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High Desert "Partnership in Academic Excellence" Foundation, Inc. dba

LEWIS CENTER FOR EDUCATIONAL RESEARCH

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Agenda for Regular Meeting of the Lewis Center for Educational Research Board
September 14, 2020 - Public Meeting – 4:00 p.m.

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

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Join the meeting from your computer, tablet or smartphone at this link:
https://attendee.gotowebinar.com/register/1410928914206111504

Dial in using your phone:
United States: +1 (631) 992-3221 Access Code: 544-321-907

</div>

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

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1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE**: Chairman

2. **ROLL CALL**: Chairman

3. **PUBLIC COMMENTS**: Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes and/or 250 words shall be observed. If you wish to make a public comment at this meeting, please complete a "Registration Card to Address the Board" (located on the website) and email it to the Secretary at lcerboard@lcer.org. Your comment will be read at the meeting during public comments or as the agenda item is heard.

4. **SPECIAL PRESENTATIONS**:
   .01 Public Hearing to Seek Stakeholder Input on the Development of the AAE and NSLA Learning Continuity and Attendance Plans Prior to Final Adoption – Community members/stakeholders wishing to make a comment on the Plans may email the comment to the Secretary at lcerboard@lcer.org or use the Questions feature of GoToWebinar, which will be moderated during the hearing. The draft plans are included on Pages 3-59 of the packet.

5. **DISCUSSION ITEMS**:
   .01 Discuss Potential Date of September 21, 4:00 p.m. for a Special LCER Board Meeting to Approve the AAE and NSLA Learning Continuity and Attendance Plans – Lisa Lamb
   .02 Discuss Potential Date of October 22 for All Day Strategic Planning Meeting – Lisa Lamb
   .03 Discuss AAE and NSLA Phase 2 School Reopening Plans, Including Waiver Application Process, Liability Considerations and Other Issues – Lisa Lamb
   .04 Discuss Timeline for AAE MPR Construction – Lisa Lamb and David Gruber
   .05 Discuss Timeline for NSLA Campus Construction, Anticipated Move Schedule, and Lease Update – Lisa Lamb and David Gruber
   .06 Discuss AAE and NSLA School Calendar and Bell Schedule Alignment for 2022-23 School Year
   .07 Discuss Potential Miracle League Field in San Bernardino – Lisa Lamb
   .08 Discuss October 30, 2020 30 Year Anniversary Multimedia Presentation – Jisela Corona
   .09 Discuss AAE MPR Building Naming MOU and Plaque – David Rib
   .10 Lewis Center Foundation Update – Jessica Rodriguez

6. **ACTION ITEMS**:

7. **CONSENT AGENDA**:
   .01 Approve Minutes of August 10, 2020 Regular Meeting – Pg 60
   .02 Approve AAE Consolidated Application and Reporting System (CARS) Report – Pg 62
   .03 Approve NSLA Consolidated Application and Reporting System (CARS) Report – Pg 75
   .04 Approve NSLA 2020-21 School Calendar – Pg 91

8. **INFORMATION INCLUDED IN PACKET**: *(Board members may ask questions on items for clarification.)*
   .01 President/CEO Report – Lisa Lamb – Pg 93
   .02 LCER Financial Reports
   - Checks Over $10K – Pg 101
   - Budget Comparisons – Pg 102
   .03 Lewis Center Foundation Financial Report
   - July 2020 – Pg 106
   .04 LCER Grant Tracking Sheet – Pg 107
   .05 NSLA Adopted Budget Narrative from San Bernardino County Superintendent of Schools – Pg 108
   .06 LCER Board Attendance Log – Pg 111
   .07 LCER Board Give and Get – Pg 112

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

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

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at
https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

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

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General Information

Lewis Center for Educational Research (LCER), the Academy for Academic Excellence (AAE) school administration and staff have worked to prepare the best possible educational options for students for the coming school year. The contents of this Learning Continuity and Attendance Plan are aligned with the LCER School Plan for Safe Reopening and the LCER Board Policy 3500: Health and Safety Policy for COVID-19. These plans are cited throughout the document and can be viewed in full on the organization's webpage (www.lewiscenter.org). The Learning Continuity and Attendance Plan memorializes the ongoing planning process for the 2020-2021 school year.

LCER operates two schools, AAE and Norton Science and Language Academy (NSLA), which to the extent possible, are working collaboratively in addressing the COVID-19 pandemic and safe reopening. AAE is an independent, direct-funded charter school that was first authorized in 1997 by the Apple Valley Unified School District. The AAE serves a TK-12 population of approximately 1,450 students on a 150-acres campus. The demographic breakdown of the 1,433 student population is 3% African American, 3.5% Asian, 2.4% Filipino, 38.5% Hispanic, 44.5% White, 7.5% Two or More Races. Students qualifying as unduplicated are low income (39.7%), English learner (2.8%), and foster (0%). Students with disabilities account for 9.1% of the population.

Since the original school closures in March 2020, we have all grappled with the best way to safely educate our children during times of COVID-19. When AAE closed its campus to in-person instruction in March 2020, students were transitioned to distance learning. The impact was felt by every member of the school community: students, families, teachers, administrators, staff, and community partners. It drastically altered the daily lives of all stakeholders, creating higher levels of stress and trauma. The impacts of the COVID-19 pandemic have been disproportionately large on students and families who were already experiencing inequitable outcomes.

The 2020-2021 school year has begun in Phase 1 with all students participating in full distance learning. We are working diligently to meet the challenges of a global pandemic while providing a more robust, rigorous distance learning instructional model that meets the academic, social, and emotional needs of students and families. We are preparing to safely return students to in-person teaching and learning as soon as local, county, and state data and guidelines allow schools to reopen.

AAE is committed to meeting the challenges posed by our current conditions while continuing to provide children a quality education within a safe and supportive environment. Students will continue to be supported in academic and social growth needs through social-emotional support, grab-and-go meals, and daily interaction with staff. The success of any educational model requires the partnership between the school and families. Stakeholders have been actively engaged in the planning and implementation of the Learning Continuity and Attendance Plan.

Additional Resources:
LCER School Plan for Safe Reopening
http://www.lewiscenter.org/documents/LCER%20Reopening%20Plan.pdf

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LCER Board Policy 3500: Health and Safety Policy for COVID-19
http://www.lewiscenter.org/documents/Board/Bylaws-and-Policies/3500_BP_Health-and-Safety-Policy-for-Covid-19.pdf

San Bernardino County COVID Guidance for Schools
https://sbcovid19.com/

Senate Bill 98
http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB98

California Department of Public Health COVID-19 Industry Guidance: School and School-Based Programs
https://files.covid19.ca.gov/pdf/guidance-schools.pdf

California Department of Education Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools
https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

To ensure that all stakeholders have input in school planning and improvement including the development of the Learning Continuity and Attendance Plan, LCER and AAE administration routinely meets and works together to discuss and determine all possible avenues of communication channels available. The collaborative planning process for the safe reopening of LCER schools for the 2020-2021 school year began in April 2020. The LCER Management Team consisting of President/CEO, Executive Team, AAE and NSLA Administration, District Nurse, and Facilities Manager meets regularly to discuss and plan for all phases of reopening. A task force consisting of administration, classified and certificated staff has been formed for Health and Safety to ensure that broad perspectives are considered throughout the planning stages. Teachers also meet in grade levels to look at key challenges for distance learning and a phased reopening. The feedback from the teachers and task force is reported back to the Management Team. This feedback was used to develop the LCER School Plan for Safe Reopening and LCER Board Policy 3500 and continues to be used to address ongoing issues such as attendance reporting, technology integration, and scheduling.

LCER and AAE Administration also actively seeks input from families utilizing a number of formats. All outgoing information is made accessible in English and Spanish. Stakeholders who do not have online access for surveys and virtual meetings are provided a hard copy of the information.

In response to COVID-19 and the continued development of the school's Reopening Plan, the school has implemented several methods to glean stakeholder input including, but not limited to:
- 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
- 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
- Apple Valley community leader meetings
- San Bernardino County Superintendent of Schools meetings

Dates, type of engagement, and the purpose for stakeholder input since the closure in March 2020 until present in response to COVID-19 are listed below.

April 2, 2020

AAE Home Technology Survey

This survey assessed LCER Family technology needs at home. These results were used in the 2020-2021 budget development process. COVID-19 funds were prioritized to ensure that all students had access to wi-fi and a device. The IT Department followed up with each family who expressed a technology need and placed them on a list for a device or hotspot as needed. Additional support was given to support other technology needs such as troubleshooting home internet issues or securing a free or low-cost internet provider if needed. The IT Department and AAE staff also followed up with families who had not filled out the survey and/or whose students were not engaged in distance learning. This has been an ongoing process to ensure 100% access. Beginning in August 2020, AAE administration has also begun to conduct home visits with translation services if needed to reach out to all non-participatory families. As additional COVID relief funding has been allocated, AAE has purchased one-to-one devices for all students and hotspots for families in need.

May 19, 2020

AAE Fall Reopening Parent Survey

This survey assessed AAE parent concerns over reopening plans for the coming school year. This survey provided the foundation for planning for a phased reopening and hybrid instruction. Based upon the results, it was determined that a majority of the classroom

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occupancies with social distancing in place could support a return of in-person instruction in two cohorts. It was also determined that an option for full distance learning was still in demand by approximately 30% of families.

June 1, 2020

Fall Reopening Teacher Meeting

The purpose of this meeting was to engage and inform teachers of the possible reopening plans for the coming school year. The current guidance from California Department of Education, California Department of Public Health, San Bernardino County and Center for Disease Control were shared. After questions were answered in this forum, the teachers were given time in the following two weeks to collaborate with their teams and provide additional feedback via Survey Monkey regarding the reopening plan.

Fall Reopening Parent Letter

This letter was sent via Parent Square and posted to the website and social media to engage and inform parents of the possible reopening plans for the coming school year.

Weeks of June 1st and 8th

Time was allocated for teachers to work in grade level teams to give feedback on many aspects of reopening. Each team completed the survey, "LCER Reopening Grade Level Input." These suggestions and concerns were reviewed by the LCER Management Team and incorporated into the LCER School Plan for Safe Reopening, LCER Board Policy 3500, and the Learning Continuity and Attendance Plan.

June 9, 10, & 15, 2020

Fall Reopening Planning Sessions held (all LCER/AAE management included)

The LCER Management Team utilized the feedback from the task force, grade level teams, and surveys to draft COVID-19 protocols for 2020-2021. Topics focused on health and wellness measures for staff and students, facilities needs to address new guidelines and mandates, instructional programming, social and emotional wellness supports, food services, and communication planning. The efforts from these planning sessions were reflected in the adoption of LCER Board Policy 3500 and LCER School Plan for Safe Reopening.

June 15, 2020

LCER Board Meeting

LCER President/CEO presented the current reopening plans for 2020-2021. At this time, the plan was to offer full distance or an in-person hybrid option. Students who opted for in-person instruction would be assigned to either Cohort A (meeting on campus each Monday and Tuesday) or Cohort B (meeting on campus Thursday and Friday). All students would participate in asynchronous instruction on Wednesdays

to allow teachers time to provide additional instructional support to mitigate learning loss and to plan for a more robust distance learning model. LCER President/CEO also provided an update of local COVID-19 data, as well as new guidelines from CDE and San Bernardino County.

June 17, 2020

Parent Letter

A letter was sent electronically and physically to all families discussing possible instructional models and when the reopening plan will be available to view. This letter was also posted to the website and social media accounts to keep the lines of communication as broad as possible.

July 13, 2020

Letters were sent to staff, families, and LCER Board containing GoToWebinar meeting information (online and telephonically) to discuss the potential routes the school may take to reopen safely.

July 14 and 15, 2020

Preparation for Safe Reopening Plan Meetings

LCER Management Team met to plan and prepare the presentations for the upcoming staff and family meetings regarding the reopening plans. Final revisions were made on the LCER School Plan for Safe Reopening.

July 16, 2020

LCER Staff Meeting to present LCER School Plan for Safe Reopening

Special Board Meeting to approve LCER School Plan for Safe Reopening

The presentation for these meetings included discussion about the hybrid and distance learning instructional models, the proposed phased approach to reopening, social-emotional supports and services, family and community support resources, plan for students with disabilities, and plan for sports and extra-curricular activities. The input from the all staff meeting was shared as part of the board presentation. The LCER Board approved the plan unanimously.

July 17, 2020

1:00-2:00 AAE Parent Meeting

5:00-6:00 LCER Parent Meeting (for those from either school who were unable to attend the previous session.)

The presentation for these meetings included discussion about the hybrid and distance learning instructional models, the proposed phased approach to reopening, social-emotional supports and services, family and community support resources, plan for students with disabilities, and plan for sports and extra-curricular activities. The input from the Special Board Meeting was shared as part of the presentation. The adopted plan was posted to the website and social media accounts and shared out electronically to all AAE families.

August 7, 2020 (and each subsequent Friday)

1:00-2:00 AAE Parent Meeting

These open parent forums allow administration to receive input on safety, reopening, instruction, and technology. The LCER President/CEO, Prinicipal, Director of IT, and vice principals attend to share information and provide clarification. Parents and attendees can submit questions on GoToWebinar which can be answered privately or whole group. This has allowed the administrative team to better respond to widespread or individual needs in ways that would not otherwise be possible during closure.

September 14, 2020

Public Hearing and Regularly Scheduled Board Meeting

During the public hearing, staff will present an overview of the Learning Continuity and Attendance Plan. Stakeholders will have an opportunity to provide feedback through public comment to the board. Public comments will be electronically submitted to the Secretary. The window for public comment will begin when the agenda and draft plan is posted and will continue throughout the public hearing time. Stakeholders who would like to share additional feedback for staff consideration will also be able to post questions, comments, or concerns in the Question and Answer box throughout the meeting. Staff will utilize this feedback for the final draft submitted to the Board for approval at a subsequent Special Board Meeting to be held prior to September 30, 2020.

September 21, 2020 (to be voted on September 14, 2020)

Special Board Meeting

The final draft of the Learning Continuity and Attendance Plan will be submitted to the Board for review and approval.

[A description of the options provided for remote participation in public meetings and public hearings.]

Due to COVID-19 restrictions, meetings are limited to virtual or telephonic contact. Most of the stakeholder meetings are held through GoToWebinar, an online platform, with options to join via computer or telephone. The meeting information and details are sent out through email as well as posted on all website pages and social media platforms. Stakeholders are able to submit questions, comments, or concerns via the chat or Question and Answer dialog boxes. An administrator moderates these comments throughout each meeting. This feedback is

collected to inform future decision making and planning. GoToWebinar also has additional features such as analytics, reports, polls and surveys that enhance participant engagement and tracking.

Multiple virtual meetings have been made available for easier access to all parents and stakeholders with a variety of schedules. These include reopening plan meetings, weekly parent forums, Back to School Night, and Board meetings.

Virtual Board Meetings are posted on the website at least 72 hours in advance. A public comment link that is monitored by the Secretary is also included. Attendees can join virtually or telephonically. The annual calendar for regularly scheduled board meetings is posted on the website, and meeting reminders are sent to staff via email. Public hearings are advertised via Infinite Campus Messenger, social media and school website.

[A summary of the feedback provided by specific stakeholder groups.]

Both Lewis Center schools, AAE and NSLA, have a high percentage of parents interested in utilizing as much in-person instruction as possible for their students. More than 70% of all Lewis Center families are eager for their children to attend in-person instruction regardless if there is social distancing in place or not.

92.86% of AAE families state they have a strong enough internet connection to be able to support current distance learning measures.

Over 96% of Lewis Center families state that they will continue to send their children to a Lewis Center school.

Results from the school's first parent survey was used to develop the school's safe reopening plan.

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

Stakeholder input aided in the development of the school's Reopening Plan. The majority of families want their children to return to school in an environment that is safe for staff and students. To keep both safe, Phase I of the Reopening Plan has all students engaged in full distance learning. Stakeholders voiced their concerns in regards to distance learning, stating there needs to be an increase in rigor and expectations including synchronous learning. To support a quality distance learning program, teacher training, technology access, adapted staff roles, mental health, and nutrition services needed to be in place.

Stakeholder engagement influenced the following in support of Phase I, distance learning:

Technology access:
- 1:1 devices were purchased for every student (only students in grades 3-8 were issued devices in previous years)
- SWIVL robots were purchased for teachers to facilitate synchronous instruction and support the transition to hybrid instruction. iPads were also purchased to support the SWIVL if teachers did not already have one issued.

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- Hotspots purchased for families with wifi access issues
- Document cameras were purchased to support teachers' ability to teach remotely if needed.
- Writing tablets are being purchased for teachers, upon request, who will benefit from integrating these tools into their math or writing instruction
- The free Zoom accounts were upgraded to Zoom Pro in order to better facilitate distance learning through single sign ons, rostering capabilities, polling features and enhanced reporting for engagement and attendance.

Online Curriculum and Assessments:
- Allow teachers to identify learning loss in Reading and Math
- Provide instructional strategies for all groups in core areas
- Provide enhanced progress monitoring for students

Professional development:
- -Professional Development provided by in-house personnel, Special Education Local Plan Area (SELPA), and curriculum publishers, to support best practices and technology use with distance learning
- -Training Topics include, but are not limited to: Infinite Campus, Zoom, Google Classroom, Distance Learning Best Practices, Cyber Security, SWIVL, mindfulness, and Love and Logic.

Staff roles:

- Classified staff roles were made more flexible to support facilities cleanliness, student support services and staff child-care.

Food services:
- Meal pick up times have been extended by an hour each day to add flexibility for families
- Families are also now able to pick up five days worth of meals at once

Mental Health:
- Social Emotional curriculum purchased and implemented across the grade bands
- Counseling services (SAP - Student Assistance Program) is available to all students through Desert Mountain SELPA
- An additional counseling tab was added on the school's website to highlight available resources
- Enhancing access to the school's counseling team

Continuity of Learning

In-Person Instructional Offerings

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

The school's Reopening Plan describes three Phases of transitioning students back to in-person instruction. In Phase I, students will receive a combination of synchronous and asynchronous instruction delivered virtually via Zoom video conferencing and Google Classroom, the school's learning management system (LMS). Once local community and state guidelines deem it safe for students to come back to school, Phase 2 will begin. In Phase 2, families will be surveyed to choose between full distance learning and hybrid learning, a combination of in-person instruction and distance learning. In-person pupils will be separated into Cohorts A and B, each meeting 2 days on campus and the remainder in distance learning. In Phase 3, families will again be surveyed to choose between full distance learning and hybrid learning. Cohorts A and B will be combined so that all students attending in-person will be physically present 4 days a week with one day of distance learning.

Safety Measures
LCER has taken measures to mitigate the spread of COVID-19 as described fully in LCER Board Policy 3500 (http://www.lewiscenter.org/documents/Board/Bylaws-and-Policies/3500_BP_Health-and-Safety-Policy-for-Covid-19.pdf). These measures include:

1. LCER is incorporating CDE guidance with respect to physical distancing between staff and students by keeping at least six feet away from others when feasible.

2. LCER is requiring face coverings to be worn by staff, students, and visitors unless the individual qualifies for a medical exclusion. LCER is also requiring designated staff to wear Personal Protective Equipment ("PPE") as appropriate. LCER will continue to follow CDE and CDC guidance and state and local health orders on the use of face coverings and PPE.

3. LCER is allowing only necessary visitors and volunteers on the LCER campus and limiting the number of students and staff with whom they come into contact. Parents/guardians will be encouraged to stay in their vehicles during pick up/drop off. Ingress and egress pathways will be established to promote social distancing.

4. Daily wellness Checks and Temperature Screening protocols are in place for students, staff and visitors. Staff logs are monitored weekly. All visitors are screened at the kiosk or front office upon entering campus.

5. COVID-19 tracking, testing and response to suspected or confirmed cases and close contacts will be conducted and monitored in accordance with the San Bernardino County Department of Public Health and other applicable agencies.

6. Enhanced sanitizing and hygiene materials and practices are in place including: the installation of additional handwashing and hand sanitizing stations, posting of signage throughout the campus, handwashing and hygiene education for staff and students, and purchases of additional supplies to promote health and wellness.

7. Staff has been trained in the safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA. Additional custodial supplies have been purchased to support enhanced cleaning and disinfecting efforts. These include, but are not limited to: foggers, pressure washers, cleaning carts, and classroom/office cleaning kits.

8. LCER has followed the CDE guidance for maintaining healthy facilities. Specific safety measures include, but are not limited to: installation of air ionizers in shared ventilation spaces, installation of plexiglass barriers in public-facing areas, instruction to keep doors and windows open when possible, installation of MERV-13 filters or equivalent in all HVAC units, posting of maximum room occupancy numbers, posting of directional pathway signage where appropriate, and rearranging of shared spaces to promote physical distancing.

Learning Loss Mitigation Measures
At the beginning of the school year, diagnostic and formative assessments will be administered remotely to identify learning loss. Data from these assessments will be analyzed during Professional Learning Communities (PLC) to drive the improvement of the instructional program. Time for small group instruction--intervention and designated English language development--is built into the school's schedule within the normal school day. Additionally, the school's Multi-Tiered Systems of Support (MTSS) team will review data with teachers during PLC time to determine the best intervention strategies to put in place within the regular classroom instruction. Students in need of Tier 2 intervention will attend small group intervention led by the Teacher On Assignment (TOA). During Phase I, the TOA will support teachers within the classroom during synchronous learning, enabling breakout rooms to work with individual students or small groups. The TOA will model intervention strategies with teachers to use remotely during synchronous instruction. In Phase 2, teachers will use the data collected during Phase I and through PLC, to identify students needing further intervention. The TOA will develop an eight week intervention cycle with scaffolds and supports in place to aid the student in meeting their identified goal. Progress monitoring is collected during each small group session with a mid and post assessment administered to identify growth at the end of the intervention cycle. This eight week cycle will repeat three more times during the school year.

