of their duly authorized representatives to any books, documents, papers, and records of the contractor which are directly pertinent to that specific contract for the purpose of making audit, examination, excerpts, and transcriptions.
- (4) Administrative, contractual, or legal remedies in instances where contractors/vendors violate or breach contract terms, and the sanctions and penalties that are appropriate.
- (5) Termination for cause and for convenience by the LCER, including the manner by which it will be effected and the basis for settlement.

Conflict of Interest

No Board member or LCER employee shall be financially interested in any contract made by the Board or in any contract made in their capacity as a Board member or LCER employee.

No Board member or LCER employee shall participate in the selection, award, or administration of a contract if a real or apparent conflict of interest would be involved. Such a conflict would arise when the Board member or LCER employee, or any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ the Board member or LCER employee, has a financial or other interest in the firm selected for an award. The Board member or LCER employee shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, or parties to sub-agreements.

To the extent permitted by law, any Board member or LCER employee who violates this section may be subject to penalties, sanctions, and other disciplinary actions.

Reservation

The LCER Procurement and Contract Bidding Policy shall be amended and updated if necessary to comply with changes in acceptable procurement practices.

Federal Grants or Programs

In addition to complying with all conditions herein, all contracts involving federal grants or other federal programs shall also fully comply with all applicable federal procurement guidelines related to such programs and the Uniform Guidance of the Office of Management and Budget (2 CFR §§ 200.218-200.226). In the event there is a conflict between this policy and the applicable federal procurement guidelines, the federal guidelines shall prevail.

**Lewis Center for Educational Research
STAFF REPORT**

Date: May 10, 2021
 To: LCER Board of Directors
 From: Lisa Lamb
 Re: President/CEO Report

Goal 1 (Business/Fiscal): Build and sustain the financial capacity of the Lewis Center in order to achieve our Strategic Plan.	
1.1 <u>Objective</u> : At the end of the fiscal year, the Lewis Center and each school will maintain a balance of no less than 45 days of cash on hand (or 12.33%).	Each school is still operating with an excess of 45 days cash on hand. Both schools have begun to receive apportionments that have a balance deferred into the 2021/2022 school year. Finance is continuing to evaluate the cash on hand regularly, to make sure that we meet this objective and the obligation to the investors.
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 continues to provide monthly encumbrance Reports at the beginning of each month. Budget Development meetings have been held and Finance is communicating with the respected Directors on outstanding items needed to complete the Budget draft. The Executive Team is waiting for the May Revision to finalize the details to be able to present the 2021/2022 Budget.
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 School Site Council.	The Executive Team continues to use the monthly encumbrance reports provided by Finance to support prioritizing the use of the most restricted dollars first. We have received additional COVID funds and completed the necessary plans that meet the appropriate use of these funds. We are planning to continue to address COVID safety protocols, expand academic offerings for students, address facility and infrastructure needs, and support all staff with the additional funding.
1.4 <u>Objective</u> : Develop and share with stakeholders a proposed 3-year financial plan in alignment with the LCAP engagement process (presented annually at the June board meeting).	The LCER LCAP Team, composed of Principals, Coordinators, Finance Department and CEO, have been meeting. This year’s LCAP will also include a detailed plan for COVID Relief Funding as presented in this meeting. Included in this process, we completed the plan to support the expanded learning opportunities in State COVID related relief to support the return to in person instruction.
1.5 <u>Objective</u> : Prioritize staff compensation (inclusive of salaries and benefits) in a way that is sustainable.	The Executive Team has proposed a one-time 5% Bonus for all staff utilizing the SB/ AB 86 In-Person Incentive funds from the State. Our staff has supported students in a hybrid setting-- managing both students who are physically in the classroom with those at home during live instruction. This has required teachers to learn and implement all new educational technology and teaching strategies. Classified staff has also adapted to many new working conditions prompted by COVID 19. For these reasons, we believe that one-time bonuses are the priority for these funds. For

	2021-2022, we are projecting a 2.5% across the board COLA increase, pending budget adoption to be effective July 1, 2021.
1.6 <u>Objective</u> : The Foundation Board will raise funds annually to support the identified needs of LCER schools and programs.	<p>The High Desert Regional Open Golf Tournament sponsored by the Greater High Desert Chambers of Commerce and Lewis Center Foundation is now sold out. The tournament is on June 25th at 9am at the Spring Valley Golf Course. LCER's share of the revenues will be placed in Foundation unrestricted funds. These unrestricted funds generally are used to support scholarships, student and staff opportunity grants, employee recognition, and miscellaneous school needs.</p> <p>The Foundation is actively planning the Gala which is scheduled for October with the exact date to be determined. The Gala will raise money for both schools' capital campaigns.</p>
Goal Two (Facilities): 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 campuses by August of 2021 and within budget.	<p>The current building occupancy dates are as follows:</p> <p>Head Start – May 31, 2021 Admin & MPR – June 28, 2021 Building E – July 7, 2021 Buildings F, H, I, J – August 1, 2021 Building A & B – August 20, 2021 (delays are due to Edison)</p> <p><u>Vacate current campus no later than June 30, 2021</u></p>
2.2 <u>Objective</u> : Be prepared to open NSLA on August 30, 2021.	<p>Due to the continued delays from Edison, we have placed an updated NSLA school calendar on the agenda as previously discussed. Once approved, this change will be widely communicated to all staff and families. The construction team has been working tirelessly to get this issue resolved and to keep the project on track.</p>
2.3 <u>Objective</u> : LCER will create a deferred maintenance schedule after properly identifying and addressing needs of aging equipment, building and infrastructure. (AAE's plan will be drafted by June 2021 and NSLA's by June 2022.)	<p>Facilities and IT are working together to create the LCER deferred maintenance plan. Below are reports from each department about current projects:</p> <p>IT is incorporating the following items into the deferred maintenance plan. Information includes install dates, replacement cycles, and proposed replacements.</p> <ul style="list-style-type: none"> ● Servers ● Wireless Access Points ● Routers/Switches ● Uninterruptible Power Supply ● Staff Desktops ● Staff Laptops ● One-To-One Devices ● Firewall ● Security Appliances ● VoIP Phone System ● Public Address System ● Camera System ● Storage Area Network ● Classroom Audio/Visual