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

Description	Total Funds	Contributing
Personal Protective Equipment/Health Materials. To mitigate the spread of germs and viruses including COVID-19 the LEA will purchase face coverings, thermometers, nursing supplies, hand sanitizer, hand sanitizer stations, spray bottles, disinfectant, paper towels, gloves, goggles, disinfectant foggers, and plexiglass for offices	30,000.00	No

Description	Total Funds	Contributing
Hydration Stations. Conversion of current drinking fountains to bottle filling stations to provide safe access to drinking water for staff and students.	500.00	No
Handwashing Stations. Additional handwashing stations throughout the campus where sink access is insufficient. Handwashing is a preventative measure for germs and viruses including COVID-19.	5,000.00	No
Classroom air quality improvement. High-Pressure Washer, Merv 13 filter, ionizers for all classrooms without exterior accessibility, air purifying station to help mitigate the transmission and spread of germs and viruses including COVID-19.	20,800.00	No
Visual Cues and Materials for Social Distancing. Directional signs, capacity signs, distancing signs, handwashing signs, face-covering signs, entry and exit signs	1,000.00	No

Distance Learning Program

Continuity of Instruction

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

It is imperative that all students receive a standards-aligned curriculum and instruction during all phases of the school's reopening plan. The school's adopted curricula lends itself to both in-person instruction and distance learning creating a seamless transition when moving from one phase to another or whether a student chooses hybrid or remote learning. During Phase 1, all students will participate in distance learning accessed through school devices and wifi. Delivery of instruction will be given both synchronously and asynchronously so that all students have access. All teachers will use Zoom video conferencing to provide synchronous instruction and record for asynchronous learning.

Synchronous Learning: Synchronous learning takes place between a teacher and students where students are engaging and interacting simultaneously during live instruction.
- Students can ask questions and receive immediate feedback
- Socialize and collaborate with peers
- Closely models on-site instruction
- Formative assessment data can be observed
- Just-in-Time support between student and teacher

Asynchronous Learning: Asynchronous learning is learning that occurs outside of the designated classroom period during a time convenient to families.
- Flexible learning of the day's lesson for students
- Provides students with the ability to review lessons for better understanding
- Feedback provided to students through Google Classroom
- Students can ask questions and receive answers at a later time
- Collaboration with peers on assignments

As the school proceeds to Phase 2 of its Reopening Plan, families will have the option of continuing full distance learning or hybrid where students will learn in-person part of the week and part remotely. Curriculum and instructional resources will remain the same for both in-person instruction and hybrid, making a smooth pathway for whichever model the family chooses. While curriculum and instruction will remain constant in the transition to in-person instruction, delivering through technology will be enhanced with additional equipment. The school has purchased a Swivl robotic mount for an iPad, camera, or smartphone for each teacher. This robot includes a remote control and microphone to allow the teacher to instruct synchronously via Zoom with distance learning students and in-person students simultaneously. Additional iPads were also purchased for classroom teachers.

The adopted curricula combines both online learning and physical textbooks or consumables. While hard copies of materials are not necessary to instruct online, they do make learning easier especially for primary grades and mathematics courses. The school schedules distribution days and times to provide students with the necessary materials to support classroom instruction while maintaining safety protocols for staff and families. Any remaining textbooks or consumables are labeled and sorted by grade and kept in the school office. For families that cannot physically pick up materials, staff members have made home visits and dropped off the necessary materials and technology.

Teachers use a common learning management system (LMS), Google Classroom. Parent feedback from multiple surveys and forums mentioned that there were too many platforms for communication during the school closure in the spring of 2020. Therefore, teachers are using only Google Classroom to help both parents and students understand the expectations of the class/course. Parents have the ability to join their child's Google Classroom(s) via email and receive the same notifications their child does. Zoom links are provided in the Stream and materials for each classroom and are consistent. Both schedules and syllabi are included for student and parent reference. Google Classroom is where students will access the asynchronous video of the day's lesson in case they were unable to attend the synchronous session. It is also where students will find their assignments with supporting documentation (e.g. reading materials, scoring rubrics, links to

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materials, etc.) and where they will turn in assignments, monitor feedback, and see grades. Teachers are also able to facilitate small group instruction for English language development (ELD) and intervention through Google Classroom.

Access to Devices and Connectivity

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

Upon the school's closure in March of 2020, students were participating in asynchronous distance learning. Family surveys went out through the school's mass messaging system, Parent Square, to inquire which families were without student devices. Families who did not respond were called directly by staff. Responses in the affirmative were contacted and devices distributed. Families indicating a lack of connectivity were given an LTE device which would allow students to participate in their school work. Over the summer, two additional device/connectivity surveys were sent to families as the school transitioned to synchronous and asynchronous learning for the start of the 20-21 school year. Those families indicating further need in light of their students being on simultaneously were allocated additional devices. Verizon Wireless JetPack hotspots are available for families who indicate they require home connectivity.

The school's Information Technology (IT) Department will continue to reach out to families to ensure students to have access. This information is housed in the IT database and reviewed as needed. Families can access the school's HelpDesk support staff to troubleshoot device and connectivity issues at home via in-person, phone, and email. During the work week, IT staff is available from 7:00 a.m.–4:00 p.m. at the school site. A ticketing system is available for after-hour requests.

The attendance office will reach out to families identified as non-participatory which may include technology support. If technology is the problem for the family, IT staff will reach out to the family to solve any issue they may have. Both IT and the attendance office will continue to monitor student engagement for these families.

Pupil Participation and Progress

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

Within the school schedule for distance learning, synchronous learning takes place to meet the grade level requirements for instructional minutes. Participation is measured by attendance during the class period when synchronous learning occurs or asynchronous learning the same day. Time value of work is assigned by the teacher for all assignments given in Google Classroom. For tracking purposes, teachers use an electronic planner within the school's student information system, Infinite Campus where all units, lesson plans, and assignments are given a time value.

To meet the state requirements for distance learning, the school has developed procedures for attendance reporting that documents daily participation for each student, for each school day, on which distance learning is provided. Attendance guidelines for distance learning:

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- Teachers will take attendance for participation in distance learning through either student presence in synchronous Zoom meetings or asynchronous viewing of the recorded video. Students may confirm asynchronous participation by completing and submitting any video-related assignment. Other assignments and assessments turned in on the same day may also be used.
- Synchronous and asynchronous activities must be completed by a student before 11:59 PM that same day to count as attendance. While weekend work may increase student learning and submitted assignments graded, it does not count as attendance on a school day.
- The school will continue to note excused and unexcused absences. Parents should contact the Attendance Office to verify a child's absence.
- Elementary teachers and secondary homeroom teachers will report Wednesday attendance for asynchronous participation. Before 11:59 PM on Wednesdays, students must log-in to their teacher's Google Classroom to complete that day's assignment.

The current schedule developed to support distance learning will transition into Phase 2 and Phase 3 of the school's reopening plan with little disruption. Students will be identified as virtual or physical for attendance. The school will continue to monitor guidelines and data provided both locally and at the State level to determine the beginning of Phase 2. The school will begin returning students needing the most intensive support, such as students with disabilities then monitor the school's eligibility to submit a waiver to the San Bernardino County Department of Public Health to bring elementary grades back. Once the County of San Bernardino falls off the State's watch list, the school will fully transition into Phase 2 with TK-12 students returning in-person, small cohorts two days per week, and three days in distance learning.

Distance Learning Professional Development

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

The teaching schedule was developed to support the student minutes mandated by the California Department of Education and built-in time for professional development purposes. Professional development is being provided to teachers to support the curriculum, online resources, and technology implementation.

To support distance learning, the school's adopted curriculum publishers have developed additional online resources to support distance learning. Teachers began training with its newly adopted NGSS aligned curriculum, Twig Science, in the spring of 2020 to prepare for the upcoming school year. This training included the use of modifying the curriculum and online resources to meet the needs of distance learning. The adopted math curriculum, Curriculum & Associates Ready Curriculum Math, provided professional development for implementing the curriculum through distance learning and differentiating instruction based upon iReady diagnostic assessments. Other publishers have offered webinars teachers can watch during their designated professional development time.

Online assessment programs have provided professional development to support remote testing. iReady diagnostic assessments for Reading and Math training covered how to assess remotely and how to analyze results to support student instruction based on the level a student scores in both subject areas. iReady training also included the identification of students for small group instruction and the resources available to support distance learning instruction. Reading A-Z provided professional development for the use of its reading assessments

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including running records, letters and sounds. Professional development included how to use the results to assign leveled readers and monitor student progress, how to use leveled readers for small group instruction, and the use of the English language learners (ELL) module resources including assessment, progress monitoring, and instructional components to support English Learners.

The school has its own Information Technology (IT) department to support teachers with technology integration. Supporting IT and teachers, the site has both a Teacher on Assignment (TOA) and Coordinator of Assessments & Programs who understand the integration of instruction with technology. Together, these staff members are able to assist on-site or virtually as needed.

The school implemented a new student information system for 20-21, Infinite Campus. Several PD trainings occured before the start of school and will continue as needed. Trainings have included taking attendance, setting up grade books, viewing student contact information, creating and tracking small groups, and mass messaging to families. Future trainings will include running reports and posting report cards. A Google Classroom specifically for distance learning is available with a multitude of resources both for Infinite Campus, other software, and platforms teachers can access at any time.

Trainings have been provided for using Google Classroom as the school's learning management system and using Zoom to deliver both synchronous and asynchronous instruction. IT also provided videos for staff to help students with online access to the school's platform such as Google Classroom and Clever. Technology trainings will continue as new technology is purchased or as needed.

Staff Roles and Responsibilities

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

Part-time classified staff was moved from a salary to hourly pay. This allowed flexibility in their job assignment to cover other employees in case of illness.

Additional Roles and Responsibilities of Character Development Officers (CDO) during Phase I.
At AAE, CDO's and Kindergarten Instructional Assistants (IA's) provide both supervision and instructional support for staff children in 4 separate grade band locations. Responsibilities include assisting students with the Zoom and Google Classroom logins, technology questions, general questions the teacher may not have time to respond to, and enrichment activities to include socially distanced physical activity such as stretching, jogging in place, and dance.

CDO's have taken on the responsibility for disinfecting these respective areas with the new fogging machines purchased by the Facilities Department. On Wednesdays, when the number of staff students is greatly reduced, CDO's have also been cross-trained to disinfect offices, unoccupied classrooms, outside door handles, light switches, hand railings, and any other high touch surfaces.

CDO's were surveyed regarding willingness to take on tasks that were not included in their job description. The results will be utilized to assign willing personnel to voluntary tasks and cross-training in reception areas, kiosk health screening, attendance, and resident and guest

substitute teacher coordinating and scheduling, as well as support in food services, facilities, janitorial, and groundskeeping. Hours may be adjusted to provide effective support in these supplemental areas.

Additional Roles and Responsibilities of Reception Staff during Phase 1.
Receptionists are responsible for taking employee temperature with a hands-free thermometer each day as staff arrives at their work site. They record each employee as a pass/fail in order to preserve staff privacy. Receptionists are also responsible to health screen any visitor who was not screened at the kiosk prior to coming on campus.

Additional Roles and Responsibilities of CDO Staff during Phase 2.
As the school moves into the hybrid learning model, CDO's will once again have the responsibility for supervision of students during recess, lunch, and passing periods. Signage requiring the wearing of masks, 6-foot social distancing, and one-way directional foot traffic patterns have been posted. CDO's will monitor and correct students to follow all CDC safety protocols.

Additionally, support will continue for children of staff members and will be supervised by CDO's and Instructional Assistants on Wednesdays and the days they are not in their academic cohort. CDO's will continue to assist with disinfecting procedures and fogging daycare areas/high use areas and time permitting, assist the custodial staff with classrooms.

The cross-trained CDO Team will support other classified staff in the areas of elementary and secondary reception, attendance, resident and guest substitute teacher coordination and scheduling, food services and other key areas, should a classified staff member need to quarantine at home or become ill. The school's goal is to have a minimum of two back up layers of CDO's to be able to take on other assignments should other Classified personnel be exposed to, or infected with COVID-19.

Additional Roles and Responsibilities of Receptionists during Phase 2.
As school partially reopens and there are more students and parents on campus, receptionists will be the primary health screeners to prevent a delay at the kiosk for vehicle traffic. The kiosk will direct individuals to the appropriate reception area, where the COVID-19 questions will be asked and the individual's temperature checked and marked as pass/fail.

Both CDO's and office staff will help with first aid should a staff member or child need assistance.

Additional Roles for facilities staff to reduce the risk of COVID-19 in all Phases.
Facility technicians will support the custodial department. In doing so, they will be on a routine schedule for disinfecting high touch surfaces and all shared spaces. Once a week, the facilities department will disinfect the whole school through the use of foggers. In Phase 2, 50% of the facility technician's time will be dedicated to the routinely use of the disinfecting fogging equipment to disinfect high touched surfaces and all shared spaces. Facility technicians will also be responsible for groundskeeping.

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Supports for Pupils with Unique Needs

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

Pupils with unique needs receive the same classroom curriculum and instruction as all other students. For pupils identified as an English Learner or students with disabilities, additional services will be provided within the instructional day both during classroom instruction and in small group time.

The English Learner population will receive integrated ELD instruction through the adopted curriculum as needed. Designated ELD instruction will take place in small group delivered by a certificated teacher within the school day for a total of 60 minutes weekly. Both integrated and designated ELD will continue during distance learning and in-person learning. The school has purchased Reading A-Z English Language Learners (ELL) program to assist teachers in using research-based instruction to meet the needs of their EL students. This program includes assessments to determine the student's language ability. These results combined with the most current ELPAC scores, help teachers to adjust their ELD instruction.

For students on an Individualized Education Plan (IEP), the Education Specialist, Counselor, and School Psychologist have been meeting with families to discuss the student's current needs both academically, physically, and emotionally. The IEP team will review the current levels of performance based on both diagnostic and formative assessments to identify these first data points to develop intensive interventions targeting basic skills and regression patterns. Through Distance Learning Plans established since March of 2020 due to COVID-19 closures, the IEP team will discuss these regression patterns or learning loss with parents, students, and staff and develop appropriate interventions to begin restoring fluency and proficiency levels. The IEP team will continue to utilize standardized measures to monitor progress and development of students with special needs. School Psychologists will also continue to test and develop comprehensive reports for students with disabilities and students referred for Special Education Services through the Student Study Team (SST) process.

Pupils in foster care will receive the following in support of distance learning:
- Monitoring of attendance and engagement with teachers
- Communication with foster family weekly by phone, email, or in person
- Referrals to community support services and resources as needed
- Delivery of materials needed for distance learning if the family is unable to pick up
- Counselor will reach out to student for weekly check-in determining if there are any additional needs both academic and mental health

Pupils experiencing homelessness will receive the following in support of distance learning:
- Delivery of devices and hotspot as determined by contact with IT or administrative staff
- Monitoring of attendance and engagement with teachers
- Communication with family weekly by phone, email, or in-person
- Referrals to community support services and resources as needed

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- Delivery of materials needed for distance learning if family is unable to pick up
- Counselor will reach out to student for weekly check-in determining if there are any additional needs both academic and mental health
- Collaboration with local homeless agency for resources to continue student engagement

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

Description	Total Funds	Contributing
Diagnostic Assessments. Reading A-Z Training, iReady Diagnostic Training	5,482.00	Yes
Devices and Connectivity: hotspots for connectivity, Chromebooks, iPads, Swivl, Zoom license, GoToMeeting license, drawing pads, document cameras, TVs and mounts, firewall upgrades and wired and wireless infrastructure upgrades to support distance and hybrid learning, technology support	211,000.00	Yes
Additional Role Assignments. Instructional Assistants, Character Development Officers, Facility Technicians, Custodial, Kitchen Support	220,000.00	No

Pupil Learning Loss

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

AAE will continue to implement its annual assessment plan to determine each student's academic abilities. This plan combines diagnostic assessments, formative assessments, and benchmark assessments. Beginning of the year diagnostic assessments for ELA and math will be given remotely as the teacher monitors progress to garner the most honest results. Communication with families about these assessments will be given prior to administration. Testing will begin during the fourth week of instruction with the testing window ending five weeks later to allow for students to acclimate fully into the distance learning environment.

The school will implement iReady diagnostic suite of assessments in the areas of reading and math to determine the student's current academic progress in meeting the Common Core State Standards (CCSS). iReady will be given four times during the school year to monitor progress. Both assessments provide unique plans mapping the specific standards needed for students to make progress on current grade-level standards. Electronic resources are provided to help guide teachers in the instruction needed for differentiated groupings in both reading and math. For math, students are provided a map of skills for online instruction based on their diagnostic results. Math teachers in secondary grade levels assess basic skills at the beginning of the school year to determine learning loss along with various formative assessments. To meet these needs, both homeroom and before/after school tutoring are available. Teachers also use their online program Mathia through Carnegie Learning, to provide access for students to practice needed skills to address learning loss, extra practice for current instruction, and the opportunity for students to excel their learning in math. Access to small group instruction and Mathia are available to all students in middle school and high school.

Along with iReady diagnostic results, teachers will use Reading A-Z to assess students remotely for letters/sounds and running records to determine current reading levels. Results help guide students in choosing leveled reading books they can read and assess online. Results will help teachers support students with small group, guided reading instruction. This assessment will be administered as needed for progress monitoring and scheduled for benchmark data four times during the school year. An additional component of Reading A-Z is the English language learners (ELL) module to support English Learners. This program includes an assessment to evaluate English language development and progress monitor throughout the school year. It is scheduled to be administered four times during the school year.

Primary age students and students with learning disabilities will assess with Orton Gillingham for literacy. Teachers assess letter recognition, letter sounds, and sight words. Results from the battery of tests will help teachers choose Orton Gillingham instructional strategies to help students improve their reading. Teachers use assessment results to help determine student grouping, students who need individual support, and to help develop future lesson plans.

Teachers will use formative assessment methods to gauge understanding of the current skills being taught and to identify what skills students are missing that hinder them from doing grade level work. This just-in-time support will allow teachers to continue with instruction of the grade level standards while using the scheduled small group time to teach those missing skills. Formative assessments range from writing, fluency practice, and word study. Small group time is built into the school's schedule to facilitate Tier I intervention. The Teacher on Assignment (TOA) will be instructing small groups throughout the week including designated EL instruction and reading intervention for secondary grade levels.

To address learning loss in the areas English language arts, English language development, and mathematics, the interventions, small-groups, and assessments will be delivered remotely during Phase I of distance learning. Access for English Learners, low-income students, foster youth, students with disabilities, and homeless students will be met through 1:1 student devices, hotspots for wifi, and printed materials if needed. Teachers and administrators will continue with several avenues of communication including home visits to ensure students are continuing to be successful both academically and emotionally.

Pupil Learning Loss Strategies

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

Through formative assessment strategies, teachers will be able to determine the best just-in-time support for the whole class. Posing questions before the lesson to gauge whether students have the prerequisite skills to move forward with the day's lesson, allows the teacher to know how they need to approach instruction that day. Through observations of student work, teachers can also determine what skills are missing then address these skills whole class. For students needing more intensive instructional support based on these formative assessments, small groups will be assembled to meet outside of the class period, during scheduled small-group time. This Tier I support will address the identified areas of need. Progress monitoring will be done during these small-group sessions to evaluate growth. Students needing further instruction will continue in small-group until adequate progress on the identified skills is made. Teachers also have designated office hours to further support instruction. All students have access to this time to receive extra help with current standards being taught or ask verifying questions. In all Phases of Reopening, this access will be done remotely and in-person.

Students who are not responding to small-group intervention with the classroom teacher, will be recommended to the Multi-Tiered Systems of Support (MTSS) team for additional support. The site's Teacher on Assignment (TOA) will review with the teacher the intervention that has taken place to decide a new course of action. This may be the TOA supporting the teacher and student during synchronous learning in Phase I, creating a breakout room to virtually help the student individually. Further action may need to be administered if the student is still not responding within the class period. If this is the case, the TOA will implement small group or individual instructional time. After 4-6 weeks, the TOA will report progress to the teacher and MTSS team where it will be decided whether further intensive support needs to be implemented.

The TOA will develop the Tier 2 intervention needed and create an eight-week cycle with scaffolds and supports to aid the student in meeting their identified goal. Progress monitoring is collected during each small group session with a mid and post assessment administered to identify growth at the end of the intervention cycle. This eight-week cycle will repeat three more times during the school year. Students who show progress will continue to be monitored through MTSS and the teacher.

English Learners will receive integrated ELD through the adopted curriculum which provides strategies for instruction English language learners (ELL) including accessible reading and vocabulary within the unit being taught. Designated ELD will be developed by the TOA, meeting in small groups. ELL will be administered a language development assessment through Reading A-Z to give the TOA another data point to combine with data from diagnostic and formative assessments to determine the best instructional strategy. Resources provided through Reading A-Z give ELL content specific instruction to improve reading, speaking, writing, and listening skills such as leveled readers, vocabulary both academic and social, and conversation tools, all aligned to the CCSS.