	<p>Facilities - AAE New Completions</p> <ul style="list-style-type: none"> ● Installed a new HVAC unit for D115 ● Ionizers installed E113,E101,Q101,O107, Band rm x2 ● A Bldg south side upstairs, painted hallway and classrooms (A201,A202,A203) ● Repaired roof leak and drywall damage in Bldg A stairway. ● Built an added (12) exterior tables around campus ● MPR Equipment tables & cubbies (25) pallets <p>In progress</p> <ul style="list-style-type: none"> ● Installing a new HVAC unit D105 ● Installing a new HVAC unit for GAVRT ● Upgrading ventilation for all HVAC units by adding Ionizers to each unit. Waiting on budget approval. ● Working with Dean Howard Heating & Air, to upgrade all ventilation and possibly replace all HVAC units. Waiting on budget approval <p>Facilities - NSLA New Completions</p> <ul style="list-style-type: none"> ● Brought back from offsite storage desk and chairs to support in person learning ● Installed (4) Portable AC units for K4 & K5 ● Supporting classrooms with boxes and labels to pack. Ongoing ● Replaced filters. For the last time at NSLA. ● Coordinating all portables to be moved of the campus with Williams Scotsman’s & Foxtrot <p>In progress</p> <ul style="list-style-type: none"> ● Designing a key tiered system for the new campus ● Installing interchange cores to follow the key tiered system ● Packing-up storage equipment inside the connexs ● Staging and preparing for the move. On going.
<p>2. 4 <u>Objective</u>: Create a long-term plan for upcoming capital improvements at both campuses by June 2022.</p>	<p>Facilities, IT and Finance in collaboration with the Principals have continued to identify the needs at both schools. We are working to develop a priority list and schedule while maintaining the integrity of the deferred maintenance schedule. Our first priority once our new construction and COVID safety projects are complete will be to resurface the asphalt sections of the parking lot on the AAE campus.</p>
<p>Goal 3 (Student Success): Strengthen the academic programs and enrichment opportunities at both schools resulting in increased student mastery while preparing every student for post-secondary success in the global society.</p>	
<p>3.1 <u>Objective</u>: Both schools will demonstrate continual increases in student mastery in the area of Mathematics as reported on the annual</p>	<p>Due to the COVID-19 pandemic, California has suspended the reporting of state and local indicators on the 2020 Dashboard.</p> <p>Both school sites continue to monitor math proficiency with local benchmark assessment data to ensure students are progressing towards</p>

<p>California School Dashboard.</p>	<p>mastery of the California Common Core State Standards. While the California Dashboard is not able to report progress due to the suspension of the CAASPP assessment, AAE and NSLA use the following measures to identify progress for the 20-21 school year:</p> <ul style="list-style-type: none"> ● Diagnostic math assessment through iReady three times during the school year ● Final unit summative assessments ● Benchmark assessments ● Semester final summative exams ● Standard proficiency on standards-based report cards ● Fina ● I semester and trimester grades in 6-12 ● Growth in Tier II interventions <p>Outside of the synchronous class instruction, students participate in small group targeted Tier I intervention, tutoring time, office hours, and breakout rooms for extra support. The math scope and sequence has been modified to focus on the essential standards</p> <p>NSLA will continue to monitor student progress in mathematics, considering the impacts of student progress due to the changes in instruction due to COVID-19 school closures and transitions through different phases of hybrid learning. The data gathered from Iready and other local assessments, including SWUN end of the unit formative and summative assessments, will continue to provide a way to assess what students are learning and the extent to which students are making progress toward goals. However, making sense of data during this “different” way of learning will require planning and developing a local framework to ask questions and obtain insight into student progress.</p> <p>Mathematics data at both schools will be used to:</p> <ul style="list-style-type: none"> ● Monitor continuous improvement ● Provide interventions to mitigate learning loss ● Allocate COVID 19 funds to target specific intervention in mathematics ● Target additional individual instruction for students who are not making progress on grade level mathematics standards ● Identify individual students’ strengths and instructional interventions to help with continuous progress ● Analyze instructional effectiveness of ito continue providing professional development for effective mathematics teaching practices ● Develop after school interventions for targeted mathematics interventions ● Prioritize instructional time ● Examine school wide data to consider whether or how to adapt curriculum based on information about students.
<p>3.2 <u>Objective</u>: In order to demonstrate annual decreases in suspension rates on the California School Dashboard, both schools are implementing</p>	<p>The LCER MTSS teams have updated and finalized the MTSS framework pyramid. The purpose of this MTSS map is to merge and generalize practices at both campuses and create LCER-wide standard operational procedures. This may involve significant interventions for a segment of the student population, with the goal of moving these individuals into reduced interventions as they progress. The flexibility of this framework allows</p>