Students with exceptional needs will receive support for learning loss through the Educational Specialist and the Instructional Assistants (IAs). This will consist of in classroom support during synchronous learning using breakout rooms to meet individual needs. The Ed. Specialist will work with the teacher to administer assessments with accommodations as designated by the student's Individual Education Plan (IEP). Results from these assessments and teacher's formative assessment will facilitate the development of Tier 3 intervention. The

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Ed. Specialist has several resources available to meet a student's individual needs including iReady Instruction for reading and math, mapped based on diagnostic results and IEP goals. IXL Learning for ELA and math provides skill practice as designated by the teacher. Analytics from student practice are reviewed by the teacher as progress monitoring. Mathia is used as another supplemental instructional resource specifically for math. The teacher can assign specific skills based on the student's assessment data and analyze growth on these skills. These resources are accessible online and will continue to be used throughout all Phases of Reopening. The adopted curricula has modified lessons for delivery to students with exceptional needs giving students access to the same curricula as their peers. This curricula is accessed both online and in print. Printed materials have been safely delivered to students either through scheduled pick-up or home visits.

To address learning loss using the strategies mentioned above, low-income students, foster youth, and homeless students will be met through 1:1 student devices, hotspots for wifi, and printed materials if needed. Teachers and administrators will continue with several avenues of communication including home visits to ensure students are continuing to be successful both academically and emotionally.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

To measure the effectiveness of services and supports to address learning loss, the school will use the following points of data:
- Attendance - attendance will help determine student engagement and student readiness to address learning loss
- Diagnostic assessment cycle - assessments for reading, mathematics, and English Learners will be monitored for growth
- Formative assessments - ongoing formative assessments will be monitored by the classroom teachers
- Feedback - feedback given to students on assignments will help students make improvements
- Benchmark assessment cycle - summative assessments on current learning standards given at the end of unit/cycle, trimester/semester, and end of year
- Progress monitoring - evidence of learning from intensive classroom instruction and Tier 1 and Tier 2 interventions
- Participation in instruction - student presence in synchronous learning and completion of asynchronous work
- Student surveys and advisory teams - students will have the opportunity to anonymously (surveys) and virtual meetings (advisory) to voice concerns and what is working well in their opinions

These measures will be reviewed by school administration and teachers to determine if the strategies and approaches to instruction for learning loss and grade level standards is working. The data will determine any changes that need to be made including communication, technology, access to curriculum, and social-emotional health. Continued professional development will be provided to staff and will be redefined if data proves a change is needed. Data will be disaggregated to guarantee the needs of English learners, low-income, foster youth, pupils with exceptional needs, and homeless students, are addressed.

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

Description	Total Funds	Contributing
Online Programs for Assessment and Learning. iReady, Reading A-Z, IXL, Mathia and Gizmos to facilitate remote learning and instruction.	110,528.00	Yes
Home Visits. Mileage reimbursement to staff delivering materials and devices to families unable to travel to the school site.	3,000.00	Yes

Mental Health and Social and Emotional Well-Being

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

The Lewis Center for Educational Research staff will be provided professional development and resources that align with the California Department of Education Safe School Reopening Guidelines around Mental Health and Wellbeing. Teachers will receive a 2-hour professional development, which will include content about (a) the relationship between trauma and poverty (b) how trauma impairs learning (c) symptoms of trauma in the classroom (d) importance of teacher-student relationships in regard to trauma (e) how mindfulness, movement, and community circles can help in the classroom.

After the professional development, the school counselor will follow with weekly lessons and resources that are designed to help teachers deliver social-emotional learning lessons to students with minimal preparation. This includes video and virtual lessons during COVID-19 virtual learning. Teachers will also receive wellness information weekly. The Counselor will also model lessons in the classroom every three weeks.

The school's counseling team will continue to support mental health and social-emotional well-being by providing social-emotional learning (SEL) courses through curriculum implemented at the K-12 level. Teachers will support the distribution of SEL resources and will support the implementation of the adopted SEL curriculum during their live interactions with students. Academic and socio-emotional counselors will provide ongoing support and training on how to collect SEL data and implement appropriate interventions.

A counseling and crisis response team was specifically defined this year in response to COVID-19 and based on stakeholders' input. This team includes three credentialed school psychologists and two school counselors. Biographies and areas of expertise were made public and

easily accessible for parents and students through the corresponding websites. After reviewing and analyzing concerns with accessibility, visibility and scheduling, the counseling team has made available their personal contact information with students, parents and staff. The team is providing weekly reminders to all stakeholders via parent forums, teacher meetings, and weekly notifications. Professional development opportunities for staff include direct trainings provided during staff meetings and online resources provided by clinicians.

The counseling team is also available to staff for consultations regarding heightened levels of anxiety and stress as a result of COVID-19. An open-door policy is in place to consult with school psychologists and counselors based on their needs. The counseling team can also refer staff members to outside agencies. Administrators and the Human Resources Office, can make other resources available l counseling services can be procured for staff. A consultation with administrators and counselors is needed to process referrals.

At the school site level, students are participating in weekly SEL lessons provided by their teacher and the adopted SEL curriculum. Cou

Elementary
All TK-5 elementary students participate in the Second Step curriculum weekly. The curriculum covers a range of SEL skills focusing on empathy, communication, problem solving, and emotion management.

Middle School
All 6-8th graders participate in the Second Step program. Through weekly lessons during homeroom, students learn a variety of SEL skills focusing on mindsets/goals, recognizing bullying & harassment, thoughts/emotions/decisions, and managing relationships/conflicts. Small group counseling provided by the School Counselor to address a variety of social/emotional conditions including anxiety and anger management.1-on-1 clinical counseling provided by DMCC through the Student Assistance Program (SAP).

High School
Small group counseling provided in cooperation with DMCC. Students work on a variety of topics including anxiety management, anger management, relationship skills, etc.1-on-1 clinical counseling provided by DMCC through the Student Assistance Program (SAP). Solution focused-brief counseling is provided by the School Counselor on a 1-on-1 basis.

Pupil and Family Engagement and Outreach

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Attendance and engagement in school are essential for academic growth and social interaction for every student. Whether the learning is done virtually or on-site, it's imperative that every avenue is explored to reach students. During Phase I, all students are engaged in distance learning. This model of learning closely resembles in-person instruction but defining how engagement should be measured, has provided a challenge. Using the released guideline from the California Department of Education, "Stronger Together", the school has defined attendance through the following methods:

- attending daily synchronous learning
- responding to asynchronous learning on the same day
- completing assignments or assessments turned in on the same day

It is the responsibility of all staff to ensure the engagement of its students as it is the key to students being successful no matter the model of instruction they receive. In a virtual environment, there are a variety of ways to measure this engagement, such as:

- participation in synchronous learning
- completion of assignments and assessments
- asynchronous participation in discussions
- passing grades
- collaboration/interaction with peers
- survey participation

Upon transitioning to Phases 2 and 3, synchronous participation in learning will include both distance learning and in-person. In Infinite Campus, the school's student information system, attendance will be divided into distance learning and in-person learning sections.

The school's staff are responsible in the following ways:

- Teachers: Record attendance and engagement each school day for each class period and contact non-participatory students.
- Students: Attend class for each scheduled day for each class period either synchronously or asynchronously.
- Administrators: Determine how and what measures will be in place for attendance, verify that attendance and engagement are documented correctly, and support re-engagement of non-participatory students.
- Attendance Staff: Monitor that attendance and engagement is logged daily and verified weekly by teachers and support efforts to make contact for non-participatory students.

Outreach to families is provided through email, mass-messaging, phone, mail, social media, parent forums, and the school's website. Information relayed to families includes the school calendar, attendance policy, the school's reopening plan, and the school's bell schedule. Through the first month of the 20-21 school year, attendance for TK-5 is 92.3% and grades 6-8 is 89.87%. For those students not in attendance or engaging in learning, the school has designed a re-engagement plan to assist in reaching these families.

Within the first three days of disengagement, the teacher will make contact with parents by phone, email, or Infinite Campus messaging. After a week of absences and no contact, a school administrator will reach out to the family by any means necessary. If the family is not accessible through electronic methods, administrators will make a home visit to determine what needs to be in place for students to engage. This could be the delivery of a computer, hotspot, or materials needed for instruction. Translation services are also available. After two weeks of absences and no contact, an attendance letter will be sent out and a parent conference scheduled. If further absences occur, the student will be recommended to the Multi-Tiered System of Supports (MTSS) team to determine the next steps. These steps could include the development of an SST (Student Study Team), small-group intervention upon return, or referral to the Student Attendance Review Team (SART).

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Food services will continue to provide healthy meals to students during all phases of reopening. During Phase I, while students are participating in distance learning, Grab & Go Breakfast and Lunch meals are available for pick-up during the specified times of 8:00 a.m.-10:00 a.m. and 12:00 p.m.-2:30 p.m. Families may receive both breakfast and lunch during one of the scheduled pick-up times. They also have the opportunity to receive a week's worth of meals if they choose. The pick-up process follows the guidelines for social distancing and appropriate personal protective equipment is in place. Families will be charged for the meals based on household eligibility determined by the Free/Reduced Meal Application. The school's vendor is Preferred Meals and they provide the school with prepackaged meals that comply with USDA & CDE guidelines.

In Phases 2 and 3, the school will continue to provide meals to students who choose to continue to participate in distance learning. Pick-up windows will stay the same with families having the option of receiving both breakfast and lunch either daily or weekly. For families choosing in-person hybrid learning, the school will provide both breakfast and lunch during specified times adhering to social distancing guidelines. Students choosing the hybrid model will attend in-person two days a week and three days of remote learning. Students will be able to pick up meals during their in-person learning days for the days they attend remotely.

To follow social distancing requirements, students receiving in-person learning will continue to obtain prepared meals then eat in their designated area. There will be three designated areas both indoors and outdoors, separated by grade levels. The maximum number of grade levels being served at one time will be three. Families will have the option of cashless payments, pre-paying online or by check.

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

Section	Description	Total Funds	Contributing
School Nutrition	Individual plexiglass barriers for indoor eating areas to mitigate germs and viruses including COVID-19.	9,500.00	No
In-Person Instructional Offerings	Additional custodial staff for increase sanitation protocols for Phases 2 and 3.	30,000.00	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4%	25,872.00

Required Descriptions

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

Foster students, English learners, homeless students, students with exceptional needs, and low-income students were addressed as the first priority in the school's plan for the 2020-2021 school year. Their needs for academics, social-emotional, and safety were taken into

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account when developing programs, supports, and communication. Continued data acquired from families over the course of the school year allows the school to improve services for these identified students.

The most important element to providing for our unduplicated students is to ensure that they are healthy and safe. This includes nutrition, social-emotional supports, and safety measures to mitigate the spread of COVID-19 and other viruses.

Nutrition Services
Grab & Go Breakfast and Lunch are available for pick-up during the specified times of 8:00 a.m.-10:00 a.m. and 12:00 p.m.-2:30 p.m. These times have been increased since the first school closure to give families a broader window for pick-up. Families may pick-up both breakfast and lunch for the day or a week's worth of meals. Additional PPE, sanitation, improved air quality, hand-washing stations, and social-distancing signs were needed to provide meals during Phase I of distance learning and will continue through Phases 2 and 3. This action will provide the nutrition necessary while keeping with social distancing guidelines for the safety of students and staff.

Social-Emotional Health
Counselors and support staff are readily available to help students either virtually or in-person. Other services outside of the school are available on the school's website for families to access when needed. Students who identified as non-participatory receive home visits from administrative staff to ensure their needs are being met and they are safe. Teachers also provide SEL lessons within the school day on a weekly basis to encourage students to support each other. This also helps teachers identify those students who may need additional support.

Health and Safety
For health and safety, additional efforts have been implemented to prioritize the return to school for unduplicated pupils. An increase in PPE, sanitation, air quality, hand-washing stations, and social-distancing signs have been purchased for the school site. Staff roles have been changed and additional staff hired to keep up with the continuous demand for sanitation around campus.

Academics for the population of unduplicated students can be negatively affected if they are unable to participate in learning. To ensure continuity of learning, students need access and support.

Device and Connectivity
The necessary access for students to connect with distance learning was provided first to unduplicated students who did not have full access at home. The IT department connected with families either through email, school messaging, the school's website, or social media to ensure students had a device and connectivity. Those families who did not respond received a phone call and in some cases, a home visit to deliver computers and hotspots as needed. Additional devices and hotspots were ordered to meet all the identified needs.

Professional Development and Trainers
Teachers are provided professional development from curriculum specialists and in-house trainers specifically for small-group instruction. Training includes supports for English learners both integrated and designated ELD instruction. Support from in-house trainers focuses on assisting teachers in meeting the needs of unduplicated students including building small-group time, implementing research-based interventions, and monitoring progress.

In response to COVID-19, services were identified in the Learning Continuity Plan to assist in meeting the needs of the school's foster students, English learners, homeless students, students with exceptional needs, and low-income students. It is essential that we improve and increase these services for our unduplicated students so they can continue to receive a rigorous, high-quality academic program whether the learning is virtual or in-person.

Actions that improved services:
- Time built into the current school schedule to facilitate small-group instruction. This will allow students to receive intensive instruction with the teacher to help narrow or close the gaps created due to school closure.
- Training for teachers to implement small-group within their adopted curriculum both virtually and in-person.
- Training for teachers to better meet the needs of their English learner pupils with adopted curriculum and online programs.

Actions that increased services:
- Additional 1:1 devices to ensure student access to instruction and curriculum for students to continue their learning without interruption.
- Hotspots provided to families with limited or no connectivity to access daily live instruction or asynchronous instruction.
- Home visits were implemented to deliver devices, hotspots, materials as needed to families that are unable to drive to the school. Home visits are also used to check-in on families and help with any other needs they may have.
- Online programs purchased to diagnose learning loss, provide instructional support, and monitor progress for all unduplicated students. Results will help facilitate targeted instruction to meet students where they are at academically.

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at
https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

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

General Information

Lewis Center for Educational Research (LCER), the Norton Science and Language Academy (NSLA) school administration and staff have worked to prepare the best possible educational options for students for the coming school year. The contents of this Learning Continuity and Attendance Plan are aligned to the LCER School Plan for Safe Reopening and the LCER Board Policy 3500: Health and Safety Policy for COVID-19. These plans are cited throughout the document and can be viewed in full on the organization's webpage (www.lewiscenter.org). The Learning Continuity and Attendance Plan memorializes the ongoing planning process for the 2020-2021 school year.

LCER operates two schools, NSLA and Academy of Academic Excellence (AAE), which to the extent possible, are working collaboratively to address the COVID-19 pandemic and safe reopening. NSLA is an independent, direct-funded charter school that was first authorized in 2008 by the San Bernardino County Superintendent of Schools. The NSLA serves a TK-8 population of approximately 836. The demographic breakdown of the 836 student population is 6.3% African American, 1.2% Asian, 87.0% Hispanic, and 4.6% White. Students qualifying as unduplicated are low income (76.0%), English learner (31.7%), homeless youth (3.5%) and foster (0.2%). Students with disabilities account for 10.8% of the population.

Since the original school closures in March 2020, we have all grappled with the best way to safely educate our children during times of COVID-19. When NSLA closed its campus to in-person instruction in March 2020, students were transitioned to distance learning. The impact was felt by every member of the school community: students, families, teachers, administrators, staff, and community partners. It drastically altered the daily lives of all stakeholders, creating higher levels of stress and trauma. The impacts of the COVID-19 pandemic have been disproportionately large on students and families who were already experiencing inequitable outcomes.

The 2020-2021 school year has begun in Phase 1 with all students participating in full distance learning. We are working diligently to meet the challenges of a global pandemic while providing a more robust, rigorous distance learning instructional model that meets the academic, social, and emotional needs of students and families. We are preparing to safely return students to in-person teaching and learning as soon as local, county, and state data and guidelines allow schools to reopen.

NSLA is committed to meeting the challenges posed by our current conditions while continuing to provide children a quality education within a safe and supportive environment. Students will continue to be supported in academic and social growth needs through social-emotional support, grab-and-go meals, and daily interaction with staff. The success of any educational model requires the partnership between the school and families. Stakeholders have been actively engaged in the planning and implementation of the Learning Continuity and Attendance Plan.

Additional Resources:
LCER School Plan for Safe Reopening
http://www.lewiscenter.org/documents/LCER%20Reopening%20Plan.pdf

LCER Board Policy 3500: Health and Safety Policy for COVID-19
http://www.lewiscenter.org/documents/Board/Bylaws-and-Policies/3500_BP_Health-and-Safety-Policy-for-Covid-19.pdf

San Bernardino County COVID Guidance for Schools
https://sbcovid19.com/

Senate Bill 98
http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB98

California Department of Public Health COVID-19 Industry Guidance: School and School-Based Programs
https://files.covid19.ca.gov/pdf/guidance-schools.pdf

California Department of Education Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools
https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

To ensure that all stakeholders have input in school planning and improvement including the development of the Learning Continuity and Attendance Plan, LCER and NSLA administration routinely meets and works together to discuss and determine all possible avenues of communication channels available. The collaborative planning process for the safe reopening of LCER schools for the 2020-2021 school year began in April 2020. The LCER Management Team consisting of President/CEO, Executive Team, AAE and NSLA Administration, District Nurse, and Facilities Manager meets regularly to discuss and plan for all phases of reopening. A task force consisting of administration, classified and certificated staff has been formed for Health and Safety to ensure that broad perspectives are considered throughout the planning stages. Teachers also meet in grade levels to look at key challenges for distance learning and a phased reopening. The feedback from the teachers and task force is reported back to the Management Team. This feedback was used to develop the LCER School Plan for Safe Reopening and LCER Board Policy 3500 and continues to be used to address ongoing issues such as attendance reporting, technology integration, and scheduling.

LCER and NSLA Administration also actively seeks input from families utilizing a number of formats. All outgoing information is made accessible in English and Spanish. Stakeholders who do not have online access for surveys and virtual meetings are provided a hard copy of the information.

In response to COVID-19 and the continued development of the school's Reopening Plan, the school has implemented several methods to glean stakeholder input including, but not limited to:

- 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

Dates, type of engagement, and the purpose for stakeholder input since the closure in March 2020 until present in response to COVID-19 are listed below.

April 2, 2020

NSLA Home Technology Survey

This survey assessed LCER Family technology needs at home. These results were used in the 2020-2021 budget development process. COVID-19 funds were prioritized to ensure that all students had access to wi-fi and a device. The IT Department followed up with each family who expressed a technology need and placed them on a list for a device or hotspot as needed. Additional support was given to support other technology needs such as troubleshooting home internet issues or securing a free or low-cost internet provider if needed. The IT Department and NSLA staff also followed up with families who had not filled out the survey and/or whose students were not engaged in distance learning. This has been an ongoing process to ensure 100% access. Beginning in August 2020, NSLA administration has also begun to conduct home visits with translation services if needed to reach out to all non-participatory families. As additional COVID relief funding has been allocated, NSLA has purchased one-to-one devices for all students and hotspots for families in need.

May 19, 2020

NSLA Fall Reopening Parent Survey

This survey assessed NSLA parent concerns over reopening plans for the coming school year. This survey provided the foundation for planning for a phased reopening and hybrid instruction. Based upon the results, it was determined that a majority of the classroom occupancies with social distancing in place could support a return of in-person instruction in two cohorts. It was also determined that an option for full distance learning was still in demand by approximately 30% of families.

June 1, 2020

Fall Reopening Teacher Meeting

The purpose of this meeting was to engage and inform teachers of the possible reopening plans for the coming school year. The current guidance from California Department of Education, California Department of Public Health, San Bernardino County and Center for Disease Control were shared. After questions were answered in this forum, the teachers were given time in the following two weeks to collaborate with their teams and provide additional feedback via Survey Monkey regarding the reopening plan.

Fall Reopening Parent Letter

This letter was sent via Parent Square and posted to the website and social media to engage and inform parents of the possible reopening plans for the coming school year.

Weeks of June 1st and 8th

Time was allocated for teachers to work in grade level teams to give feedback on many aspects of reopening. Each team completed the survey, "LCER Reopening Grade Level Input." These suggestions and concerns were reviewed by the LCER Management Team and incorporated into the LCER School Plan for Safe Reopening, LCER Board Policy 3500, and the Learning Continuity and Attendance Plan.

June 9, 10, & 15, 2020

Fall Reopening Planning Sessions held (all LCER/AAE management included)

The LCER Management Team utilized the feedback from the task force, grade level teams, and surveys to draft COVID-19 protocols for 2020-2021. Topics focused on health and wellness measures for staff and students, facilities needs to address new guidelines and mandates, instructional programming, social and emotional wellness supports, food services, and communication planning. The efforts from these planning sessions were reflected in the adoption of LCER Board Policy 3500 and LCER School Plan for Safe Reopening.

June 15, 2020

LCER Board Meeting

LCER President/CEO presented the current reopening plans for 2020-2021. At this time, the plan was to offer full distance or an in-person hybrid option. Students who opted for in-person instruction would be assigned to either Cohort A (meeting on campus each Monday and Tuesday) or Cohort B (meeting on campus Thursday and Friday). All students would participate in asynchronous instruction on Wednesdays to allow teachers time to provide additional instructional support to mitigate learning loss and to plan for a more robust distance learning model. LCER President/CEO also provided an update of local COVID-19 data, as well as new guidelines from CDE and San Bernardino County.

June 17, 2020

Parent Letter

A letter was sent electronically and physically to all families discussing the possible instructional models and when the reopening plan will be available to view. This letter was also posted to the website and social media accounts to keep the lines of communication as broad as possible.

July 13, 2020

Letters were sent to staff, families, and LCER Board containing GoToWebinar meeting information (online and telephonically) to discuss the potential routes the school may take to reopen safely.

July 14 and 15, 2020

Preparation for safe Reopening Plan Meetings

LCER Management Team met to plan and prepare the presentations for the upcoming staff and family meetings regarding the reopening plans. Final revisions were made on the LCER School Plan for Safe Reopening.