<p>curricula at the elementary, middle and high school to support Social Emotional Learning (SEL). The collective outcomes of these strategies are to: enhance the ability of students to self-regulate, strengthen relationships amongst students and staff, and empower teachers to support SEL needs in the classroom.</p>	<p>students to move from tier to tier as needed, without prescribed timelines.</p> <p>Since students returned back to in-person instruction four days a week, there has been an increase in the number of calls for support in the classroom. Counselors and school psychologists have been available to support students and staff in case of behavioral incidents. The need for socio-emotional support is also on the rise as a result of students readjusting to the school environment. To address these needs, the LCER MTSS teams meet weekly and discuss cases and grade level supports. The MTSS teams also analyze data and referrals to properly allocate and deploy resources as needed.</p> <p>In collaboration with the Desert Mountain SELPA, additional supports have been identified and are currently being implemented. A new web-based referral system has been launched by this agency. LCER counseling teams have access to these resources and can easily refer students for additional counseling support. In-house counseling resources continue to be readily available to students, parents and staff. A team of credentialed school psychologists and school counselors meet weekly to triage and prioritize cases. MTSS teams also determine the appropriate use of counseling resources across grade levels.</p> <p>Finally, the MTSS teams have also analyzed SEL curriculum needs for the 2021-22 school year. Second Step will be the SEL curriculum implemented at both campuses. The MTSS teams will take the lead in supporting teachers with implementation. Appropriate training and professional development opportunities are currently being planned and scheduled.</p>
<p>3.3 <u>Objective</u>: Both schools will develop a more robust STEM strand that builds upon itself in grades TK-12.</p>	<p>AAE and NSLA have been approved for Project STEM. Project STEM collaborates with Amazon to bring Middle School computer science to students nationwide.</p> <p>The funding will provide the following opportunities:</p> <ul style="list-style-type: none"> ● Partnerships with Amazon ● Professional development ● Software ● Assemblies with scientists ● Materials to enhance computer science learning experiences <p>Both schools are also in the process of creating new Elementary Enrichment courses. These courses will include a STEM offering which provides hands on lessons in Space Science, Space Engineering, and Aviation. A computer science class will also be offered which will introduce elementary students to robotics, coding, and engineering concepts.</p> <p>The technology scope and sequence will begin in kindergarten and continue through elementary grades to build the foundation for middle and high school course offerings culminating in AP Computer Science.</p> <p>The Secondary Computer Science teacher has been hired for NSLA and AAE is still in the process of recruitment. The goal will be to create a robust</p>

	<p>secondary program that will prepare students for college and career pathways.</p> <p>LCER was awarded a NASA grant to develop the citizen science program for Solar Patrol. Students at both schools will be involved in piloting the lessons and activities for this new GAVRT Campaign. Scientists from NASA/JPL and the New Jersey Institute of Technology will be mentoring the students and teachers involved.</p>
<p>3.4 <u>Objective</u>: Both schools will support the LCER mission of creating global citizens through academic and co-curricular offerings each school year.</p>	<p>AAE continues to design experiences that develop the core competencies which allow students to actively engage with the world, and help to make it a more just and sustainable place. The school has budgeted a substantial amount of COVID funds for field trips in the 2021-22 SY..</p> <p>As things begin to transition to a more normal state, the NSLA admin team will identify areas of need through multilingualism, cultural awareness, and DEI (Diversity, Equity, and Inclusion). As a Dual Immersion School serving a diverse population, it is important to continue to evaluate our academic and co-curricular offerings to ensure that all students are represented. NSLA administration is carefully assessing current and relevant needs related to how diversity is recognized, celebrated and understood on campus. This is a critical component in achieving the mission of Creating Global Citizens.</p> <p>NSLA will continue to partner with local and global organizations through GAVRT and other connections to bring resources to students and families to enhance their understanding of the global society.</p> <p>As a school that will be welcoming new students who do not understand "The Norton Way," it is crucial that teachers and staff are also receiving the support and training needed to support a growing community's academic and social-emotional needs of all students.</p> <ul style="list-style-type: none"> ● Perception Surveys (Staff, Parents, and students) ● Training ● Environmental Analysis - Does the school environment (offices, classrooms, hallways, etc.) represent diversity and global citizenship <ul style="list-style-type: none"> ● Multilingual media ● Cultural celebration throughout the school year, not just during milestone dates. ● Local Outreach to organizations that focus on supporting multicultural communities ● Parent Workshops ● Multicultural literature - <i>Together United Committee</i>
<p>Goal 4 (Staffing): Recruit, develop and retain a highly qualified and diversified staff.</p>	
<p>4.1 <u>Objective</u>: Evaluate ongoing and new recruitment efforts to ensure that all positions are</p>	<p>Currently, AAE has filled positions for 10th grade English and three elementary grade teachers. Interviews are scheduled for 7th grade Science, high school Computer Science/Math, and Athletic Director. Jobs are still</p>

<p>filled with highly-qualified and diversified staff.</p>	<p>posted for high school Spanish and two elementary enrichment teachers.</p> <p>AAE anticipates increasing competition for teachers due to early retirement incentives offered by surrounding districts. For example, AVUSD has approximately 56 certificated and classified staff members retiring this year. VVHUSD expects to have 120 certificated and classified employees take advantage of its early retirement incentive over the next two years.</p> <p>NSLA has hired a new Secondary Academic Counselor who will work closely with the Principal and administrative team to develop the Master Schedule and expansion of the secondary program. The Academic Counselor will also work closely with students and families to create 4-year plans to set students on their college career pathways. Additionally, the Academic Counselor will build a network with local colleges, universities, and Career/vocational schools. The Academic Counselor will also collaborate with faculty and staff in the development of extra-curricular activities that will maintain high student involvement to retain the current student population and recruit students to NSLA.</p> <p>NSLA has also hired a new Secondary Assistant Principal to support the daily management of the school functions and operations, including facilities, curriculum, and instruction, discipline, parental involvement, athletic programs, community partnerships, etc.</p> <p>The following positions still need to be filled at Norton Science and Language Academy:</p> <p style="text-align: center;">Middle School</p> <ul style="list-style-type: none"> ● Math ● Social Studies (BCLAD) ● General Science ● Spanish Language Arts (replacement for vacancy) ● English Language Arts (replacement for vacancy) <p style="text-align: center;">High School</p> <ul style="list-style-type: none"> ● Mandarin Chinese ● English ● Math ● Earth Science ● Dance Physical Education (6th-9th) ● High School RSP <p>HR continues to recruit for other certificated and classified positions and is now accepting applications for all positions. Applications are being reviewed. Interviews will be scheduled in the following weeks.</p>
<p>4.2 <u>Objective</u>: Develop a comprehensive succession plan for key positions.</p>	<p>The designated LCER Board committee members, Pat Caldwell and Sharon Page, along with CEO and HR Director continue to meet to review and discuss succession planning for the CEO, Executive Team and other</p>