July 16, 2020

LCER Staff Meeting to Present LCER School Plan for Safe Reopening

Special Board Meeting to approve LCER School Plan for Safe Reopening.

The presentation for these meetings included discussion about the hybrid and distance learning instuctional models, the proposed phased approach to reopening, social-emotional supports and services, family and community support resources, plan for students with disabilities, and plan for sports and extra-curricular activities. The input from the all staff meeting was shared as part of the board presentation. The LCER Board approved the plan unanimously.

July 17, 2020

2:30-3:30 NSLA Parent Meeting

5:00-6:00 LCER Parent Meeting (for those from either school who were unable to attend the previous session)

The presentation for these meetings included discussion about the hybrid and distance learning instructional models, the proposed phased approach to reopening, social-emotional supports and services, family and community support resources, plan for students with disabilities, and plan for sports and extra-curricular activities. The input from the Special Board Meeting was shared as part of the presentation. The adopted plan was posted to the website and social media accounts and shared out electronically to all NSLA families.

August 7, 2020 (and each subsequent Friday)

2:30-3:30 NSLA Parent Meeting

These open parent forums allow administration to receive input on safety, reopening, instruction, and technology. The LCER President/CEO, Prinicipal, Director of IT, and vice principals attend to share information and provide clarification. Parents and attendees can submit questions on GoToWebinar which can be answered privately or whole group. This has allowed the administrative team to better respond to widespread or individual needs in ways that would not otherwise be possible during closure.

September 14, 2020

Public Hearing and Regularly Scheduled Board Meeting

During the public hearing, staff will present an overview of the Learning Continuity and Attendance Plan. Stakeholders will have an opportunity to provide feedback through public comment to the board. Public comments will be electronically submitted to the Secretary. The window for public comment will begin when the agenda and draft plan is posted and will continue throughout the public hearing time. Stakeholders who would like to share additional feedback for staff consideration will also be able to post questions, comments, or concerns in the Question and Answer box throughout the meeting. Staff will utilize this feedback for the final draft submitted to the Board for approval at a subsequent Special Board Meeting to be held prior to September 30, 2020.

September 21, 2020 (to be voted on September 14, 2020)

Special Board Meeting

The final draft of the Learning Continuity and Attendance Plan will be submitted to the Board for review and approval.

[A description of the options provided for remote participation in public meetings and public hearings.]

Due to COVID-19 restrictions, meetings are limited to virtual or telephonic contact. Most of the stakeholder meetings are held through GoToWebinar, an online platform, with options to join via computer or telephone. The meeting information and details are sent out through email as well as posted on all website pages and social media platforms. Stakeholders are able to submit questions, comments, or concerns via the chat or Question and Answer dialog boxes. An administrator moderates these comments throughout each meeting. This feedback is collected to inform future decision making and planning. GoToWebinar also has additional features such as analytics, reports, polls and surveys that enhance participant engagement and tracking.

Multiple virtual meetings have been made available for easier access to all parents and stakeholders with a variety of schedules. These include reopening plan meetings, weekly parent forums, Back to School Night, and Board meetings.

Virtual Board Meetings are posted on the website at least 72 hours in advance. A public comment link that is monitored by the Secretary is also included. Attendees can join virtually or telephonically. The annual calendar for regularly scheduled board meetings is posted on the website, and meeting reminders are sent to staff via email. Public hearings are advertised via Infinite Campus Messenger, social media, and school website.

[A summary of the feedback provided by specific stakeholder groups.]

Both Lewis Center schools, AAE and NSLA, had a high percentage of parents interested in utilizing as much in-person instruction as possible for their students. More than 70% of all Lewis Center families are eager for their children to attend in-person instruction regardless if there is social distancing in place or not.

88.35% of NSLA families state that they have a strong enough internet connection to be able to support current distance learning measures.

Over 96% of Lewis Center families state that they will continue to send their children to a Lewis Center school.

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

Stakeholder input aided in the development of the school's Reopening Plan. The majority of families want their children to return to school in an environment that is safe for staff and students. To keep both safe, Phase I of the Reopening Plan has all students engaged in full distance learning. Stakeholders voiced their concerns in regard to distance learning, stating there needs to be an increase in rigor and expectations including synchronous learning. To support a quality distance learning program, teacher training, technology access, adapted staff roles, mental health, and nutrition services needed to be in place.

Stakeholder engagement influenced the following in support of Phase I, distance learning:

Technology access:
- -1:1 devices were purchased for every student (only students in grades 3-8 were issued devices in previous years)
- -SWIVL robots were purchased for teachers to facilitate synchronous instruction and support the transition to hybrid instruction. iPads were also purchased to support the SWIVL if teachers did not already have one issued.
- -Hotspots purchased for families with wifi access issues
- -Document cameras were purchased to support teachers' ability to teach remotely if needed
- -Writing tablets are being purchased for teachers, upon request, who will benefit from integrating these tools into their math or writing instruction
- -The free Zoom accounts were upgraded to Zoom Pro in order to better facilitate distance learning through single sign ons, rostering capabilities, polling features and enhanced reporting for engagement and attendance

Online Curriculum and Assessments:
- - Allow teachers to identify learning loss in Reading and Math
- -Provide instructional strategies for all groups in core areas
- -Provide enhanced progress monitoring for students

Professional development:
- -Professional Development provided by in-house personnel, Special Education Local Plan Area (SELPA), and curriculum publishers, to support best practices and technology use with distance learning
- -Training Topics include, but are not limited to: Infinite Campus, Zoom, Google Classroom, Distance Learning Best Practices, Cyber Security, SWIVL, mindfulness, and Love and Logic.

Staff roles:

- -Classified staff roles were made more flexible to support facilities cleanliness, student support services and staff child-care.

Food services:
- -Meal pick up times have been extended by an hour each day to add flexibility for families
- -Families are also now able to pick up five days worth of meals at once

Mental Health:
- -Social Emotional curriculum purchased and implemented across the grade bands
- -Counseling services (SAP - Student Assistance Program) is available to all students through Desert Mountain SELPA
- -An additional counseling tab was added on the school's website to highlight available resources
- -Enhancing access to the school's counseling team

Continuity of Learning

In-Person Instructional Offerings

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

The school's reopening plan describes three phases of transitioning students back to in-person instruction. In Phase I, students will receive a combination of synchronous and asynchronous instruction delivered virtually via Zoom video conferencing and Google Classroom, the

school's learning management system (LMS). Once local community and state guidelines deem it safe for students to come back to school, Phase 2 will begin. In Phase 2, families will be surveyed to choose between full distance learning and hybrid learning, a combination of in-person instruction and distance learning. In-person pupils will be separated into Cohorts A and B, each meeting 2 days on campus and the remainder in distance learning. In Phase 3, families will again be surveyed to choose between full distance learning and hybrid learning. Cohorts A and B will be combined so that all students attending in-person will be physically present 4 days a week with one day of distance learning.

Safety Measures
LCER has taken measures to mitigate the spread of COVID-19 as described fully in LCER Board Policy 3500 (http://www.lewiscenter.org/documents/Board/Bylaws-and-Policies/3500_BP_Health-and-Safety-Policy-for-Covid-19.pdf). These measures include:

1. LCER is incorporating CDE guidance with respect to physical distancing between staff and students by keeping at least six feet away from others when feasible.

2. LCER is requiring face coverings to be worn by staff, students, and visitors unless the individual qualifies for a medical exclusion. LCER is also requiring designated staff to wear Personal Protective Equipment ("PPE") as appropriate. LCER will continue to follow CDE and CDC guidance and state and local health orders on the use of face coverings and PPE.

3. LCER is allowing only necessary visitors and volunteers on the LCER campus and limiting the number of students and staff with whom they come into contact. Parents/guardians will be encouraged to stay in their vehicles during pick up/drop off. Ingress and egress pathways will be established to promote social distancing.

4. Daily wellness Checks and Temperature Screening protocols are in place for students, staff, and visitors. Staff logs are monitored weekly. All visitors are screened at the kiosk or front office upon entering campus.

5. COVID-19 tracking, testing and response to suspected or confirmed cases and close contacts will be conducted and monitored in accordance with the San Bernardino County Department of Public Health and other applicable agencies.

6. Enhanced sanitizing and hygiene materials and practices are in place including the installation of additional handwashing and hand sanitizing stations, posting of signage throughout the campus, handwashing and hygiene education for staff and students, and purchases of additional supplies to promote health and wellness.

7. Staff has been trained in the safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA. Additional custodial supplies have been purchased to support enhanced cleaning and disinfecting efforts. These include, but are not limited to: foggers, pressure washers, cleaning carts, and classroom/office cleaning kits.

8. LCER has followed the CDE guidance for maintaining healthy facilities. Specific safety measures include, but are not limited to: installation of air ionizers in shared ventilation spaces, installation of plexiglass barriers in public-facing areas, instruction to keep doors and windows open when possible, installation of MERV-13 filters or equivalent in all HVAC units, posting of maximum room occupancy numbers, posting of directional pathway signage where appropriate, and rearranging of shared spaces to promote physical distancing.

Learning Loss Mitigation Measures
At the beginning of the school year, diagnostic and formative assessments will be administered remotely to identify learning loss. Data from these assessments will be analyzed during Professional Learning Communities (PLC) to drive the improvement of the instructional program. Time for small group instruction--intervention and designated English language development--is built into the school's schedule within the normal school day. Additionally, the school's Multi-Tiered Systems of Support (MTSS) team will review data with teachers during PLC time to determine the best intervention strategies to put in place within the regular classroom instruction. Students in need of Tier 2 intervention will attend small group intervention led by the Instructional Program Coordinator. During Phase I, the Coordinator will support teachers within the classroom during synchronous learning, enabling breakout rooms to work with individual students or small groups. The Coordinator will model intervention strategies with teachers to use remotely during synchronous instruction. In Phase 2, teachers will use the data collected during Phase I and through PLC, to identify students needing further intervention. The TOA will develop an eight-week intervention cycle with scaffolds and supports in place to aid the student in meeting their identified goal. Progress monitoring is collected during each small group session with a mid and post-assessment administered to identify growth at the end of the intervention cycle. This eight-week cycle will repeat three more times during the school year.

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

Description	Total Funds	Contributing
Personal Protective Equipment/Health Materials. To mitigate the spread of germs and viruses including COVID-19, the LEA will purchase face coverings, thermometers, nursing supplies, hand sanitizer, hand sanitizer stations, spray bottles, disinfectant, paper towels, gloves, goggles, disinfectant foggers, and plexiglass for office areas.	25,000.00	No
Hydration Stations. Conversion of current drinking fountains to bottle filling stations providing safe access to drinking water for staff and students.	250.00	No
Handwashing Stations. Additional handwashing stations throughout the campus where sink access is insufficient. Handwashing is a preventative measure for germs and viruses including COVID-19.	5,000.00	No

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Description	Total Funds	Contributing
Classroom Air Quality Improvement. Merv 13 air filters, ionizers for all classrooms with exterior accessibility, air purifying station to help mitigate the transmission and spread of germs and viruses including COVID-19.	5,000.00	No
Visual Cues and Materials for Social Distancing. Directional signs, capacity signs, distancing signs, handwashing signs, face-covering signs, entry and exit signs.	2,500.00	No

Distance Learning Program

Continuity of Instruction

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

It is imperative that all students receive a standards-aligned curriculum and instruction during all phases of the school's reopening plan. The school's adopted curricula lends itself to both in-person instruction and distance learning creating a seamless transition when moving from one phase to another or whether a student chooses hybrid or remote learning. During Phase 1, all students will participate in distance learning accessed through school devices and wifi. Delivery of instruction will be given both synchronously and asynchronously so that all students have access. All teachers will use Zoom video conferencing to provide synchronous instruction and record for asynchronous learning.

Synchronous Learning: Synchronous learning takes place between a teacher and students in real-time where students are engaging and interacting simultaneously during live instruction.
- Students can ask questions and receive immediate feedback
- Socialize and collaborate with peers
- Closely models on-site instruction
- Formative assessment data can be observed
- Just-in-time support between student and teacher

Asynchronous Learning: Asynchronous learning is learning that occurs outside of the designated classroom period during a time convenient to families.

- Flexible learning of the day's lesson for students
- Provides students with the ability to review lessons for better understanding
- Feedback provided to students through Google Classroom
- Students can ask questions and receive answers at a later time
- Collaboration with peers on assignments

As the school proceeds to Phase 2 of its reopening plan, families will have the option of continuing full distance learning or hybrid where students will learn in-person part of the week and part remotely. Curriculum and instructional resources will remain the same for both in-person instruction and hybrid, making a smooth pathway for whichever model the family chooses. While curriculum and instruction will remain constant in the transition to in-person instruction, delivering through technology will be enhanced with additional equipment. The school has purchased a Swivl robotic mount for an iPad, camera, or smartphone for each teacher. This robot includes a remote control and microphone to allow the teacher to instruct synchronously via Zoom with distance learning students and in-person students simultaneously. Additional iPads were also purchased for classroom teachers.

The adopted curricula throughout the school combines both online learning and physical textbooks or consumables. While hard copies of materials are not necessary to instruct online, they do make learning easier especially for primary grades and mathematics courses. The school schedules distribution days and times to provide students with the necessary materials to support classroom instruction while maintaining safety protocols for staff and families. Any remaining textbooks or consumables are labeled and sorted by grade and kept in the school office. For families that cannot physically pick up materials, staff members have made home visits and dropped off the necessary materials and technology.

Teachers use a common learning management system (LMS), Google Classroom. Parent feedback from multiple surveys and forums mentioned that there were too many platforms for communication during the school closure in the spring of 2020. Therefore, teachers are using only Google Classroom to help both parents and students understand the expectations of the class/course. Parents have the ability to join their child's Google Classroom(s) via email and receive the same notifications their child does. Zoom links are provided in the Stream and materials for each classroom and are consistent. Both schedules and syllabi are included for student and parents reference. Google Classroom is where students will access the asynchronous video of the day's lesson in case they were unable to attend the synchronous session. It is also where students will find their assignments with supporting documentation (e.g. reading materials, scoring rubrics, links to materials, etc.) and where they will turn in assignments, monitor feedback, and see grades. Teachers are also able to facilitate small group instruction for English language development (ELD) and intervention through Google Classroom.

Access to Devices and Connectivity

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

Upon the school's closure in March of 2020, students were participating in asynchronous distance learning. Family surveys went out through the school's mass messaging system, Parent Square, to inquire which families were without student devices. Families who did not respond

were called directly by staff. Responses in the affirmative were contacted and devices distributed. Families indicating a lack of connectivity were given an LTE device which would allow students to participate in their school work. Over the summer, two additional device/connectivity surveys were sent to families as the school transitioned to synchronous and asynchronous learning for the start of the 2020-2021 school year. Those families indicating further need in light of their students being on simultaneously were allocated additional devices. Verizon Wireless JetPack hotspots are available for families who indicate they require home connectivity.

The school's Information Technology (IT) Department will continue to reach out to families to ensure students to have access. This information is housed in the IT database and reviewed as needed. Families can access the school's HelpDesk support staff to troubleshoot device and connectivity issues at home via in-person, phone, and email. During the work week, IT staff is available from 7:00 a.m.–4:00 p.m. at the school site. A ticketing system is available for after-hour requests.

The Attendance Office will reach out to families identified as non-participatory which may include technology support. If technology is the problem for the family, IT staff will reach out to the family to solve any issue they may have. Both IT and the attendance office will continue to monitor student engagement for these families.

Pupil Participation and Progress

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

Within the school schedule for distance learning, synchronous learning takes place to meet the grade level requirements for instructional minutes. Teachers use an electronic planner within the school's student information system, Infinite Campus. All units, lesson plans, and assignments are given a time value.

To meet the state requirements for distance learning, the school has developed procedures for attendance reporting that documents daily participation for each student, for each school day, on which distance learning is provided. Attendance guidelines for distance learning:
- Teachers will take attendance for participation in distance learning through either student presence in synchronous Zoom meetings or asynchronous viewing of the recorded video. Students may confirm asynchronous participation by completing and submitting any video-related assignment. Other assignments and assessments may be graded, but not tracked as attendance.
- Synchronous and asynchronous activities must be completed by a student before 11:59 PM that same day to count as attendance. While weekend work may increase student learning and submitted assignments graded, it does not count as attendance on a school day.
- The school will continue to note excused and unexcused absences. Parents should contact the Attendance Office to verify a child's absence.
- Elementary teachers and secondary homeroom teachers will report Wednesday attendance for asynchronous participation. Before 11:59 PM on Wednesdays, students must log-in to their teacher's Google Classroom to complete that day's assignment.

The current schedule developed to support distance learning will transition into Phase 2 and Phase 3 of the school's reopening plan with little disruption. Students will be identified as virtual or physical for attendance. The school will continue to monitor guidelines and data provided both locally and at the State level to determine the beginning of Phase 2. The school will begin returning students needing the most intensive support, such as students with disabilities, then monitor the school's eligibility to submit a waiver to the San Bernardino County Department of Public Health to bring elementary grades back. Once the County of San Bernardino falls off the State's watch list, the school will fully transition into Phase 2 with TK-8 students returning in-person, small cohorts two days per week and three days in distance learning.

Distance Learning Professional Development

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

The teaching schedule was developed to support the minutes mandated by the California Department of Education and time built-in for professional development purposes. Professional development is being provided to teachers to support curriculum, online resources, and technology implementation. To support distance learning, the school's adopted curriculum publishers have developed online resources to support their curriculum making these resources available to teachers and students. Teachers began their training with its newly adopted NGSS aligned curriculum, Twig Science, in the spring of 2020 to prepare for the upcoming school year. This training included the use of modifying the curriculum and online resources to meet the needs of distance learning. The math curriculum, Swun Math, provided extensive professional development for implementing Swun Math with distance learning as well as pacing plans to support instruction of essential standards.

Online programs for assessment also have provided professional development to support remote testing. iReady diagnostic assessment for reading and math covered how to assess remotely and how to analyze results to support student instruction based on where a student is at in both subject areas. iReady training also included the identification of students for small group instruction and the resources available to support instruction. Reading A-Z provided professional development for the use of its reading assessments including running records and letters and sounds. Professional development included how to use the results to assign leveled readers and monitor student progress. A separate training took place for using the English language learners (ELL) module resources including assessment, progress monitoring, and instructional components supporting English Learners.

The school has its own Information Technology (IT) department to support teachers with technology integration. Supporting IT and teachers, the site has both an Instructional Program Coordinator and Coordinator of Assessments & Programs who understand the integration of instruction with technology. Technology professional development was provided for the new student information system, Infinite Campus, and its components to support distance learning such as attendance for virtual learning.

Trainings were provided for using Google Classroom as the school's learning management system and using Zoom to deliver both synchronous and asynchronous instruction. IT also provided videos for staff to help students with online access to the school's platform such as Google Classroom and Clever.

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Staff Roles and Responsibilities

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

Part-time classified staff was moved from a salary to hourly pay. This allowed flexibility in their job assignment to cover other employees in case of illness.

Additional Roles and Responsibilities of Character Development Officers (CDO) during Phase I.

At NSLA, CDO's and Kindergarten Instructional Assistants (IA's) provide both supervision and instructional support for staff children in 4 separate grade band locations. Responsibilities include assisting students with the Zoom and Google Classroom logins, technology questions, general questions the teacher may not have time to respond to, and enrichment activities to include socially distanced physical activity such as stretching, jogging in place, and dance.

Additionally, CDO's have taken on the responsibility for disinfecting these respective areas with the new fogging machines purchased by the Facilities Department. On Wednesdays, when the number of staff students is greatly reduced, CDO's have also been cross-trained to disinfect offices, unoccupied classrooms, outside door handles, light switches, hand railings, and any other high frequency areas.

CDO's were surveyed regarding willingness to take on tasks that were not included in their job description. The results will be utilized to assign willing personnel to voluntary tasks and cross-training in reception areas, kiosk health screening, attendance, and resident and guest substitute teacher coordinating and scheduling, as well as support in food services, facilities, janitorial, and groundskeeping. Hours may be adjusted to provide effective support in these supplemental areas.

Additional Roles and Responsibilities of Reception Staff during Phase 1.

Receptionists are responsible for taking employee temperature with a hands-free thermometer each day as staff arrives at their work site. They record each employee as a pass/fail in order to preserve staff privacy. Receptionists are also responsible to health screen any visitor who was not screened at the kiosk prior to coming on campus.

Additional Roles and Responsibilities of CDO Staff during Phase 2.

As the school moves into the hybrid learning model, CDO's will once again have the responsibility for supervision of students during recess, lunch, and passing periods. Signage requiring the wearing of masks, 6-foot social distancing, and one-way directional foot traffic patterns have been posted. CDO's will monitor and correct students to follow all CDC safety protocols.

Additionally, support will continue for children of staff members and will be supervised by CDO's and Instructional Assistants on Wednesdays and the days they are not in their academic cohort. CDO's will continue to assist with disinfecting procedures and fogging daycare areas/high use areas and time permitting, assist the custodial staff with classrooms.

Additionally, the cross-trained CDO Team will support other classified staff in the areas of elementary and secondary reception, attendance, resident and guest substitute teacher coordination and scheduling, food services, and other key areas should a classified staff member need to quarantine at home or become ill. The school's goal is to have a minimum of two back up layers of CDO's to be able to take on other assignments should other Classified personnel be exposed to, or infected with COVID-19.

Additional Roles and Responsibilities of Receptionists during Phase 2.

As school partially reopens and there are more students and parents on campus, receptionists will be the primary health screeners to prevent a delay at the kiosk for vehicle traffic. The kiosk will direct individuals to the appropriate reception area, where the COVID-19 questions will be asked and the individual's temperature checked and marked as pass/fail.