	<p>administrative/management positions within the organization. The CEO is meeting individually with each Executive Director to identify and discuss all key areas of responsibilities in the case of a short-term or long-term vacancy.</p>
<p>4.3 <u>Objective:</u> Invest in professional development for classified and certificated staff, administration, and board members to align with strategic plan and LCAP goals.</p>	<p>We have continued to develop the educational support team at the Lewis Center level. This team will consist of the CEO, principals, and coordinators (Assessment/Programs, Academic Support, and STEM Education). Strategically, this team will support classified and certificated staff in the areas of professional development, instructional technology, social and emotional wellness, academic interventions and STEM education. This will lead to a more defined instructional vision across the organization and establish the necessary supports for best practices.</p> <p>Both schools are developing their professional development budgets for next year. The principals have worked with their Academic Leadership Teams to prioritize needs which are aligned with school LCAP goals.</p>
<p>4.4 <u>Objective:</u> As measured annually, LCER will increase and/or maintain organizational staff retention rates.</p>	<p>Throughout the budget development process, the Executive Team has prioritized LCER strategic planning goals. The proposed 5% bonus for May 31, 2021 and 2.5% COLA for 2021-2022, as well as incremental changes on the certificated and administrative salary schedules speak to this objective. These increases help narrow the gap between LCER and surrounding districts. The salary discrepancy has been the primary reason for staff resignations other than retirement or moving out of state.</p> <p>HR has received the Intent to Returns from staff, and is now in the process of creating pay rate notices, salary calculations and employment agreements for the 2021-22 school years. In addition, reasonable assurance letters were mailed to all employees who work 11 months or less.</p>
<p>Goal 5: The Lewis Center for Educational Research will operate as a unified organization sharing our common vision, mission, goals and objectives as stated in our strategic plan.</p>	
<p>5.1 <u>Objective:</u> Board and Executive Team will actively communicate LCER’s mission to the stakeholders and communities that we serve.</p>	<p>The PR Coordinator and PR Interns publish a monthly Lewis Center newsletter to share current activities and highlights with our stakeholders.</p> <p>Recently, AAE has been highlighted in local newspapers, social media and Air Force Magazine for their designation as the only school in California to convert to Space Force Junior ROTC.</p> <p>NSLA has continued wide recruitment efforts for middle and high school. This has provided many opportunities to share NSLA’s story across the county.</p> <p>The CEO continues to actively participate in community organizations. Most recently serving on the Apple Valley Community Budget Advisory Committee. The Greater High Desert Chambers of Commerce Board has Lewis Center representation from the board and executive team.</p>

	<p style="text-align: center;">Current PR Projects:</p> <p>Website:</p> <ul style="list-style-type: none"> ● Website Redesign Planning ● “About Us” ● Deleting dead links on all sites (ongoing) ● Exciting news on homepage ● Miscellaneous requests as they come in <ul style="list-style-type: none"> - SPED pages updated with new staff and content - uniformity between both school sites - COVID updates - New lottery dates and information for both sites <p>Lewis Center - General:</p> <ul style="list-style-type: none"> ● Compiling Content for Newsletter ● 2 month newsletter release ● Enrollment inquiries from Social media ● Space Force Media Blast ● Norton Social Media Campaign - New ● Add and Update Grant List (ongoing) ● San Manuel Grant complete ● Donor Engagement Calls/emails ● NSLA Recruitment - General ● NSLA Presentation for prospective families ● Old School Radio Station Spot - Norton ● “Students’ Return” videos ● Staff recruitment support ● PR interns returning in person ● Gala venue search and tours ● Mr. Knight Planning Support ● MPR dedication Planning ● Golf Tournament Planning ● Norton Community Walk-throughs
<p>5.2 <u>Objective</u>: Increase ongoing communication with LCER stakeholders as evidenced by staff, parent and student satisfaction on annual surveys.</p>	<p>Throughout the school year, we have utilized surveys to gather input and to guide decision making. The survey topics have ranged from return to hybrid instruction to spending priorities for additional funding. Each of these surveys has a field for stakeholders to provide open-ended feedback and to express satisfaction or dissatisfaction. We have also held regular parent forums. The goal of these meetings has been to share updates, answer questions and hear concerns. In all cases, the responses have been largely positive and have provided constructive feedback that we have been able to consider for future planning.</p>

Grant	Amount	Due Date	Result
NOAA	\$5,000,000	04/02/2020	NO
Astronomy & Astrophysics Research	\$48,500,000	Ongoing	Not Applicable
Captain Planet Foundation	\$2,500	Ongoing	Awaiting New Cycle
Henry T. Nicholas III Foundation	NA	Ongoing	No Progress
NASA ROSES- Solar Patrol	\$80,000		Awarded
San Manuel Foundation	\$5,000	10/01/2020	NO
Equity Training	\$20,000	2020	Not Applicable
Lowe's Playground Grant	*\$50,000	???	Not Applicable
Snapdragon Book Foundation - AAE	\$11,000	02/14/2021	Completed
Snapdragon Book Foundation - NSLA	\$15,000	02/14/2021	Completed
San Manuel Foundation	\$5,000		Awaiting New Cycle
Roses Grant	\$80,000		Awarded
Amazon Grant	\$		Awarded

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Check/Voucher Register - Board Report - 10K
 From 3/26/2021 Through 4/27/2021

<u>Effective D...</u>	<u>Check Nu...</u>	<u>Vendor Name</u>	<u>Check Amount</u>	<u>Transaction Description</u>
3/26/2021	45429	Elizabeth Gonzalez Chr...	15,643.94	Employee: 1172; Pay Date: 3/26/2021
3/31/2021	023		400,419.90	Group: Payroll; Pay Date: 3/31/2021
4/1/2021	45435	CharterSAFE	34,865.00	Insurance premium pymt for April
4/1/2021	45438	SBCSS	25,034.31	NSAA PERS contributions for March
4/1/2021		SBCSS	71,088.26	LCER/AAE - PERS contributions for March
4/1/2021	45441	SBCSS	71,864.73	NSAA STRS contributions for March
4/1/2021		SBCSS	130,997.40	LCER/AAE - STRS contributions for March
4/1/2021	45488	Pacific Play Systems Inc	16,551.00	Playground Equipment for NSLA & Headstart
4/1/2021	45496	SBMWD Customer Ser...	21,216.00	Service installation Fee for NSLA Project
4/1/2021	45502	Social Studies School ...	16,479.90	PO# 2021-0466-AAE
4/15/2021	024		359,453.26	Group: Payroll; Pay Date: 4/15/2021
4/15/2021	45523	SISC	193,875.75	Health Coverage for April 2021
Report Total			1,357,489.45	

All Funds - Budget Comparison 2019/20 to 2020/21

2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru March			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue				
Revenue	24,219,500	18,164,625	6,054,875	25.00%
Expense				
Certificated Salaries	9,918,476	7,227,149	2,691,327	27.13%
Classified Salaries	3,463,235	2,417,265	1,045,970	30.20%
Benefits	4,860,713	3,441,318	1,419,395	29.20%
Books and Supplies	1,445,252	1,258,699	186,553	12.91%
Services & Other	2,277,763	1,419,281	858,482	37.69%
Capital Outlay	227,500	1,401,943	(1,174,443)	-516.24%
Other Outgo	947,000	1,275,452	(328,452)	-34.68%
Share of LCER	0	0	0	N/A
Total Expense	23,139,939	18,441,107	4,698,832	20.31%
Add (Subtract) to Reserves	1,079,561	(276,482)	1,356,043	
Total Revenue				
Total Revenue	24,219,500	18,164,625	6,054,875	75.00%
Total Expense	23,139,939	18,441,107	4,698,832	79.69%
Add (Subtract) to Reserves	1,079,561	-276,482	1,356,043	

2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru March			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue				
Revenue	27,590,819	19,937,033	7,653,786	27.74%
Expense				
Certificated Salaries	10,367,719	7,470,667	2,897,052	27.94%
Classified Salaries	3,620,540	2,250,080	1,370,460	37.85%
Benefits	5,010,607	3,502,349	1,508,258	30.10%
Books and Supplies	3,625,619	3,811,959	(186,340)	-5.14%
Services & Other	3,474,242	1,927,548	1,546,694	44.52%
Capital Outlay	125,500	5,183	120,317	95.87%
Other Outgo	0	27,935	(27,935)	N/A
Share of LCER	0	0	0	N/A
Total Expense	26,224,227	18,995,721	7,228,506	27.56%
Add (Subtract) to Reserves	1,366,592	941,312	425,280	
Total Revenue				
Total Revenue	27,590,819	19,937,033	7,653,786	72.26%
Total Expense	26,224,227	18,995,721	7,228,506	72.44%
Add (Subtract) to Reserves	1,366,592	941,312	425,280	

AAE - Budget Comparison 2019/20 to 2020/21

2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru March			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue				
Revenue	14,591,131	10,943,348	3,647,783	25.00%
Expense				
Certificated Salaries	5,916,706	4,313,010	1,603,696	27.10%
Classified Salaries	1,287,916	901,392	386,524	30.01%
Benefits	2,550,273	1,834,407	715,866	28.07%
Books and Supplies	752,885	680,333	72,552	9.64%
Services & Other	892,887	595,339	297,548	33.32%
Capital Outlay	177,500	118,254	59,246	33.38%
Other Outgo	947,000	601,820	345,180	36.45%
Share of LCER	1,741,438	1,456,911	284,527	16.34%
Total Expense	14,266,605	10,501,466	3,765,139	26.39%
Add (Subtract) to Reserves	324,527	441,883	(117,356)	
Total Revenue				
Total Revenue	14,591,131	10,943,348	3,647,783	75.00%
Total Expense	14,266,605	10,501,466	3,765,139	73.61%
Add (Subtract) to Reserves	324,527	441,883	-117,356	

2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru March			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue				
Revenue	15,573,143	11,359,720	4,213,423	27.06%
Expense				
Certificated Salaries	6,088,835	4,402,423	1,686,412	27.70%
Classified Salaries	1,408,907	785,143	623,764	44.27%
Benefits	2,635,795	1,834,917	800,878	30.38%
Books and Supplies	1,018,355	1,186,844	(168,489)	-16.55%
Services & Other	1,627,643	862,169	765,474	47.03%
Capital Outlay	100,000	5,183	94,817	94.82%
Other Outgo	0	19,977	(19,977)	N/A
Share of LCER	1,830,168	1,657,995	172,173	9.41%
Total Expense	14,709,703	10,754,651	3,955,052	26.89%
Add (Subtract) to Reserves	863,440	605,069	258,371	
Total Revenue				
Total Revenue	15,573,143	11,359,720	4,213,423	72.94%
Total Expense	14,709,703	10,754,651	3,955,052	73.11%
Add (Subtract) to Reserves	863,440	605,069	258,371	