Both CDO's and office staff will help with first aid should a staff member or child need assistance.

Additional Roles for Facilities Staff to Reduce the Risk of COVID-19 in all Phases.

Facility technicians will support the custodial department. In doing so, they will be on a routine schedule for disinfecting high touch surfaces and all shared spaces. Once a week, the facilities department will disinfect the whole school by the use of foggers. In Phase 2, 50% of the facility technicians' time will be dedicated to the routinely use of the foggers to disinfect high touched surfaces and all shared spaces. Facility technicians will also be responsible for the groundskeeping.

Supports for Pupils with Unique Needs

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

Pupils with unique needs receive the same classroom curriculum and instruction as all other students. For pupils identified as an English Learner or students with disabilities, additional services will be provided within the instructional day both during classroom instruction and in small group time.

The English learner population will receive integrated ELD instruction through the adopted curriculum as needed. Designated ELD instruction will take place in small group delivered by a certificated teacher within the school day for a total of 60 minutes weekly. Both integrated and designated ELD will continue during distance learning and in-person learning. The school has purchased Reading A-Z English language learners (ELL) program to assist teachers in using research-based instruction to meet the needs of their EL students. This program includes assessments to determine the student's language ability. These results combined with the most current ELPAC scores, help teachers to adjust their ELD instruction.

For students on an Individualized Education Plan (IEP), the Education Specialist, Counselor, and School Psychologist have been meeting with families to discuss the student's current needs both academically, physically, and emotionally. The IEP team will review the current

levels of performance based on both diagnostic and formative assessments to identify these first data points to develop intensive interventions targeting basic skills and regression patterns. Through Distance Learning Plans established since March of 2020 due to COVID-19 closures, the IEP team will discuss these regression patterns or learning loss with parents, students, and staff and develop appropriate interventions to begin restoring fluency and proficiency levels. The IEP team will continue to utilize standardized measures to monitor progress and development of students with special needs. School Psychologists will also continue to test and develop comprehensive reports for students with disabilities and students referred for Special Education Services through the Student Study Team (SST) process.

Pupils in foster care will receive the following in support of distance learning:
- Monitoring of attendance and engagement with teachers
- Communication with foster family weekly by phone, email, or in-person
- Referrals to community support services and resources as needed
- Delivery of materials needed for distance learning if the family is unable to pick up
- Counselor will reach out to student for weekly check-in determining if there are any additional needs both academic and mental health

Pupils experiencing homelessness will receive the following in support of distance learning:
- Delivery of devices and hotspot as determined by contact with IT or administrative staff
- Monitoring of attendance and engagement with teachers
- Communication with family weekly by phone, email, or in person
- Referrals to community support services and resources as needed
- Delivery of materials needed for distance learning if family is unable to pick up
- Counselor will reach out to the student for weekly check-in determining if there are any additional needs both academic and mental health
- Collaboration with the local homeless agency for resources to continue student engagement

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

Description	Total Funds	Contributing
Diagnostic Assessments. Reading A-Z Training, iReady Diagnostic Training.	4,500.00	Yes
Devices and Connectivity. Hotspots for connectivity, Chromebooks, iPads, Swivl, Zoom license, GoToMeeting license, drawing pads, document cameras, TVs and mounts, firewall upgrades and wired and wireless infrastructure upgrades to support distance and hybrid learning, technology support.	224,000.00	Yes

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Description	Total Funds	Contributing
Additional Role Assignments. Instructional Assistants, Character Development Officers, Facility Technicians, Custodial, Kitchen Support.	140,000.00	No

Pupil Learning Loss

NSLA will continue to implement its annual assessment plan to determine each student's academic abilities. This plan combines diagnostic assessments, formative assessments, and benchmark assessments. Beginning of the year diagnostic assessments for Spanish language arts (SLA), English language arts (ELA) and math will be given remotely as the teacher monitors progress to garner the most honest results. Communication with families about these assessments will be given prior to administration. Testing will begin during the fourth week of instruction with the testing window ending five weeks later to allow for students to acclimate fully into the distance learning environment.

The school will implement iReady diagnostic suite of assessments in the areas of reading and math to determine the student's current academic progress in meeting the Common Core State Standards (CCSS). iReady will be given four times during the school year to monitor progress. Both assessments provide unique plans mapping the specific standards needed for students to make progress on current grade-level standards. Electronic resources are provided to help guide teachers in the instruction needed for differentiated groupings in both reading and math. Teachers use the online program, IXL Learning, to provide access for students to practice needed skills to address learning loss, extra practice for current instruction, and the opportunity for students to excel their learning in math.

Along with iReady diagnostic results, teachers will use Reading A-Z, available in both Spanish and English, to assess students remotely for letters/sounds and running records to determine current reading levels. Results help guide students in choosing leveled reading books they can read and assess online. Results will help teachers support students with small group, guided reading instruction. This assessment will be administered as needed for progress monitoring and scheduled for benchmark data four times during the school year. An additional component of Reading A-Z is the English language learners (ELL) module to support English learners. This program includes an assessment to evaluate English language development and progress monitor throughout the school year. It is scheduled to be administered four times during the school year.

Primary age students will assess with the phonemic awareness and phonics screener from Benchmark Adelante. Students with learning disabilities will assess with Orton Gillingham for literacy. In both assessments, teachers assess letter recognition, letter sounds, and sight

words. Results from the battery of tests will help teachers choose Orton Gillingham instructional strategies or other strategies to help students improve their reading. Teachers use assessment results to help determine student grouping, students who need individual support, and to help develop future lesson plans.

Teachers will use formative assessment methods to gauge understanding of the current skills being taught and to identify what skills students are missing that hinder them from doing grade level work. This just-in-time support will allow teachers to continue with instruction of the grade level standards while using the scheduled small group time to teach those missing skills. Formative assessments range from writing, fluency practice, and word study. Small group time is built into the school's schedule to facilitate Tier I intervention. The Instructional Program Coordinator will assist teachers in designing intervention lessons for instructing small groups throughout the week including designated ELD instruction.

To address learning loss in the areas English language arts, English language development, and mathematics, the interventions, small-groups, and assessments will be delivered remotely during Phase I of distance learning. Access for English Learners, low-income students, foster youth, students with disabilities, and homeless students will be met through 1:1 student devices, hotspots for wifi, and printed materials if needed. Teachers and administrators will continue with several avenues of communication including home visits to ensure students are continuing to be successful both academically and emotionally.

Pupil Learning Loss Strategies

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

Through formative assessment strategies, teachers will be able to determine the best just-in-time support for the whole class. Posing questions before the lesson to gauge whether students have the prerequisite skills to move forward with the day's lesson, allows the teacher to know how they need to approach instruction that day. Through observations of student work, teachers can also determine what skills are missing then address these skills whole class. For students needing more intensive instructional support based on these formative assessments, small groups will be assembled to meet outside of the class period, during scheduled small-group time. This Tier I support will address the identified areas of need. Progress monitoring will be done during these small-group sessions to evaluate growth. Students needing further instruction will continue in small-group until adequate progress on the identified skills is made. Teachers also have designated office hours to further support instruction. All students have access to this time to receive extra help with current standards being taught or ask verifying questions. In all Phases of Reopening, this access will be done remotely and in-person.

Students who are not responding to small-group intervention with the classroom teacher will be recommended to the Multi-Tiered Systems of Support (MTSS) team for additional support. The site's Instructional Program Coordinator (Coordinator) will review with the teacher the intervention that has taken place to decide a new course of action. This may be the Coordinator supporting the teacher and student during synchronous learning in Phase I, creating a breakout room to virtually help the student individually. Further action may need to be administered if the student is still not responding within the class period. If this is the case, the Coordinator will implement small group or

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individual instructional time. After 4-6 weeks, the Coordinator will report progress to the teacher and MTSS team where it will be decided whether further intensive support needs to be implemented.

The Coordinator will develop the Tier 2 intervention needed and create an eight-week cycle with scaffolds and supports to aid the student in meeting their identified goal. Progress monitoring is collected during each small group session with a mid and post assessment administered to identify growth at the end of the intervention cycle. This eight-week cycle will repeat three more times during the school year. Students who show progress will continue to be monitored through MTSS and the teacher.

English Learners will receive integrated English language development (ELD) through the adopted curriculum which provides strategies for instruction English language learners (ELL) including accessible reading and vocabulary within the unit being taught. Designated ELD will be developed by the Coordinator, meeting in small groups. ELL will be administered a language development assessment though Reading A-Z to give the Coordinator another data point to combine with data from diagnostic and formative assessments to determine the best instructional strategy. Resources provided through Reading A-Z give ELL content specific instruction to improve reading, speaking, writing, and listening skills such as leveled readers, vocabulary both academic and social, and conversation tools, all aligned to the CCSS.

Students with exceptional needs will receive support for learning loss through the Educational Specialist and the Instructional Assistants (IAs). This will consist of in classroom support during synchronous learning using breakout rooms to meet individual needs. The Ed. Specialist will work with the teacher to administer assessments with accommodations as designated by the student's Individual Education Plan (IEP). Results from these assessments and teacher's formative assessment will facilitate the development of Tier 3 intervention. The Ed. Specialist has several resources available to meet a student's individual needs including iReady Instruction for reading and math, mapped based on diagnostic results and IEP goals. IXL Learning for ELA and math provides specific skill practice as designated by the teacher. Analytics from student practice are reviewed by the teacher as progress monitoring. These resources are accessible online and will continue to be used throughout all Phases of Reopening. The adopted curricula has modified lessons for delivery to students with exceptional needs giving students access to the same curricula as their peers. This curricula is accessed both online and in print. Printed materials have been safely delivered to students either through scheduled pick-up or home visits.

To address learning loss using the strategies mentioned above, low-income students, foster youth, and homeless students will be met through 1:1 student devices, hotspots for wifi, and printed materials if needed. Teachers and administrators will continue with several avenues of communication including home visits to ensure students are continuing to be successful both academically and emotionally.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

To measure the effectiveness of services and supports to address learning loss, the school will use the following points of data:
- Attendance - attendance will help determine student engagement and student readiness to address learning loss
- Diagnostic assessment cycle - assessments for reading, mathematics, and English Learners will be monitored for growth
- Formative assessments - on-going formative assessments will be monitored by the classroom teachers
- Feedback - feedback given to students on assignments will help students make improvements

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- Benchmark assessment cycle - summative assessments on current learning standards given at the end of unit/cycle, trimester/semester, and end of year
- Progress monitoring - evidence of learning from intensive classroom instruction and Tier 1 and Tier 2 interventions
- Participation in instruction - student presence in synchronous learning and completion of asynchronous work
- Student surveys and advisory teams - students will have the opportunity to anonymously (surveys) and virtual meetings (advisory) to voice concerns and what is working well in their opinions

These measures will be reviewed by school administration and teachers to determine if the strategies and approaches to instruction for learning loss and grade level standards is working. The data will determine any changes that need to be made including communication, technology, access to curriculum, and social-emotional health. Continued professional development will be provided to staff and will be redefined if data proves a change is needed. Data will be disaggregated to guarantee the needs of English learners, low-income, foster youth, pupils with exceptional needs, and homeless students, are addressed.

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

Description	Total Funds	Contributing
Online Programs for Assessment and Learning. iReady, STAR Renaissance Spanish, Reading A-Z and IXL to facilitate remote testing and instruction.	31,315.00	Yes
Home Visits. Mileage reimbursement to staff delivering materials and devices to families unable to travel to the school site.	3,000.00	Yes

Mental Health and Social and Emotional Well-Being

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

The Lewis Center for Educational Research staff will be provided professional development and resources that align with the California Department of Education Safe School Reopening Guidelines around mental health and well-being. Teachers will receive a 2-hour professional development, which will include content about (a) the relationship between trauma and poverty (b) how trauma impairs learning

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(c) symptoms of trauma in the classroom (d) importance of teacher-student relationships in regard to trauma (e) how mindfulness, movement, and community circles can help in the classroom.

After the professional development, the school counselor will follow with weekly lessons and resources designed to help teachers deliver social-emotional learning lessons to students with minimal preparation. This includes video and virtual lessons during COVID-19 virtual learning. Teachers will also receive wellness information weekly. The Counselor will also model lessons in the classroom every three weeks.

The school's counseling team will continue to support mental health and social-emotional well-being by providing social-emotional learning (SEL) courses through curriculum implemented at the K-8 level. Teachers will support the distribution of SEL resources and will support the implementation of the adopted SEL curriculum during their live interactions with students. Academic and socio-emotional counselors will provide ongoing support and training on how to collect SEL data and implement appropriate interventions.

A counseling and crisis response team was specifically defined this year in response to COVID-19 and based on stakeholders' input. This team includes three credentialed school psychologists and two school counselors. Biographies and areas of expertise were made public and easily accessible for parents and students through the corresponding websites. After reviewing and analyzing concerns with accessibility, visibility and scheduling, the counseling team has made available their personal contact information with students, parents and staff. The team is providing weekly reminders to all stakeholders via parent forums, teacher meetings, and weekly notifications. Professional development opportunities for staff include direct trainings provided during staff meetings and online resources provided by clinicians.

The counseling team is also available to staff for consultations regarding heightened levels of anxiety and stress as a result of COVID-19. An open-door policy is in place to consult with school psychologists and counselors based on their needs. The counseling team can also refer staff members to outside agencies. Administrators and human resources can make other resources available so that counseling services can be procured for staff. A consultation with administrators and counselors is needed to process referrals.

Pupil and Family Engagement and Outreach

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

Attendance and engagement in school are essential for academic growth and social interaction for every student. Whether the learning is done virtually or on-site, it's imperative that every avenue is explored to reach students. During Phase I, all students are engaged in distance

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learning. This model of learning closely resembles in-person instruction but defining how engagement should be measured, has provided a challenge. Using the released guideline from the California Department of Education, "Stronger Together", the school has defined attendance through the following methods:

- attending daily synchronous learning
- responding to asynchronous learning on the same day
- completing assignments or assessments turned in on the same day

It is the responsibility of all staff to ensure the engagement of its students as it is the key to students being successful no matter the model of instruction they receive. In a virtual environment, there are a variety of ways to measure this engagement, such as:

- participation in synchronous learning
- completion of assignments and assessments
- asynchronous participation in discussions
- passing grades
- collaboration/interaction with peers
- survey participation

Upon transitioning to Phases 2 and 3, synchronous participation in learning will include both distance learning and in-person. In Infinite Campus, the school's student information system, attendance will be divided into distance learning and in-person learning sections.

The school's staff are responsible in the following ways:

- Teachers: Record attendance and engagement each school day for each class period and contact non-participatory students.
- Students: Attend class for each scheduled day for each class period either synchronously or asynchronously.
- Administrators: Determine how and what measures will be in place for attendance, verify that attendance and engagement are documented correctly, and support re-engagement of non-participatory students.
- Attendance Staff: Monitor that attendance and engagement is logged daily and verified weekly by teachers and support efforts to make contact for non-participatory students.

Outreach to families is provided through email, mass-messaging, phone, mail, social media, parent forums, and the school's website. Information relayed to families includes the school calendar, attendance policy, the school's reopening plan, and the school's bell schedule. Through the first month of the 20-21 school year, attendance for TK-5 is 92.3% and grades 6-8 is 89.87%. For those students not in attendance or engaging in learning, the school has designed a re-engagement plan to assist in reaching these families.

Within the first three days of disengagement, the teacher will make contact with parents by phone, email, or Infinite Campus messaging. After a week of absences and no contact, a school administrator will reach out to the family by any means necessary. If the family is not accessible through electronic methods, administrators will make a home visit to determine what needs to be in place for students to engage. This could be the delivery of a computer, hotspot, or materials needed for instruction. Translation services are also available. After two weeks of absences and no contact, an attendance letter will be sent out and a parent conference scheduled. If further absences occur, the student will be recommended to the Multi-Tiered System of Supports (MTSS) team to determine the next steps. These steps could include the

development of an SST (Student Study Team), small-group intervention upon return, or referral to the Student Attendance Review Team (SART).

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Food services will continue to provide healthy meals to students during all phases of reopening. During Phase I, while students are participating in distance learning, Grab & Go Breakfast and Lunch meals are available for pick-up during the specified times of 8:00 a.m.-10:00 a.m. and 12:00 p.m.-2:30 p.m. Families may receive both breakfast and lunch during one of the scheduled pick-up times. They also have the opportunity to receive a week's worth of meals if they choose. The pick-up process follows the guidelines for social distancing and appropriate personal protective equipment is in place. Families will be charged for the meals based on household eligibility determined by the Free/Reduced Meal Application. The school's vendor is Preferred Meals, and they provide the school with prepackaged meals that comply with USDA & CDE guidelines.

In Phases 2 and 3, the school will continue to provide meals to students who choose to continue to participate in distance learning. Pick-up windows will stay the same with families having the option of receiving both breakfast and lunch either daily or weekly. For families choosing in-person hybrid learning, the school will provide both breakfast and lunch during specified times adhering to social distancing guidelines. Students choosing the hybrid model will attend in-person two days a week and three days of remote learning. Students will be able to pick up meals during their in-person learning days for the days they attend remotely.

To follow social distancing requirements, students receiving in-person learning will continue to obtain prepared meals then eat in their designated area. There will be three designated areas both indoors and outdoors, separated by grade levels. The maximum number of grade levels being served at one time will be three. Families will have the option of cashless payments, pre-paying online, or by check.

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

Section	Description	Total Funds	Contributing
School Nutrition	Individual plexiglass barriers for indoor eating areas to mitigate the spread of germs and viruses including COVID-19.	9,500.00	No
Mental Health and Social and Emotional Well-Being	Second Step Social Emotional Learning Curriculum to guide instruction on social emotional learning topics.	14,585.00	Yes
In-Person Instructional Offerings	Additional custodial staff for increase sanitation protocols for Phases 2 and 3.	25,000.00	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6%	29,379.00

Required Descriptions

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

Foster students, English learners, homeless students, students with exceptional needs, and low-income students were addressed as the first priority in the school's plan for the 2020-2021 school year. Their needs for academics, social-emotional, and safety were taken into account when developing programs, supports, and communication. Continued data acquired from families over the course of the school year allows the school to improve services for these identified students.

The most important element to providing for our unduplicated students is to ensure that they are healthy and safe. This includes nutrition, social-emotional supports, and safety measures to mitigate the spread of COVID-19 and other viruses.

Nutrition Services
Grab & Go Breakfast and Lunch are available for pick-up during the specified times of 8:00 a.m.-10:00 a.m. and 12:00 p.m.-2:30 p.m. These times have been increased since the first school closure to give families a broader window for pick-up. Families may pick-up both breakfast and lunch for the day or a week's worth of meals. Additional PPE, sanitation, improved air quality, hand-washing stations, and social-distancing signs were needed to provide meals during Phase I of distance learning and will continue through Phases 2 and 3. This action will provide the nutrition necessary while keeping with social distancing guidelines for the safety of students and staff.

Social-Emotional Health
Counselors and support staff are readily available to help students either virtually or in-person. Other services outside of the school are available on the school's website for families to access when needed. Students who identified as non-participatory receive home visits from administrative staff to ensure their needs are being met and they are safe. Teachers also provide SEL lessons within the school day on a weekly basis to encourage students to support each other. This also helps teachers identify those students who may need additional support.

Health and Safety
For health and safety, additional efforts have been implemented to prioritize the return to school for unduplicated pupils. An increase in PPE, sanitation, air quality, hand-washing stations, and social-distancing signs have been purchased for the school site. Staff roles have been changed and additional staff hired to keep up with the continuous demand for sanitation around campus.

Academics for the population of unduplicated students can be negatively affected if they are unable to participate in learning. To ensure continuity of learning, students need access and support.

Device and Connectivity
The necessary access for students to connect with distance learning was provided first to unduplicated students who did not have full access at home. The IT department connected with families either through email, school messaging, the school's website, or social media to ensure students had a device and connectivity. Those families who did not respond received a phone call and in some cases, a home visit to deliver computers and hotspots as needed. Additional devices and hotspots were ordered to meet all the identified needs.

Professional Development and Trainers
Teachers are provided professional development from curriculum specialists and in-house trainers specifically for small-group instruction. Training includes supports for English learners both integrated and designated ELD instruction. Support from in-house trainers focuses on assisting teachers in meeting the needs of unduplicated students including building small-group time, implementing research-based interventions, and monitoring progress.

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

In response to COVID-19, services were identified in the Learning Continuity Plan to assist in meeting the needs of the school's foster students, English learners, homeless students, students with exceptional needs, and low-income students. It is essential that we improve and increase these services for our unduplicated students so they can continue to receive a rigorous, high-quality academic program whether the learning is virtual or in-person.

Actions that improved services:
- Time built into the current school schedule to facilitate small-group instruction. This will allow students to receive intensive instruction with the teacher to help narrow or close the gaps created due to school closure.
- Training for teachers to implement small-group within their adopted curriculum both virtually and in-person.
- Training for teachers to better meet the needs of their English learner pupils with adopted curriculum and online programs.
- A social-emotional curriculum purchased to enhance the current SEL program and meet the needs of students both virtually and in-person.

Actions that increased services:
- Additional 1:1 devices to ensure student access to instruction and curriculum for students to continue their learning without interruption.
- Hotspots provided to families with limited or no connectivity to access daily live instruction or asynchronous instruction.
- Home visits were implemented to deliver devices, hotspots, materials as needed to families that are unable to drive to the school. Home visits are also used to check-in on families and help with any other needs they may have.
- Online programs purchased to diagnose learning loss, provide instructional support, and monitor progress for all unduplicated students. Results will help facilitate targeted instruction to meet students where they are at academically.