NSLA - Budget Comparison 2019/20 to 2020/21

2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru March			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue				
Revenue	9,497,369	7,123,027	2,374,342	25.00%
Expense				
Certificated Salaries	3,516,967	2,557,587	959,380	27.28%
Classified Salaries	924,674	618,764	305,910	33.08%
Benefits	1,520,878	1,048,668	472,210	31.05%
Books and Supplies	617,939	505,997	111,942	18.12%
Services & Other	983,686	478,598	505,088	51.35%
Capital Outlay	20,000	1,271,117	(1,251,117)	-6255.59%
Other Outgo	0	2,000	0	N/A
Share of LCER	1,158,191	1,456,911	(298,720)	-25.79%
Total Expense	8,742,335	7,939,642	804,693	9.20%
Add (Subtract) to Reserves	755,035	(816,615)	1,569,649	
Total Revenue				
Total Revenue	9,497,369	7,123,027	2,374,342	75.00%
Total Expense	8,742,335	7,939,642	804,693	90.82%
Add (Subtract) to Reserves	755,035	-816,615	1,569,649	

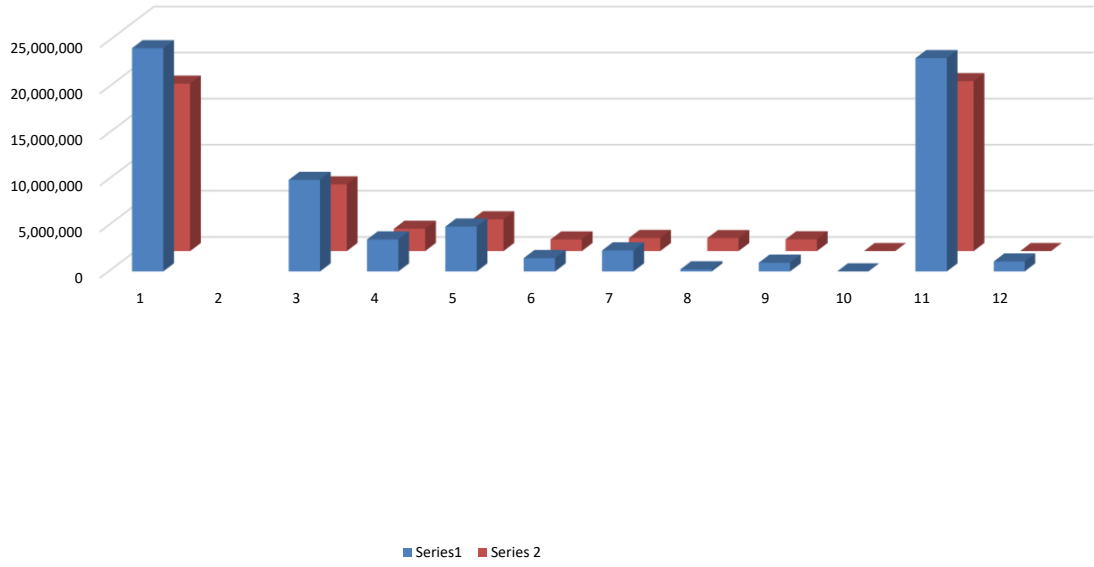
2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru March			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue				
Revenue	10,878,596	7,555,106	3,323,490	30.55%
Expense				
Certificated Salaries	3,748,496	2,684,691	1,063,805	28.38%
Classified Salaries	936,039	517,182	418,857	44.75%
Benefits	1,576,808	1,086,235	490,573	31.11%
Books and Supplies	1,072,549	1,114,564	(42,015)	-3.92%
Services & Other	1,504,967	778,891	726,076	48.25%
Capital Outlay	13,000	0	13,000	100.00%
Other Outgo	0	7,958	(7,958)	N/A
Share of LCER	1,204,330	1,091,032	113,298	9.41%
Total Expense	10,056,189	7,280,553	2,775,636	27.60%
Add (Subtract) to Reserves	822,407	274,553	547,854	
Total Revenue				
Total Revenue	10,878,596	7,555,106	3,323,490	69.45%
Total Expense	10,056,189	7,280,553	2,775,636	72.40%
Add (Subtract) to Reserves	822,407	274,553	547,854	

LCER - Budget Comparison 2019/20 to 2020/21

2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru March			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue				
Revenue	131,000	783,586	(652,586)	-498.16%
Expense				
Certificated Salaries	484,803	356,552	128,251	26.45%
Classified Salaries	1,250,645	897,109	353,536	28.27%
Benefits	789,562	558,243	231,319	29.30%
Books and Supplies	74,428	72,369	2,059	2.77%
Services & Other	401,190	345,344	55,846	13.92%
Capital Outlay	30,000	12,572	17,428	58.09%
Other Outgo	0	671,632	(671,632)	N/A
Share of LCER	(2,899,628)	(2,913,821)	14,193	
Total Expense	131,000	0	131,000	100.00%
Add (Subtract) to Reserves	0	783,586	(783,586)	
Total Revenue				
Total Revenue	131,000	783,586	-652,586	598.16%
Total Expense	131,000	0	131,000	0.00%
Add (Subtract) to Reserves	0	783,586	-783,586	

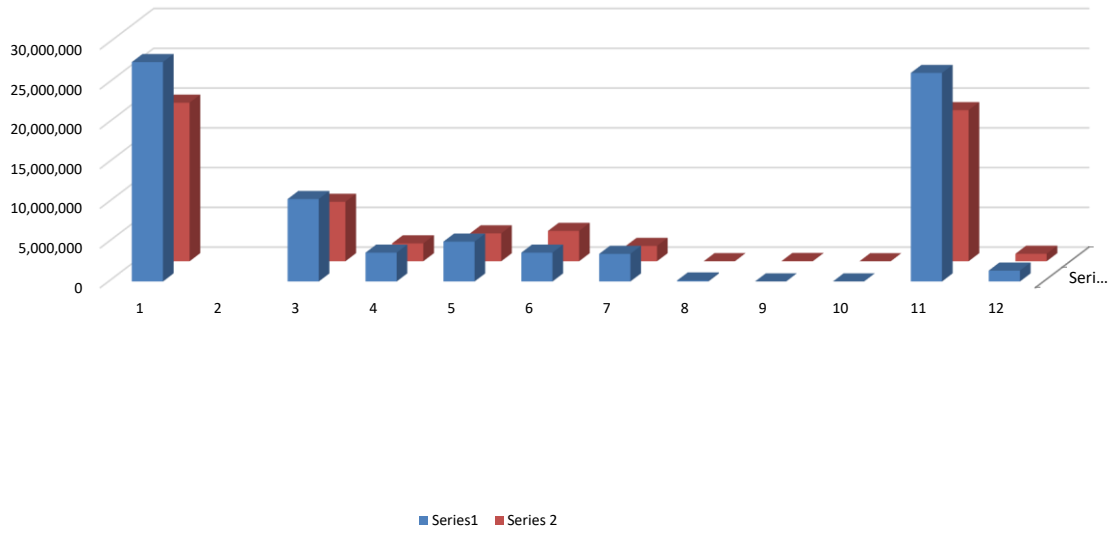
2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru March			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue				
Revenue	1,139,080	1,022,207	116,873	10.26%
Expense				
Certificated Salaries	530,388	383,553	146,835	27.68%
Classified Salaries	1,275,594	947,755	327,839	25.70%
Benefits	798,004	581,197	216,807	27.17%
Books and Supplies	1,534,715	1,510,551	24,164	1.57%
Services & Other	341,632	286,488	55,144	16.14%
Capital Outlay	12,500	0	12,500	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	(3,034,498)	(2,687,337)	(347,161)	11.44%
Total Expense	1,458,335	1,022,207	436,128	29.91%
Add (Subtract) to Reserves	(319,255)	0	(319,255)	
Total Revenue				
Total Revenue	1,139,080	1,022,207	116,873	89.74%
Total Expense	1,458,335	1,022,207	436,128	70.09%
Add (Subtract) to Reserves	(319,255)	0	(319,255)	

2019-20



Series1 Series 2

2020-21



Series1 Series 2

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

CHECKING (LEWIS CENTER FOUNDATION)

Union Bank Beginning Balance **\$23,660.22**

Union Bank Revenue

Donation to NSLA Capital Campaign	\$100.00
AAE Staff Scholarship	\$15.00
<i>Total</i>	\$115.00

Union Bank Expenditures

Transfer to Savings - \$30 AAE Staff Scholarship, \$100 NSLA Capital Campaign	\$130.00
Gloria Shyu - 1st Place Perseverance Contest Winner	\$75.00
Joseph Perez - 3rd Place Perseverance Contest Winner	\$25.00
Opening Deposit to Desert Community Bank	\$2,000.00
Transfer to Savings - \$30 for 30 Donations Through Give Smart	\$13,662.43
<i>Total</i>	\$15,892.43

Union Bank Ending Balance *Total* **\$7,882.79**

Desert Community Bank Beginning Balance **\$0.00**

DCB Revenue

Opening Deposit	\$2,000.00
Donation to Bud Biggs Scholarship - Torii Gray	\$99.29
Donation to NSLA Science Dept (\$293.90) and NSLA Capital Campaign (\$100)	\$293.90
Deposit from Square	\$0.01
Interest	\$0.03
<i>Total</i>	\$2,393.23

DCB Expenditures

Mid Field Aviation - Mangold Scholarship	\$500.00
SAY Marketing - Board Polos	\$507.38
Withdrawl from Square	\$0.01
<i>Total</i>	\$1,007.39

Desert Community Bank Ending Balance *Total* **\$1,385.84**

SAVINGS (LEWIS CENTER FOUNDATION)

Beginning Balance

Restricted Funds - AAE Capital Campaign	\$82,960.57
Restricted Funds- NSLA Capital Campaign	\$44,994.05
Restricted Funds - Davis Endowment	\$12,035.34
Restricted Funds - Global Exchange Programs	\$12,955.21
Restricted Funds - HiDAS Endowment	\$63,848.97
Restricted Funds - Scholarships	\$26,621.62
Unrestricted Funds	\$67,546.64
	\$310,962.40

Union Bank Savings Revenue

Transfer from Checking - AAE Staff Scholarship	\$30.00
Transfer from Checking - NSLA Capital Campaign	\$100.00
Transfer from Checking - \$30 for 30 Give Smart Donations	\$13,662.43
Interest	\$14.42

DCB Savings Revenue

Donations to Unrestricted - K. Porter and Inland Group	\$1,200.00
Interest	\$0.02
<i>Total Savings Revenue</i>	\$15,006.87