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

Minutes
August 10, 2020

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE**: Chairman Kevin called the meeting to order at 4:30 p.m.

2. **ROLL CALL**: LCER Board Members Pat Caldwell, Torii Gray, Jim Morris, Omari Onyango, Sharon Page, Kevin Porter, David Rib, Rick Wolf were in attendance.

   LCER Board Member Jessica Rodriguez was absent.

3. **PUBLIC COMMENTS**: Public Comment from Stephanie Deininger regarding Diversify our Narrative was read by Lisa Lamb.

4. **SPECIAL PRESENTATIONS**:
   .01 Diversify Our Narrative Campaign – AAE Students Winson Cheng, Jiyeon Kim and McKinleigh Johnson presented information on the Diversify Our Narrative Campaign to incorporate more BIPOC texts into our school curriculums. Pat Caldwell directed Administration to follow up on this. Jim Morris thinks it is a great idea. Torii Gray stated we should prepare students to embrace diversity. Sharon asked if we have done racial sensitivity training for staff. The 2019 All Staff Training was dedicated to racial sensitivity, and NSLA had yearlong workshops in this area. We have also started a Together United Committee and are working with AAE's ELA Chair regarding the list of curriculum and how it is adopted. Omari Onyango directed Admin to give the matter due diligence with cultural competence.
   .02 Near-Cal General Contractor Introduction and Overview of AAE MPR Construction Timeline – Steve Sanderson and Carl Johnson informed the Board that they have mobilized onsite at AAE as of today and the fence has been installed. Grading and demo will begin in the next week or so, and they will be bringing in 3000 yards of dirt. The pad should be finished in 4-6 weeks, as well as masonry walls, retention basin, and the new storm drain extension. Building will then begin. It may be noisy during demo so teachers in adjacent areas will be able to distance teach from home during that time. They are close to starting building construction on the NSLA project.

5. **DISCUSSION ITEMS**:
   .01 Update on Back to School – Lisa Lamb, Valli Andreasen, Fausto Barragan reported that distance learning has been a difficult transition for staff, but everyone has been working hard to ensure things run smoothly. We have near 100% connectivity for families, and it has gone better than expected. Torii Gray stated that as a parent, staff has done a fantastic job. Valli Andreasen thanked the Board for their support.
   .02 Stakeholder Input on the AAE and NSLA Learning Continuity and Attendance Plan Template – This plan replaces the LCAP and ensures we are supporting our students in every way. The State did not release the template in time for the packet. We will have a public hearing to present the draft plan on September 14, 2020, and then approve the final plan at a separate meeting before September 30. Stakeholder engagement is important, and we will use information from parent surveys, parent forums, comments during the public hearing and school site council feedback.
   .03 Groundbreaking Ceremonies – Lisa Lamb reported that the NSLA Groundbreaking Ceremony is August 12. AAE's will be virtual.
   .04 Discuss October 30, 2020 30 Year Anniversary – Lisa Lamb reported that the Lewis Center's 30 year anniversary is coming up and we are planning a multi-media presentation. Jisela will be interviewing key people and we will share the presentation with stakeholders.

.05 Lewis Center Foundation Update – Lisa Lamb reported the Foundation discussed the Employee Recognition Program for longevity and retirement. We will plan an annual celebration to present milestone awards, possibly in December. The Foundation also discussed fundraising and will be looking into virtual ideas. There is still hope to do the golf tournament at some point.

6. **CONSENT AGENDA**:
.01 Approve Minutes of June 15, 2020 Regular Meeting
.02 Approve Minutes of July 16, 2020 Special Meeting

On a motion by David Rib, seconded by Pat Caldwell, vote 8-0, the LCER Board of Directors approved Consent Agenda items 6.01-6.02.

7. **ACTION ITEMS**: None

8. **INFORMATION INCLUDED IN PACKET**:
.01 President/CEO Report
.02 LCER Financial Reports - Lisa Lamb reported that Sharon Page had asked about the transfer of funds from DCB to Union Bank. All cash deposits go into DCB and then when we have a larger balance we transfer that to Union Bank. During this reporting period, we did the PPE loan through DCB, which was then transferred to Union Bank. Lisa also updated that the State increased deferrals from 3 months to 5 months. As our cash reserves are higher, we should be ok to withstand the deferrals. Sharon appreciates the effort of the team to be sure we are where we are today.
   - Checks Over $10K
   - Budget Comparisons
   - AAE and NSLA Federal Cash Management Data Collection for Categorical Funds
.03 Lewis Center Foundation Financial Report
   - June 2020
.04 LCER Grant Tracking Sheet
.05 LCER Board Attendance Log
.06 LCER Board Give and Get
.07 AVUSD Correspondence

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 – David Rib has been working on a dedication plaque for naming the AAE MPR. He will share it with the Board and see if any members would want to include a quote.
.04 Future agenda items – discuss Building Naming MOU and Plaque

10. **ADJOURNMENT:** Chairman Kevin Porter adjourned the meeting at 5:20 p.m.

Lewis Center for Educational Research
Board Packet Agenda Items

Date of meeting:_____ September 14, 2020___

Title:_ Consolidated Application and Reporting System_____

Presentation:_____   Consent:_ X__   Action:_____   Discussion:_____ Information:_____

Background: The organization is required to submit the Consolidated Application and Reporting System ("CARS") according to the reporting requirements set forth by the Department of Education. The CARS Spring Release open in May and is due by June 30th. Board Approval to apply for funding must be made on or before August 31, 2020. Due to COVID the submission and approval dates have been extended.

Fiscal Implications (if any): The CARS Application is the funding trigger for all non-grant, state and federal categorical funding which includes the Title I School Wide funding, Title II, and Title IV funding and eligibility received by Academy for Academic Excellence ("AAE").

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

Recommendation:

Approve the Consolidated Application and Reporting System Application for categorical funding for AAE.

Submitted by: Veronica Calderon, *Finance Officer, Categorical Programs*

California Department of Education

Academy for Academic Excellence (36 75077 3631207)

Consolidated Application

Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:32 AM

2018-19 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through June 30, 2020.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	$34,038
Transferred-in amount	$0
Transferred-out amount	$0
2018-19 Total allocation	$34,038

Professional Development Expenditures

Professional development for teachers	$21,841
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	$12,197
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$34,038
2018-19 Unspent funds	$0

California Department of Education

Academy for Academic Excellence (36 75077 3631207)

Consolidated Application

Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:32 AM

2019-20 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2020

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2019-20 Title II, Part A allocation	$31,967
Transferred-in amount	$0
Transferred-out amount	$0
2019-20 Total allocation	$31,967

Professional Development Expenditures

Professional development for teachers	$12,131
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	$19,836
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$31,967
2019-20 Unspent funds	$0

California Department of Education

Academy for Academic Excellence (36 75077 3631207)

Consolidated Application

Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:32 AM

2019-20 Title IV, Part A LEA Use of Funds Report

A use of funds report of year-to-date expenditures by activity.

CDE Program Contact:

Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

2019-20 Title IV, Part A LEA allocation	$12,134
Transferred-in amount	$0
Total funds transferred out of Title IV, Part A	$0
Total LEA Reservations	$0
2019-20 Title IV, Part A LEA adjusted allocation	$12,134
Well-Rounded	9,342
Safe and Healthy Students	2,509
Effective Use of Technology	0
Carryover as of September 30, 2020	$283

California Department of Education

Academy for Academic Excellence (36 75077 3631207)

Consolidated Application

Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:32 AM

2019-20 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Connie
Homeless liaison last name	Slone
Homeless liaison title	Registrar
Homeless liaison email address (Format: abc@xyz.zyx)	cslone@lcer.org
Homeless liaison telephone number (Format: 999-999-9999)	760-946-5414
Homeless liaison telephone extension	225
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.0

Homeless Liaison Training Information

2019-20 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	07/17/2013
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2019-20 Title I, Part A LEA allocation	$162,659
2019-20 Title I, Part A direct or indirect services to homeless children reservation	$1,500
Amount of 2019-20 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	$0
Homeless services provided (Maximum 500 characters)	

California Department of Education

Academy for Academic Excellence (36 75077 3631207)

Consolidated Application

Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:32 AM

2019-20 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

No expenditures or encumbrances comment	We comply with federal and state regulations regarding homeless youth, however, funds utilized to support student achievement for homeless students have not been identified within the Accounting system. We had many goods donated in the 2018-2019 school year to help support our homeless students including shoes, school supplies, backpacks, and food baskets from our partners and school families and additional funds have been used out of general funds.
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

California Department of Education

Academy for Academic Excellence (36 75077 3631207)

Consolidated Application

Status: Certified
Saved by: Veronica Calderon
Date: 8/10/2020 5:23 PM

2020-21 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca20assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Veronica Calderon
Authorized Representative's Signature	
Authorized Representative's Title	Finance Officer
Authorized Representative's Signature Date	08/10/2020

2020-21 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Veronica Calderon
Authorized Representative's Title	Finance Officer
Authorized Representative's Signature Date	08/10/2020
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education

Academy for Academic Excellence (36 75077 3631207)

Consolidated Application

Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:31 AM

2020-21 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) / District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	01/24/2020
Authorized Representative's Full Name	Veronica Calderon
Authorized Representative's Title	Finance Officer

California Department of Education

Academy for Academic Excellence (36 75077 3631207)

Consolidated Application

Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:32 AM

2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	08/31/2020

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	Academy for Academic Excellence does not currently have more than 50 identified EL Learners enrolled.

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant	No

California Department of Education

Academy for Academic Excellence (36 75077 3631207)

Consolidated Application

Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:32 AM

2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, <u>conappsupport@cde.ca.gov</u>, 916-319-0297

ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

California Department of Education

Consolidated Application

Academy for Academic Excellence (36 75077 3631207)

Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:32 AM

2020-21 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Arturo Ambriz, Fiscal Oversight and Support Office, AAmbriz@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2020-21 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Lewis Center for Educational Research
Board Packet Agenda Items

Date of meeting:_____September 14, 2020___

Title:_Consolidated Application and Reporting System_____

Presentation:_____   Consent:_X__   Action:_____   Discussion:_____ Information:_____

Background: The organization is required to submit the Consolidated Application and Reporting System ("CARS") according to the reporting requirements set forth by the Department of Education. The CARS Spring Release open in May and is due by June 30th. Board Approval to apply for funding must be made on or before August 31, 2020. Due to COVID the submission and approval dates have been extended.

Fiscal Implications (if any): The CARS Application is the funding trigger for all non-grant, state and federal categorical funding which includes the Title I School Wide funding, Title II, Title III and Title IV funding and eligibility received by Norton Science & Language Academy ("NSLA").

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

Recommendation:

Approve the Consolidated Application and Reporting System Application for categorical funding for NSLA.

Submitted by: Veronica Calderon, *Finance Officer, Categorical Programs*

California Department of Education   **Consolidated Application**

Norton Science and Language Academy (36 10363 0115808)
Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:34 AM

2019-20 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2020

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2019-20 Title II, Part A allocation	$33,993
Transferred-in amount	$0
Transferred-out amount	$0
2019-20 Total allocation	$33,993

Professional Development Expenditures

Professional development for teachers	$16,019
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	$6,850
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	$3,490
Total expenditures and encumbrances	$26,359
2019-20 Unspent funds	$7,634

California Department of Education

Norton Science and Language Academy (36 10363 0115808)

Consolidated Application

Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:34 AM

2019-20 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2019 through June 30, 2020.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2019-20 Title III EL student program allocation	$32,336
Transferred-in amount	$0
2019-20 Total allocation	$32,336
Object Code - Activity	
1000-1999 Certificated personnel salaries	$0
2000-2999 Classified personnel salaries	$6,581
3000-3999 Employee benefits	$463
4000-4999 Books and supplies	$0
5000-5999 Services and other operating expenditures	$3,961
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$14,019
Total year-to-date expenditures	$25,024
2019-20 Unspent funds	$7,312

California Department of Education

Norton Science and Language Academy (36 10363 0115808)

Consolidated Application
Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:34 AM

2019-20 Title IV, Part A LEA Use of Funds Report

A use of funds report of year-to-date expenditures by activity.

CDE Program Contact:

Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

2019-20 Title IV, Part A LEA allocation	$17,665
Transferred-in amount	$0
Total funds transferred out of Title IV, Part A	$0
Total LEA Reservations	$0
2019-20 Title IV, Part A LEA adjusted allocation	$17,665
Well-Rounded	50
Safe and Healthy Students	0
Effective Use of Technology	17,615
Carryover as of September 30, 2020	$0

California Department of Education

Norton Science and Language Academy (36 10363 0115808)

Consolidated Application

Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:34 AM

2019-20 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Sharmeen
Homeless liaison last name	Mahmud
Homeless liaison title	Counselor
Homeless liaison email address (Format: abc@xyz.zyx)	smahmud@lcer.org
Homeless liaison telephone number (Format: 999-999-9999)	909-386-2300
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.00

Homeless Liaison Training Information

California Department of Education

Norton Science and Language Academy (36 10363 0115808)

Consolidated Application

Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:34 AM

2019-20 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	07/17/2013
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2019-20 Title I, Part A LEA allocation	$236,801
2019-20 Title I, Part A direct or indirect services to homeless children reservation	$1,500
Amount of 2019-20 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	$0

California Department of Education

Norton Science and Language Academy (36 10363 0115808)

Consolidated Application

Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:34 AM

2019-20 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless services provided (Maximum 500 characters)	Referred families to Medi-Cal, sought out goods to be donated from organizations such as Sketchers shoes, backpacks, and school supplies. Provided school uniforms to children in need. Organization families and staff donated goods and food to provide food baskets for families in need. Student homeless status was kept confidential but services provided as needed.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	We comply with federal and state regulations regarding homeless youth, however, funds utilized to support student achievement for homeless students have not been identified within the Accounting system. We had many goods donated in the 2019-20 school year to help support our homeless students including shoes, school supplies, backpacks, and food baskets from our partners and school families and additional funds have been used out of general funds.

California Department of Education

Norton Science and Language Academy (36 10363 0115808)

Consolidated Application

Status: Certified
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2018-19 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through June 30, 2020.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	$32,328
Transferred-in amount	$0
Transferred-out amount	$0
2018-19 Total allocation	$32,328

Professional Development Expenditures

Professional development for teachers	$20,049
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	$12,279
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$32,328
2018-19 Unspent funds	$0

California Department of Education

Norton Science and Language Academy (36 10363 0115808)

Consolidated Application

Status: Certified
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Date: 8/14/2020 11:34 AM

2018-19 Title III English Learner YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2018 through June 30, 2020.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2018-19 Title III EL student program allocation	$24,462
Transferred-in amount	$0
2018-19 Total allocation	$24,462
Object Code - Activity	
1000-1999 Certificated personnel salaries	$1,544
2000-2999 Classified personnel salaries	$14,812
3000-3999 Employee benefits	$3,476
4000-4999 Books and supplies	$278
5000-5999 Services and other operating expenditures	$4,352
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total year-to-date expenditures	$24,462
2018-19 Unspent funds	$0

California Department of Education

Norton Science and Language Academy (36 10363 0115808)

Consolidated Application

Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:05 AM

2020-21 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca20assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Veronica Calderon
Authorized Representative's Signature	
Authorized Representative's Title	Finance Officer
Authorized Representative's Signature Date	08/14/2020

California Department of Education

Consolidated Application

Norton Science and Language Academy (36 10363 0115808)

Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:05 AM

2020-21 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Veronica Calderon
Authorized Representative's Title	Finance Officer
Authorized Representative's Signature Date	08/10/2020
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education

Norton Science and Language Academy (36 10363 0115808)

Consolidated Application

Status: Certified
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Date: 8/14/2020 11:05 AM

2020-21 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) / District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	04/08/2020
Authorized Representative's Full Name	Veronica Calderon
Authorized Representative's Title	Finance Officer

California Department of Education

Norton Science and Language Academy (36 10363 0115808)

Consolidated Application

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Date: 8/14/2020 11:34 AM

2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	08/31/2020

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Fausto Barragan
DELAC review date	08/31/2020
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	http://www.lcer.org
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

California Department of Education

Norton Science and Language Academy (36 10363 0115808)

Consolidated Application

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2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

California Department of Education   **Consolidated Application**

Norton Science and Language Academy (36 10363 0115808)
Status: Certified
Saved by: Veronica Calderon
Date: 8/14/2020 11:34 AM

2020-21 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2020-21 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$114.40
Estimated English learner student count	260
Estimated English learner student program allocation	$29,744

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at https://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	$28,744
Program and other authorized activities	$0
English Proficiency and Academic Achievement	$0
Parent, family, and community engagement	$1,000
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$29,744

California Department of Education

Consolidated Application

Norton Science and Language Academy (36 10363 0115808)

Status: Certified
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Date: 8/14/2020 11:34 AM

2020-21 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Arturo Ambriz, Fiscal Oversight and Support Office, AAmbriz@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2020-21 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

NSLA 2021-2022 SCHOOL YEAR
STUDENT CALENDAR
180 School Days

Grading Periods 6-9		Grading Periods TK-5		Ceremonies	
August 30-October 29	1st Quarter	August 30 - Nov. 5	1st Trimester	Kindergarten Recognition	June 10
November 1 - January 21	2nd Quarter	Nov 8 - March 11	2nd Trimester	5th Grade Recognition	June 9
January 24 - March 25	3rd Quarter	March 14 -June 13	3rd Trimester	8th Grade Recognition	June 8
April 4 - June 10	4th Quarter				

No School   Holiday   1:30 Early Release for TK-9   Teacher In-Service, No Sch

12:30 Release Min Day Schedule -(Nov 12 and March 11 TK-5 only)

T1 Parent Conferences for TK-5 Nov 15-19   T2 Parent Conferences for TK-5 March 21-25

Gr 6-9 1st Semester Finals >>>>>   2nd Semester Finals >>>>>

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 (2)

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 (21)

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
180 día escolares

Grading Periods 6-9		Grading Periods TK-5		Ceremonies	
August 30-October 29	1st Quarter	August 30 - Nov. 5	1st Trimester	Kindergarten Recognition	June 10
November 1 - January 21	2nd Quarter	Nov 8 - March 11	2nd Trimester	5th Grade Recognition	June 9
January 24 - March 25	3rd Quarter	March 14 -June 13	3rd Trimester	8th Grade Recognition	June 8
April 4 - June 10	4th Quarter				

No School Holiday 1:30 Early Release for TK-9 Teacher In-Service, No Sch

12:30 Release Min Day Schedule -(Nov 12 and March 11 TK-5 only)

T1 Parent Conferences for TK-5 Nov 15-19   T2 Parent Conferences for TK-5 March 21-25

Gr 6-9 1st Semester Finals >>>>>   2nd Semester Finals >>>>>

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 (21)

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

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 (8)

Lewis Center for Educational Research
STAFF REPORT

Date: September 14, 2020
To: LCER Board of Directors
From: Lisa Lamb
Re: President/CEO Report

Goal 1: Build the financial capacity of the LCER, including key provisions for sustainability.	
1.1 <u>Objective:</u> Each school will maintain a reserve balance of no less than 4% of the total operating budget. Reserves will be defined as unencumbered cash balance<u>.</u>	In accordance with the Bond Issuances for both AAE and NSLA, I am pleased to announce that both schools exceeded the 45 day cash on hand (12.33%). We are beginning to work on a regular cash flow standard to be able to plan and be prepared for the risk of significant cash deferrals that are built into the 2020/2021 Fiscal Year Budget.
1.2 <u>Objective:</u> Support oversight and accountability of funds by LCER budget managers through monthly financial reports which include budget-to -actuals.	Finance has begun providing managers with the current year Budget Reports based on the June 2020/2021 Budget Approval. These reports are provided to each Manager/Director the first week of each month. We have received a number of new grants related to COVID, and we are working to develop an appropriate budget to best utilize these funds based on the purpose of receiving them. Much of these funds will be focused on technology advancement to mitigate learning loss due to continued distance learning.
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.	During the change in funding and the impacts of Deferrals from the State, this objective is even more of a focus point. It is always the best business practice to utilize the most restrictive dollars first and through the changes necessary in operation with our School Site Councils (SSC) we will be developing and implementing a School Plan for Student Achievement (SPSA) to help support the direction that our School Administrators and stakeholders place priority and making sure that it aligns with the supplies and services our students need. With the new funding for COVID-19, we have focused on maintaining the practice of most restricted, but also based on when the spending must be made to best utilize these funds while reducing the risk of losing any of our funding.
1.4 <u>Objective:</u> The Foundation Board will raise funds to support the needs of LCER schools and programs.	The Foundation Board has decided to support our staff by providing incremental longevity gifts and financial bonus. This bonus is in addition to what the Lewis Center for Educational Research already provides in our developed Salary Schedules. The Foundation is continuing to strategize and develop ways to fundraise even during the current time when the traditional models are not capable.
Goal 2: Develop and maintain facilities to meet the TK-12 needs at both campuses.	