Ending Balance

Restricted Funds - AAE Capital Campaign	\$82,964.90
Restricted Funds - NSLA Capital Campaign	\$45,095.64
Restricted Funds - Davis Endowment	\$12,035.91
Restricted Funds - Global Exchange Programs	\$12,955.78
Restricted Funds - HiDAS Endowment	\$63,851.71
Restricted Funds - Scholarships	\$26,652.78
Unrestricted Funds	\$82,412.55
	\$325,969.27

Total Checking and Savings **\$335,237.90**

AAE 2020-21 School Year									
Grade Level	Capacity	Current Enrollment	Accepted Next Year Enrollment	Available Seats	Waiting List			Upcoming Lottery (May 20)	Missing Revenue
3 yr. old - TK	25	25	19	0	614			13	
K	100	96	50	4	99			8	
1	100	96		4	228			6	
2	100	97		3	173			3	
3	112	111		1	178			8	
4	112	111		1	243			4	
5	112	112		0	133			8	
6	125	124		1	149			7	
7	125	123		2	129			7	
8	125	124		1	128			11	
9	120	119		1	61			1	
10	120	111		9	4			4	
11	120	103		17	3			4	
12	120	92		28	4			0	
Total	1516	1444		72	2146			84	

AAE 2021-22 School Year									
Grade Level	Capacity	Projected Max Rollover	Accepted Enrollment	Available Seats	Waiting List	Anticipated Enrollment	Anticipated Available Seats	Upcoming Lottery	Missing Revenue
TK	25	0	19	6	403	19	6		\$ 57,210.00
K	100	25	50	25	215	75	25		\$ 238,375.00
1	100	96		4	99	96	4		\$ 38,140.00
2	100	96		4	228	96	4		\$ 38,140.00
3	112	97		15	173	97	15		\$ 143,025.00
4	112	111		1	178	111	1		\$ 8,766.00
5	112	111		1	243	111	1		\$ 8,766.00
6	125	112		13	133	112	13		\$ 113,958.00
7	125	124		1	149	124	1		\$ 9,027.00
8	125	123		2	129	123	2		\$ 18,054.00
9	120	124		0	128	124	-4		\$ -
10	120	119		1	61	119	1		\$ 10,733.00
11	120	111		9	4	111	9		\$ 96,597.00
12	120	103		17	3	103	17		\$ 182,461.00
Total	1516	1352		99	2146	1421	95	0	\$ 963,252.00

Grade Level	Capacity	Current Enrollment	SDC Enrollment	Available Seats	Waiting List			Upcoming Lottery
TK	25	25		0	0			
K	125	118		7	0			
1	125	111		14	0			
2	100	89		11	0			
3	112	104	2	8	0			
4	84	97	6	0	1			
5	84	90	3	0	3			
6	90	82	2	8	1			
7	60	60	6	0	3			
8	60	50	2	10	0			
Total	865	826		58	8			

NSLA 2021-22 School Year

Grade Level	Capacity	Projected Max Rollover	Turned in Enrollment Packets	Available Seats- Pending Enrollment Packets	Waiting List	Anticipated Enrollment	Anticipated Available Seats	Upcoming Lottery
TK	25	0	6	19	7	25	0	
K	125	25	28	73	12	126	0	8
1	125	118	1	6	5	125	0	2
2	100	111	1	0	17	112	0	
3	112	89	4	16	0	109	3	
4	84	104	1	0	15	105	0	1
5	84	97	3	1	20	101	0	1
6	120	90	4	20	0	114	6	
7	120	82	2	15	0	99	21	
8	120	60	2	11	0	73	47	
9	120	50	3	7	0	60	60	
Total	1135	826	43	168	76	1049	137	12

**LCER Board Meetings
Attendance Log 2021**

	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept. Regular	Oct Regular	Nov Regular	Dec Regular	TOTAL REGULAR
Pat Caldwell	Present	Present	Present								100%
Torii Gray	Present	Present	Present								100%
Jim Morris	Present	Present	Present								100%
Kevin Porter	Present	Present	Present								100%
David Rib	Present	Present	Present								100%
Jessica Rodriguez	Present	Present	Present								100%
Sharon Page	Present	Present	Absent								66%
Rick Wolf	Present	Present	Absent								66%
Omari Onyango	Absent	Present	Present								66%

							TOTAL SPECIAL
Torii Gray							
Sharon Page							
David Rib							
Jessica Rodriguez							
Pat Caldwell							
Omari Onyango							
Kevin Porter							
Rick Wolf							
Jim Morris							

LCER Board Give and Get
Fiscal Year 2020/2021

Member	Give	Get	In-kind	Total
Pat Caldwell	\$ 124	\$ 1,000		\$ 1,124
Torii Gray	\$ 165			\$ 165
James Morris	\$ 518			\$ 518
Omari Onyango	\$ 311			\$ 311
Sharon Page		\$ 330		\$ 330
Kevin Porter	\$ 200	\$ 250		\$ 450
Jessica Rodriguez	\$ 124			\$ 124
David Rib	\$ 108	\$ 12,000		\$ 12,108
Rick Wolf				\$ -
Total	\$ 1,550	\$ 13,580	\$ -	\$ 15,130

Lewis Center Foundation Board Give and Get
Fiscal Year 2020/2021

Member	Give	Get	In-kind	Total
Duberly Beck	\$ 1,000			\$ 1,000
Desiree Burgnon	\$ 1,000			\$ 1,000
Buck Goodspeed	\$ 363			\$ 363
Tyler Jaramillo				\$ -
Umang Patel	\$ 93			\$ 93
Jessica Rodriguez	\$ 124			\$ 124
Marcia Vargas	\$ 1,966	\$ 62		\$ 2,028
Total	\$ 4,546	\$ 62	\$ -	\$ 4,608

Total Combined Boards	\$ 5,972	\$ 13,642	\$ -	\$ 19,615
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