2.1 <u>Objective: Complete NSLA TK-12 and Head Start campus in Winter/Spring 2021.</u>	- Construction at our new 230 S Waterman Avenue campus is underway. - David and Lisa continue to meet weekly with the school development team to make sure the project remains within budget and on time. Key milestones provided by Near Cal: - Delivery of Buildings (Updated 9/1/20) - Admin Bldg- June 1, 2021 - MPR- June 1, 2021 - All other Buildings- August 1, 2021 - Head Start- May 1, 2021
2.2 <u>Objective: Create a deferred maintenance schedule to properly identify and address the needs of aging equipment, building and infrastructure.</u>	- We are in the process of migrating our fixed asset system to better align with the IT Inventory System. This will provide a more integrated overview of LCER assets and will be a cost savings. - The goal is to have this completed by mid-October. - The deferred maintenance schedule will be developed after the migration for AAE. NSLA will open the new campus with a deferred maintenance schedule.
2.3 <u>Objective: Monitor technological systems to protect against external and internal security threats.</u>	IT has deployed robust network upgrades which will further protect data, the network from threats, and expand our ability to deliver distance learning. A new firewall has been installed with nearly 10x the previous throughput. New content filtering capabilities in the firewall will reduce our costs and deliver CIPA compliant filtering. New wireless access points have been deployed across both campuses. The migration to HP Aruba WAPs will deliver 5x the throughput for staff and student devices. Wireless upgrades were subsidized with E-Rate funding and can be moved to our new Norton location. Verizon Wireless JetPack HotSpots are available to families in need. To protect our students from online threats, these devices are managed to ensure that any device connecting will be filtered from harmful content and virus threats.
2.4<u>: Utilize the refinancing of the AAE Bonds to address capital campaign needs (i.e. Multipurpose Room, secondary science labs, additional athletics and P.E. fields, special education, parking lot rehabilitation, etc.).</u>	- Grading has begun for our new Multipurpose Room. - Estimated completion in February of 2021. - It is not projected that there will be funding to support additional projects from the bond funding. However, the Executive Team will continue to assess additional facilities needs as part of the annual budget development.

Goal 3: Strengthen the academic programs at both schools resulting in increased student mastery while preparing every student for post-secondary success in the global society.	
3.1 <u>Objective: Both schools will demonstrate continued increases in student mastery in the area of Mathematics as reported on the California School Dashboard.</u>	- AAE/NSLA teachers will receive drawing pads to enhance their Math instruction while virtually teaching. - AAE elementary teachers received training on using the iReady Math diagnostic tool. - iReady relaxed its security on PDFs so that most learning management systems (LMS) will allow students and teachers to use PDF mark-up tools online. - The coordinator of instructional programs will work with site administration to support teachers on the transition to Phase 2-Hybrid Instruction. - Professional development has been scheduled throughout the school year. A focus will be placed on teaching and learning with the use of digital tools and virtual resources. - Teachers will be receiving training on Best practices in Dual Immersion in a virtual teaching environment. This training will be provided throughout the year.
3.2 <u>Objective: In order to decrease referrals for counseling and behavior incidents, both schools are implementing curricula at the elementary, middle and high school to support Social Emotional Learning (SEL). The collective outcomes of these strategies are to: enhance the ability of students to self-regulate, strengthen relationships amongst students and staff, and empower teachers to support SEL needs in the classroom.</u>	- Counselors will continue to provide SEL teaching and will support staff in the implementation of SEL curriculum. - School counselors and school psychologists continued to provide socioemotional resources and support when possible during the closure. - Direct services and Zoom sessions are being provided regularly based on need at both campuses and will continue to be provided while maintaining strict rules of confidentiality. - Continuity of care for high need students is available if school personnel are unable to provide immediate support. Referrals to outside agencies are being provided as needed. - Family counseling resources are also available through referrals. - SBCSS counselors will continue to meet with students via zoom. These students qualify for telehealth through MediCal. Ongoing progress monitoring is being reported and students and families are currently benefiting from this . - General education and special education have worked proactively in identifying families and students at risk during the COVID-19 crisis. - Counselors and school psychologists continue to receive referrals for services as families continue to report hardships and difficulties managing the current crisis. - Counselors and school psychologists have been proactively reaching out to all families and providing links and information to community and school resources. - The socioemotional counseling team is providing direct virtual counseling services and are available for consultations. - Socioemotional resources have been made available to staff, parents and students during staff meetings and community

	outreach efforts.
3.3 <u>Objective: Both schools will develop a more robust STEAM strand that builds upon itself in grades TK-12.</u>	- AAE middle school and high school Science teachers synchronously meet with their classes twice each week during distance learning. - AAE elementary teachers are focusing on ELA and Math during the limited synchronous time they have with students in full distance learning. - NSLA teachers are implementing TWIG Science in grades k-5. This newly adopted program's robust technology component allows teachers better to deliver quality science instruction in a virtual teaching environment. The technology aligned resources have facilitated the use of the program in phase 1 of distance learning. Students will be better prepared to participate in the hands-on learning activities embedded into TWIG Science once students are physically present at school. - NSLA teachers continue receiving training in SWUN math. Specifically, teachers are receiving on-going professional development on using the technology-based resources to support learning in a virtual teaching and learning environment. - At NSLA, the technology learning curve has been steep for teachers, students, families, and administrators. Teachers have increased their knowledge of instructional technology and have been creative in their approaches to provide students with the best possible virtual learning experiences. Virtual classrooms are set-up using a variety of resources purchased with COVID-19 funds. Teachers have also independently purchased tools and resources to facilitate their teaching practices in a virtual teaching-learning environment. The increased use of technology has also increased teachers' ability to guide families and students through navigating Phase 1 of virtual learning. Students are now more prepared to use technology as a learning tool. - At NSLA, first grade teachers are currently creating a science kit that they are sending home to each 1st grade student. These kits will really give our students hands-on experiences with creating, innovating and designing their own plant base exhibit. At the end of the unit each 1st grade class will have an exciting online exhibit to share within school social media platforms. - Amy Ritter, Local Outreach Coordinator, has developed ten 2-hour Space Science Modules that can be implemented in a variety of formats and grade levels. GAVRT sessions will complement these modules and add in another layer of engagement. These lessons are being piloted now, and one goal will be to utilize them as part of our learning loss mitigation planning.
Goal 4: Recruit, develop and retain a highly qualified and diversified staff.	

4.1 <u>Objective: Evaluate ongoing and new recruitment efforts to ensure that all positions are filled with highly-qualified and diversified staff.</u>	HR continues its virtual recruitment presence for certificated positions on the Lewis Center and school websites, along with community social media and job advertising outlets to include Edjoin.org. HR is working closely with the principals and directors to screen applicants, interview (via Zoom) and fill any certificated vacancies. The NSLA Expansion Task Force finalized office/clerical job descriptions. Each individual position was assessed at length (by administration and HR) and duties were restructured to accommodate the Norton Expansion. Administration met with each individual employee to discuss the new job description and changes. HR is working with directors to update teacher job descriptions. The job descriptions will be more uniform amongst teachers (such as regular education and special education), rather than listing each individual grade and content level. Once finalized, administration will meet with different departments to have employees review and sign, focusing on the department with the longest tenured teachers. This uniformity of job descriptions will assist as NSLA expands to high school.
4.2 <u>Objective: Develop a comprehensive succession plan for all key positions.</u>	Due to the school closure, the LCER Board Personnel Task force has not met regarding the development of the CEO succession plan. HR continues to work very closely with the Executive Team and Administration to plan and prepare the organization and staff for Phase 2. Each director is working together with their individual teams to discuss safety measures that each department as a whole is taking to protect their staff, beyond the LCER Health and Safety Policy. In addition, the executive team is working together to determine which essential classified staff will be authorized to continue working from home, should they be quarantined or contract the virus. Steps are being taken to ensure a seamless transition.
4.3 <u>Objective: Invest in professional development for classified and certificated staff and board members.</u>	All employees (including hourly and subs) were required to undergo over 8 hours of mandated staff training, to include but not limited to, Cyberbullying, General Safety Orientation, Integrated Pest Management (covers cleaning/disinfecting), Coronavirus: Cleaning and Disinfecting Your Workplace, Bloodborne Pathogen Exposure Prevention, Youth Suicide: Awarement, Prevention and Postvention, Medical Administration: Epinephrine Auto-Injectors, Drug Free Workplace, Mandated Reporter: Child Abuse Neglect, Hazard Communication: Right to Understand, How to wash/sanitize hands, LCER Health and Safety Procedures, Families First Corona Virus Act. The CEO and her Executive Team continue collaborating regularly with school, educational agencies and political leaders to include both of our authorizing superintendents (for AVUSD and SBCSS) as well as attend meetings hosted by ACSA, CASBO, CCSA, CDE, ACSA, San Bernardino County Department of Public Health, California Department of Public

	Health, CDC, Charter Safe and Young Minney & Corr. The Executive Team and Administration continue to attend various legal and educational webinars related to distance learning, physical and emotional health and safety, new and/or updated legislation pertaining to COVID-19 such as Families First Corona Virus Act, special education, credentialing, etc.) The CEO and Executive Team continue meeting weekly. The Exec Team held two manager training/meetings. The last managers meeting focused on after-action review of recent events or concerns, such as employee and student exposure/quarantines. The CEO continues to meet weekly with school nurses and HR to continuously review and refine health and safety practices. Both schools continue to train teachers on distance learning, as well as the new student database (Infinite Campus). AAE is using *The Distance Learning Playbook* by Fischer, Frey and Hattie to guide professional development around distance learning. Administration, attendance, registration and IT have been meeting to develop the Learning Continuity and Attendance Plan for the 2020-21 school year. Classified staff have had greater opportunities to receive cross training and professional development while students are not on campus.
4.4 Create a highly attractive environment for staff which increases and/or maintains staff retention rates LCER-wide.	HR continues to meet with staff one on one to discuss necessary personal health concerns, as well as COVID exposures and quarantines. Both schools', under the direction of NSLA Dean of Students, Myrna Foster and Elementary Vice Principal, Lisa Longoria have been overseeing the employee students support program for Lewis Center staff members. This program was offered in response to HR's survey from staff, indicating the high level of concern for our staff's concern about childcare. CEO and Foundation Board are working with HR to restructure the existing employee recognition program to include adding additional monetary incentives for milestone anniversaries, as well create a streamlines recognition program for retirees.
Goal 5: The Lewis Center for Educational Research will communicate and operate under a common vision, mission, goals and objectives.	
5.1 <u>Objective: The Board of Directors and Executive Team will continue to participate in annual strategic planning.</u>	The Annual Strategic Planning Meeting will be discussed at the September Board Meeting. This year's planning session will be virtual.

Progress toward goals will be reported monthly via the CEO Board Report.	
5.2 Objective: Board and Executive Team will actively communicate LCER's mission to the stakeholders and communities that we serve.	Jisela Corona is working on increasing the social media presence for both LCER schools and programs. Current tasks include the following: ● Lewis Center's 30th Anniversary Celebration Production ● Grant writing- including a monthly status report that can be shared with Board and staff ● LCER website updates ● Creating a PR repository to be used for marking, grant writing and PR ● Human Interest Videos/ Snippets of students, parents, staff ● Publicizing local and school events/news on all social media sites ● Press Releases for Events/News ● Putting together news/info for LCER Newsletter
5.3 Objective: Increase communication with stakeholders regarding progress toward mission, vision, and goals.	Staff receives invitations to attend monthly board meetings with the packet that contains the staff report. Both schools' LCAPs reflect the Lewis Center Strategic Plan. Schoolwide systems set up for engagement around these plans include: Professional Learning Communities, Academic Leadership Teams, School Site Councils, and Parents and Pastries Open Forums. Each of these stakeholder groups meet at least monthly to discuss school- wide progress and improvement. Annual student, staff and parent surveys are also conducted to seek feedback and input. Throughout school closures and distance learning, both schools have held weekly staff meetings to keep staff up to date with current changes and assess needs. Both schools have also held regular parent forums to share information and seek feedback regarding distance learning and school reopening. These meetings have been held virtually and have been well attended. All Lewis Center websites and social media accounts have been reviewed by the LCER staff with the goal to improve the public's ability to learn more about the Lewis Center's mission, vision and goals.
Phase 2 Planning Updates:	Special Education: AAE and NSLA: The Special Education Department is meeting with administration, counselors, school psychologists, facilities and nurses to develop a comprehensive reopening plan. SDC students at both campuses have been identified as high need students and will be scheduled to return on 09/21/2020. Students will be divided into cohorts and will follow the current 8 AM - 12 PM schedule, Mon-Tue and Thu-Fri. Elementary Waivers:

	The local data has opened the opportunity for AAE to apply for a waiver. We are coordinating with AVUSD on our application. We are planning for a phased approach of bringing back grades TK-3 on October 19th for in-person instruction twice a week and in distance learning the other three days. Families will also be given the option to remain in full distance learning. Grades 4 and 5 will phase to in-person instruction on November 2nd. NSLA will follow a similar process as soon as the data opens the opportunity to apply for a waiver. Secondary Grades: Grades 6-12 will enter Phase 2 as soon as San Bernardino County is off the watch list. Once all grades have transitioned to Phase 2, we will return to full-day bell schedules.

Effective D...	Check Nu...	Vendor Name	Check Amount	Transaction Description
7/15/2020	44509	SISC	187,568.00	Health Coverage for July 2020
7/15/2020	44511	Swun Math, LLC	18,333.33	PO# 1920-0061-NSLA
7/15/2020		Swun Math, LLC	18,333.34	SWUN Math 3rd Installment
7/15/2020	466		321,157.67	Group: Payroll; Pay Date: 7/15/2020
7/16/2020	44512	17500 Mana Road, LLC	48,346.00	Lease Payment for AAE Bond August 2020
7/16/2020	44516	Swun Math, LLC	18,333.34	SWUN Math 3rd Installment
7/16/2020		Swun Math, LLC	34,452.73	PO# 1920-0061-NSLA
7/17/2020	25594	Lewis Center for Ed Re...	3,777,500.00	Transfer Funds From DCB Chaecking to Union Checking
7/21/2020	44517	Abila	12,067.00	Acct# 13850 - MIP Annual
7/21/2020	44537	Curriculum Associates,...	158,919.35	PO# 1920-0852-AAE - I Ready
7/21/2020	44548	Hayes Software Systems	10,000.00	PO# 21-104-IT-S Annual Software Maintenance Renewal
7/21/2020	44553	Infinite Campus	25,700.00	Installment 1
7/21/2020		Infinite Campus	38,490.60	PO# 21-100-IT-S
7/21/2020	44555	JAMF Software	19,285.00	PO# 21-106-IT-S
7/21/2020	44563	Nigro & Nigro, PC	11,025.00	Progress Billing 2019/2020 Audit Services
7/21/2020	44581	TWIG Education	128,789.86	PO# 1920-0851-NSLA 8 Implentation Package
7/21/2020	44598	Hayes Software Systems	10,000.00	PO# 21-104-IT-S Annual Software Maintenance Renewal
7/21/2020	44603	Infinite Campus	25,700.00	Installment 1
7/21/2020		Infinite Campus	38,490.60	PO# 21-100-IT-S
7/21/2020	44605	JAMF Software	19,285.00	PO# 21-106-IT-S
7/21/2020	44606	Hayes Software Systems	10,000.00	PO# 21-104-IT-S Annual Software Maintenance Renewal
7/21/2020	44611	Infinite Campus	25,700.00	Installment 1
7/21/2020		Infinite Campus	38,490.60	PO# 21-100-IT-S
7/21/2020	44613	Nigro & Nigro, PC	11,025.00	Progress Billing 2019/2020 Audit Services
7/21/2020		JAMF Software	19,285.00	PO# 21-106-IT-S
7/21/2020	44621	Nigro & Nigro, PC	11,025.00	Progress Billing 2019/2020 Audit Services
7/21/2020	44631	TWIG Education	128,789.86	PO# 1920-0851-NSLA 8 Implentation Package
7/21/2020	44639	TWIG Education	128,789.86	PO# 1920-0851-NSLA 8 Implentation Package
7/29/2020	44658	Collegeboard Institutions	18,889.00	Ap Exams, AP Capstone Exams

Report Total   5,313,771.14

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

2019-2020

Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Revised	Current Period Actual thru July	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	24,219,500	2,018,292	22,201,208	91.67%
Expense				
Certificated Salaries	9,918,476	750,305	9,168,171	92.44%
Classified Salaries	3,463,235	249,456	3,213,779	92.80%
Benefits	4,860,713	364,819	4,495,894	92.49%
Books and Supplies	1,445,252	138,575	1,306,677	90.41%
Services & Other	2,277,763	57,436	2,220,327	97.48%
Capital Outlay	227,500	42	227,458	99.98%
Other Outgo	947,000	84,276	862,724	91.10%
Share of LCER	0	0	0	N/A
Total Expense	23,139,939	1,644,909	21,495,030	92.89%
Add (Subtract) to Reserves	1,079,561	373,383	706,178	
Total Revenue	24,219,500	2,018,292	22,201,208	8.33%
Total Expense	23,139,939	1,644,909	21,495,030	7.11%
Add (Subtract) to Reserves	1,079,561	373,383	706,178	

2020-2021

Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Original	Current Period Actual thru July	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	23,603,314	1,966,943	21,636,371	91.67%
Expense				
Certificated Salaries	9,971,920	757,462	9,214,458	92.40%
Classified Salaries	3,376,103	162,610	3,213,493	95.18%
Benefits	4,850,108	345,313	4,504,795	92.88%
Books and Supplies	1,459,695	270,317	1,189,378	81.48%
Services & Other	3,272,132	69,763	3,202,369	97.87%
Capital Outlay	75,500	5,183	70,317	93.14%
Other Outgo	0	0	0	N/A
Share of LCER	0	0	0	N/A
Total Expense	23,005,458	1,610,648	21,394,810	93.00%
Add (Subtract) to Reserves	597,856	356,295	241,561	
Total Revenue	23,603,314	1,966,943	21,636,371	8.33%
Total Expense	23,005,458	1,610,648	21,394,810	7.00%
Add (Subtract) to Reserves	597,856	356,295	241,561	

AAE - Budget Comparison 2017/18 to 2018/19

2019-2020

Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Revised	Current Period Actual thru July	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	14,591,131	1,215,928	13,375,203	91.67%
Expense				
Certificated Salaries	5,916,706	451,935	5,464,771	92.36%
Classified Salaries	1,287,916	90,522	1,197,394	92.97%
Benefits	2,550,273	194,032	2,356,241	92.39%
Books and Supplies	752,885	74,937	677,948	90.05%
Services & Other	892,887	23,665	869,222	97.35%
Capital Outlay	177,500	0	177,500	100.00%
Other Outgo	947,000	84,276	862,724	91.10%
Share of LCER	1,741,438	137,953	1,603,485	92.08%
Total Expense	14,266,605	1,057,320	13,209,285	92.59%
Add (Subtract) to Reserves	324,527	158,608	165,919	
Total Revenue	14,591,131	1,215,928	13,375,203	8.33%
Total Expense	14,266,605	1,057,320	13,209,285	7.41%
Add (Subtract) to Reserves	324,527	158,608	165,919	

2020-2021

Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Original	Current Period Actual thru July	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	14,006,455	1,167,205	12,839,250	91.67%
Expense				
Certificated Salaries	5,917,554	451,709	5,465,845	92.37%
Classified Salaries	1,289,433	43,645	1,245,788	96.62%
Benefits	2,579,116	184,393	2,394,723	92.85%
Books and Supplies	721,348	64,168	657,180	91.10%
Services & Other	1,554,402	3,377	1,551,025	99.78%
Capital Outlay	55,000	5,183	49,817	90.58%
Other Outgo	0	0	0	N/A
Share of LCER	1,741,438	136,544	1,604,894	92.16%
Total Expense	13,858,291	889,019	12,969,272	93.58%
Add (Subtract) to Reserves	148,165	278,186	(130,021)	
Total Revenue	14,006,455	1,167,205	12,839,250	8.33%
Total Expense	13,858,291	889,019	12,969,272	6.42%
Add (Subtract) to Reserves	148,165	278,186	-130,021	

NSLA - Budget Comparison 2017/18 to 2018/19

2019-2020

Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Revised	Current Period Actual thru July	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	9,497,369	791,447	8,705,922	91.67%
Expense				
Certificated Salaries	3,516,967	260,242	3,256,725	92.60%
Classified Salaries	924,674	59,431	865,243	93.57%
Benefits	1,520,878	109,505	1,411,373	92.80%
Books and Supplies	617,939	58,719	559,220	90.50%
Services & Other	983,686	22,706	960,980	97.69%
Capital Outlay	20,000	0	20,000	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	1,158,191	107,470	1,050,721	90.72%
Total Expense	8,742,335	618,073	8,124,262	92.93%
Add (Subtract) to Reserves	755,035	173,375	581,660	
Total Revenue	9,497,369	791,447	8,705,922	8.33%
Total Expense	8,742,335	618,073	8,124,262	7.07%
Add (Subtract) to Reserves	755,035	173,375	581,660	

2020-2021

Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Original	Current Period Actual thru July	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	9,497,369	791,447	8,705,922	91.67%
Expense				
Certificated Salaries	3,544,717	266,070	3,278,647	92.49%
Classified Salaries	885,282	15,805	869,477	98.21%
Benefits	1,502,123	98,204	1,403,919	93.46%
Books and Supplies	658,822	193,071	465,751	70.69%
Services & Other	1,376,098	57,667	1,318,431	95.81%
Capital Outlay	13,000	0	13,000	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	1,158,191	90,812	1,067,378	92.16%
Total Expense	9,138,233	721,629	8,416,603	92.10%
Add (Subtract) to Reserves	359,137	69,818	289,318	
Total Revenue	9,497,369	791,447	8,705,922	8.33%
Total Expense	9,138,233	721,629	8,416,603	7.90%
Add (Subtract) to Reserves	359,137	69,818	289,318	

LCER - Budget Comparison 2017/18 to 2018/19

2019-2020

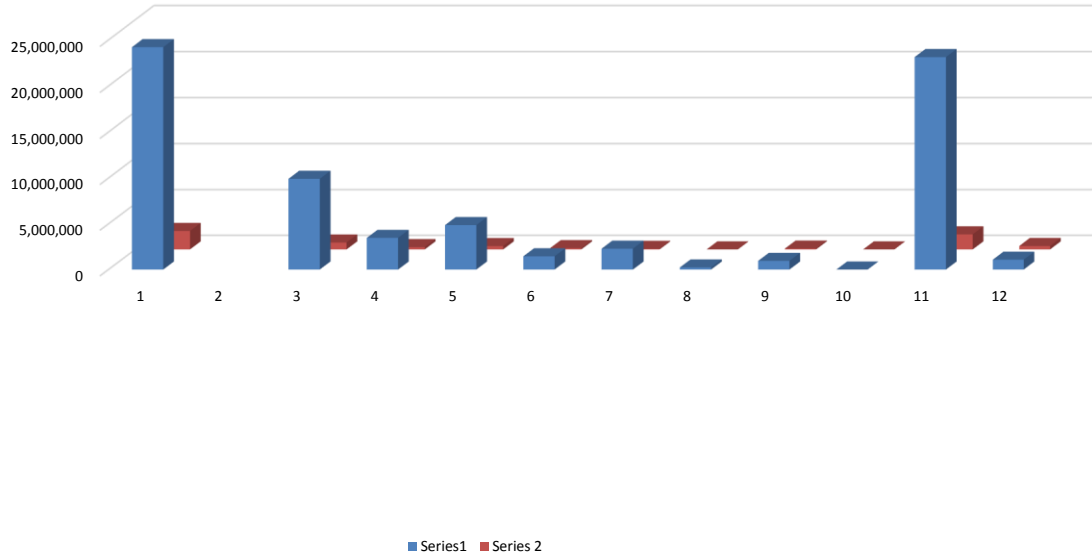| Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Revised	Current Period Actual thru July	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	131,000	10,917	120,083	91.67%
Expense				
Certificated Salaries	484,803	38,128	446,675	92.14%
Classified Salaries	1,250,645	99,503	1,151,142	92.04%
Benefits	789,562	61,282	728,280	92.24%
Books and Supplies	74,428	4,919	69,509	93.39%
Services & Other	401,190	11,065	390,125	97.24%
Capital Outlay	30,000	42	29,958	99.86%
Other Outgo	0	0	0	N/A
Share of LCER	(2,899,628)	(214,939)	(2,684,689)	
Total Expense	131,000	0	131,000	100.00%
Add (Subtract) to Reserves	0	10,917	(10,917)	
Total Revenue	131,000	10,917	120,083	8.33%
Total Expense	131,000	0	131,000	0.00%
Add (Subtract) to Reserves	0	10,917	-10,917	

2020-2021

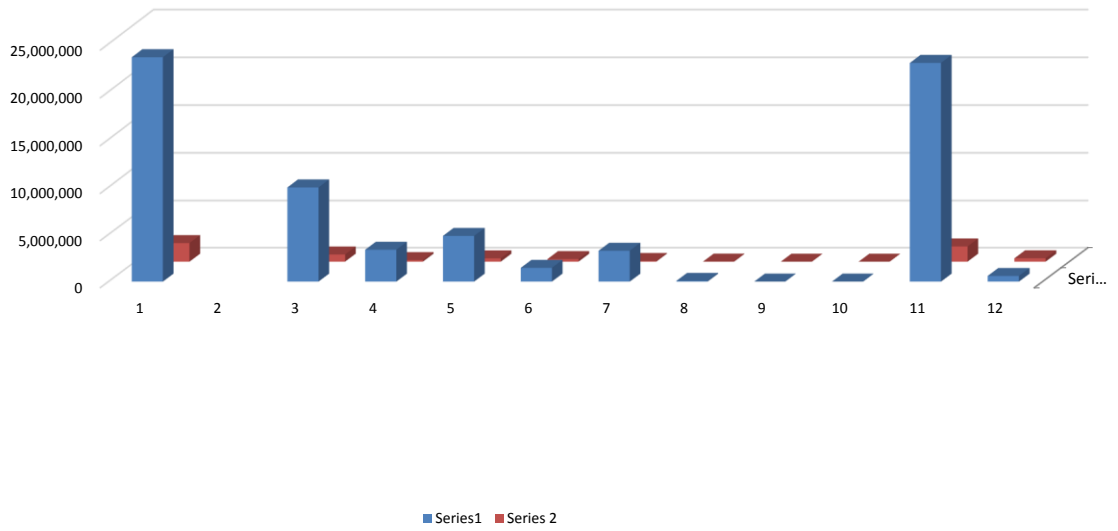| Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Original	Current Period Actual thru July	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	99,490	5,320	94,170	94.65%
Expense				
Certificated Salaries	509,649	39,683	469,966	92.21%
Classified Salaries	1,201,388	103,160	1,098,228	91.41%
Benefits	768,869	62,716	706,153	91.84%
Books and Supplies	79,525	13,078	66,447	83.55%
Services & Other	341,632	8,719	332,913	97.45%
Capital Outlay	7,500	0	7,500	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	(2,899,628)	(227,356)	(2,672,272)	92.16%
Total Expense	8,935	0	8,935	100.00%
Add (Subtract) to Reserves	90,555	5,320	85,235	
Total Revenue	99,490	5,320	94,170	5.35%
Total Expense	8,935	0	8,935	0.00%
Add (Subtract) to Reserves	90,555	5,320	85,235	

2019-20

2020-21

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

2019-2020

Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Revised	Current Period Actual thru August	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	24,219,500	4,036,583	20,182,917	83.33%
Expense				
Certificated Salaries	9,918,476	1,530,792	8,387,684	84.57%
Classified Salaries	3,463,235	509,762	2,953,473	85.28%
Benefits	4,860,713	740,610	4,120,103	84.76%
Books and Supplies	1,445,252	241,037	1,204,215	83.32%
Services & Other	2,277,763	220,255	2,057,508	90.33%
Capital Outlay	227,500	58,996	168,504	74.07%
Other Outgo	947,000	147,178	799,822	84.46%
Share of LCER	0	0	0	N/A
Total Expense	23,139,939	3,448,630	19,691,309	85.10%
Add (Subtract) to Reserves	1,079,561	587,953	491,608	
Total Revenue	24,219,500	4,036,583	20,182,917	16.67%
Total Expense	23,139,939	3,448,630	19,691,309	14.90%
Add (Subtract) to Reserves	1,079,561	587,953	491,608	

2020-2021

Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Original	Current Period Actual thru August	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	23,603,314	3,933,886	19,669,428	83.33%
Expense				
Certificated Salaries	9,971,920	1,550,878	8,421,042	84.45%
Classified Salaries	3,376,103	392,307	2,983,796	88.38%
Benefits	4,850,108	720,703	4,129,405	85.14%
Books and Supplies	1,459,695	633,523	826,172	56.60%
Services & Other	3,272,132	213,759	3,058,373	93.47%
Capital Outlay	75,500	5,183	70,317	93.14%
Other Outgo	0	0	0	N/A
Share of LCER	0	0	0	N/A
Total Expense	23,005,458	3,516,353	19,489,105	84.72%
Add (Subtract) to Reserves	597,856	417,533	180,323	
Total Revenue	23,603,314	3,933,886	19,669,428	16.67%
Total Expense	23,005,458	3,516,353	19,489,105	15.28%
Add (Subtract) to Reserves	597,856	417,533	180,323	

AAE - Budget Comparison 2017/18 to 2018/19

2019-2020

Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Revised	Current Period Actual thru August	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	14,591,131	2,431,855	12,159,276	83.33%
Expense				
Certificated Salaries	5,916,706	920,855	4,995,851	84.44%
Classified Salaries	1,287,916	183,589	1,104,327	85.75%
Benefits	2,550,273	393,139	2,157,134	84.58%
Books and Supplies	752,885	132,195	620,690	82.44%
Services & Other	892,887	80,726	812,161	90.96%
Capital Outlay	177,500	7,419	170,081	95.82%
Other Outgo	947,000	147,178	799,822	84.46%
Share of LCER	1,741,438	137,953	1,603,485	92.08%
Total Expense	14,266,605	2,003,054	12,263,551	85.96%
Add (Subtract) to Reserves	324,527	428,801	(104,275)	
Total Revenue	14,591,131	2,431,855	12,159,276	16.67%
Total Expense	14,266,605	2,003,054	12,263,551	14.04%
Add (Subtract) to Reserves	324,527	428,801	-104,275	

2020-2021

Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Original	Current Period Actual thru August	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	14,006,455	2,334,409	11,672,046	83.33%
Expense				
Certificated Salaries	5,917,554	922,696	4,994,858	84.41%
Classified Salaries	1,289,433	127,069	1,162,364	90.15%
Benefits	2,579,116	385,483	2,193,633	85.05%
Books and Supplies	721,348	293,657	427,691	59.29%
Services & Other	1,554,402	74,047	1,480,355	95.24%
Capital Outlay	55,000	5,183	49,817	90.58%
Other Outgo	0	0	0	N/A
Share of LCER	1,741,438	309,963	1,431,475	82.20%
Total Expense	13,858,291	2,118,098	11,740,193	84.72%
Add (Subtract) to Reserves	148,165	216,311	(68,147)	
Total Revenue	14,006,455	2,334,409	11,672,046	16.67%
Total Expense	13,858,291	2,118,098	11,740,193	15.28%
Add (Subtract) to Reserves	148,165	216,311	-68,147	

NSLA - Budget Comparison 2017/18 to 2018/19

2019-2020

| Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Revised	Current Period Actual thru August	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	9,497,369	1,582,895	7,914,474	83.33%
Expense				
Certificated Salaries	3,516,967	531,718	2,985,249	84.88%
Classified Salaries	924,674	126,461	798,213	86.32%
Benefits	1,520,878	223,928	1,296,950	85.28%
Books and Supplies	617,939	96,823	521,116	84.33%
Services & Other	983,686	69,594	914,092	92.93%
Capital Outlay	20,000	51,535	(31,535)	-157.68%
Other Outgo	0	0	0	N/A
Share of LCER	1,158,191	241,735	916,456	79.13%
Total Expense	8,742,335	1,341,794	7,400,541	84.65%
Add (Subtract) to Reserves	755,035	241,101	513,934	
Total Revenue	9,497,369	1,582,895	7,914,474	16.67%
Total Expense	8,742,335	1,341,794	7,400,541	15.35%
Add (Subtract) to Reserves	755,035	241,101	513,934	

2020-2021

Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Original	Current Period Actual thru August	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	9,497,369	1,582,895	7,914,474	83.33%
Expense				
Certificated Salaries	3,544,717	547,776	2,996,941	84.55%
Classified Salaries	885,282	60,346	824,936	93.18%
Benefits	1,502,123	209,637	1,292,486	86.04%
Books and Supplies	658,822	269,926	388,896	59.03%
Services & Other	1,376,098	104,421	1,271,677	92.41%
Capital Outlay	13,000	0	13,000	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	1,158,191	206,149	952,041	82.20%
Total Expense	9,138,233	1,398,255	7,739,977	84.70%
Add (Subtract) to Reserves	359,137	184,640	174,497	
Total Revenue	9,497,369	1,582,895	7,914,474	16.67%
Total Expense	9,138,233	1,398,255	7,739,977	15.30%
Add (Subtract) to Reserves	359,137	184,640	174,497	

LCER - Budget Comparison 2017/18 to 2018/19

2019-2020

| Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Revised	Current Period Actual thru August	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	131,000	21,833	109,167	83.33%
Expense				
Certificated Salaries	484,803	78,219	406,584	83.87%
Classified Salaries	1,250,645	199,712	1,050,933	84.03%
Benefits	789,562	123,543	666,019	84.35%
Books and Supplies	74,428	12,019	62,409	83.85%
Services & Other	401,190	69,935	331,255	82.57%
Capital Outlay	30,000	42	29,958	99.86%
Other Outgo	0	0	0	N/A
Share of LCER	(2,899,628)	(483,470)	(2,416,158)	
Total Expense	131,000	0	131,000	100.00%
Add (Subtract) to Reserves	0	21,833	(21,833)	
Total Revenue	131,000	21,833	109,167	16.67%
Total Expense	131,000	0	131,000	0.00%
Add (Subtract) to Reserves	0	21,833	-21,833	

2020-2021

Note - Revenue Reported is % of Budgeted Revenue Earned	Total Budget $ - Original	Current Period Actual thru August	Remaining Budget	Percent Remaining
Revenue		Annual Budgeted Revenue		
Revenue	99,490	7,478	92,012	92.48%
Expense				
Certificated Salaries	509,649	80,406	429,243	84.22%
Classified Salaries	1,201,388	204,892	996,496	82.95%
Benefits	768,869	125,583	643,286	83.67%
Books and Supplies	79,525	69,940	9,585	12.05%
Services & Other	341,632	35,291	306,341	89.67%
Capital Outlay	7,500	0	7,500	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	(2,899,628)	(516,112)	(2,383,516)	82.20%
Total Expense	8,935	0	8,935	100.00%
Add (Subtract) to Reserves	90,555	7,478	83,077	
Total Revenue	99,490	7,478	92,012	7.52%
Total Expense	8,935	0	8,935	0.00%
Add (Subtract) to Reserves	90,555	7,478	83,077	

2019-20
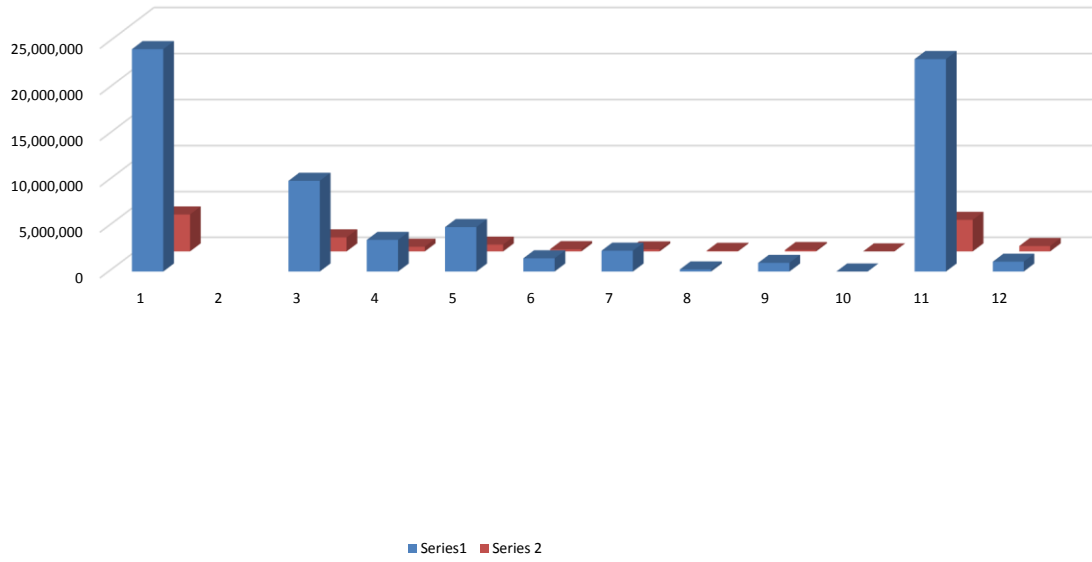
2020-21
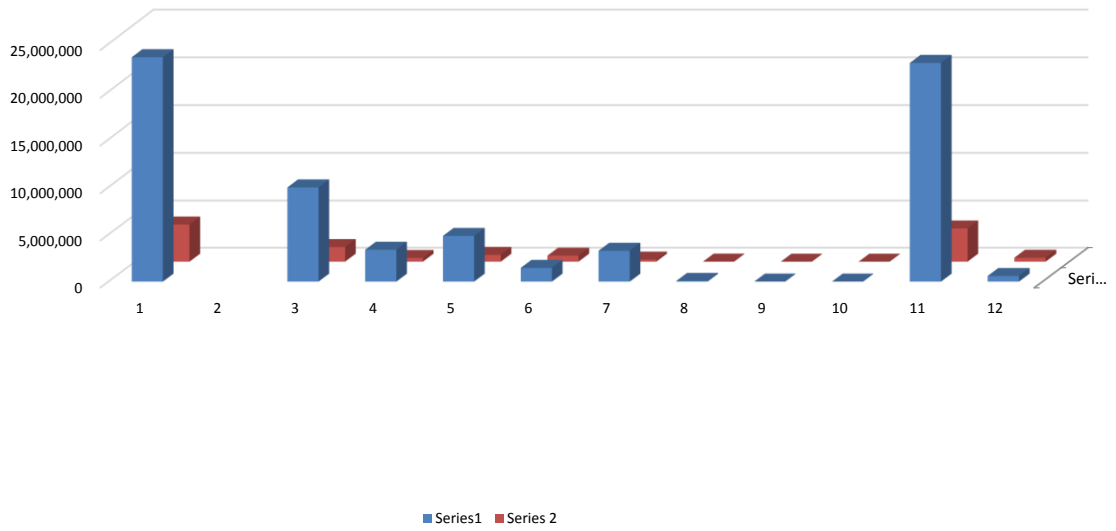
LEWIS CENTER FOUNDATION
COMBINED BALANCE SHEET AND INCOME STATEMENT
July 1 - July 31, 2020

CHECKING (LEWIS CENTER FOUNDATION)

Beginning Balance | | | | **$12,059.00**

Revenue

Transfer from Savings	$	17,894.33		
Online donations to NSLA Capital Campaign		$200.00		
Total	$	18,094.33		

Expenditures

Cal Baptist University - Ambassadors Scholarship - Olajumoke Nelson-Cole	$	500.00
UC Los Angeles - SLT/Ambassadors Scholarship - Ysabella Sardillo	$	1,000.00
Victor Valley College - Ambassadors/Schools First - Tess Bonacio	$	1,000.00
Victor Valley College - Sam Manuel Scholarship - Tori Bonacio	$	1,000.00
UC Los Angeles - Ambassadors/Biggs Scholarship - Tara Izadi	$	1,000.00
San Francisco State University - SLT Scholarship - Onnika Dunkerley	$	500.00
Victor Valley College - San Manuel Scholarship - Alyssa Lovett	$	1,000.00
Victor Valley College - San Manuel Scholarship - Caitlyn Lovett	$	1,000.00
UC Berkeley - Edison Scholarship - Bryce Szarzynski	$	5,000.00
Cal Baptist University - San Manuel Scholarship - Jordan Schulenberg	$	1,000.00
Victor Valley College - AAE Staff - Daniel Ghafari	$	394.33
San Francisco State University - San Manuel - Dominick D'Anna	$	1,000.00
Visa - Staff Recognition Certificates	$	33.39
Transfer to Savings - NSLA Capital Campaign		$200.00
Total	$	14,627.72

Ending Balance | *Total* | **$15,525.61**

SAVINGS (LEWIS CENTER FOUNDATION)

Beginning Balance

Restricted Funds - AAE Capital Campaign	$97,642.89
Restricted Funds- NSLA Capital Campaign	$34,182.31
Restricted Funds - Davis Endowment	$12,031.06
Restricted Funds - Global Exchange Programs	$12,950.94
Restricted Funds - HiDAS Endowment	$63,828.70
Restricted Funds - Scholarships	$44,402.42
Unrestricted Funds	$78,431.22
	$343,469.54

Revenue

NSLA Capital Campaign		$200.00
AAE Staff Scholarship		$15.00
Interest		$13.89
	Total	$228.89

Expenditures

AAE Staff Scholarship		$394.33
Bud Biggs Scholarship		$1,000.00
San Manuel Scholarship		$5,000.00
Peacock/Casillas Scholarship		$1,000.00
SLT Scholarship		$1,000.00
Edison Scholarship		$5,000.00
School First Scholarship		$500.00
Ambassadors Scholarship		$4,000.00
	Total	$17,894.33

Ending Balance

Restricted Funds - AAE Capital Campaign	$97,646.92
Restricted Funds - NSLA Capital Campaign	$34,383.70
Restricted Funds - Davis Endowment	$12,031.62
Restricted Funds - Global Exchange Programs	$12,951.50
Restricted Funds - HiDAS Endowment	$63,831.34
Restricted Funds - Scholarships	$26,524.48
Unrestricted Funds	$78,434.56
Total	**$325,804.10**

Total Checking and Savings		**$341,329.71**

2020 Grant Tracking Sheet

Grant	**Amount**	**Results**
NOAA Grant	$5,000,000	NO
Astronomy & Astrophysics Research	$48,500,000	In Pursuit
Captain Planet Foundation	$2,500	In Pursuit
Henry T. Nicholas III Foundation	N/A	In Pursuit

August 31, 2020

Lisa Lamb, President/CEO
Norton Science & Language Academy
17500 Mana Road
Apple Valley, CA 92307

Dear Ms. Lamb:

This letter acknowledges receipt of your 2020-21 Adopted Budget Report. As part of our County oversight responsibilities, we have completed a review of your 2020-21 Adopted Budget Report, which includes an assessment and analysis of the information provided.

A detailed narrative is included to document our review and not any findings or concerns. At this time, no additional information is being requested. As presented, it appears the Charter currently maintains a positive financial position and is projecting growth overall.

We ask that you share this letter and narrative with your Board as well as with any parties that associated with the preparation of your report.

If you have any questions or concerns, please feel free to call me at (909) 386-9615 or Heather Kinney at (909) 388-5732.

Sincerely,

Angel Arrington

Angel Arrington
Business Services Project Manager, II
Business Advisory Services

cc: Kevin Porter, Chairman of the Board
cc: David Gruber, Director of Finance, Norton Space and Aeronautics Academy
cc: Richard De Nava, Assistant Superintendent, Business Services – SBCSS
cc: Tom Cassida, Director, Business Advisory Services - SBCSS

Business Services • Richard De Nava, Assistant Superintendent

Business Advisory Services • Thomas Cassida, Director
760 East Brier Drive • San Bernardino, CA 92408 • P: 909.386.9676 • F: 909.386.9690 • www.sbcss.net
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NORTON SCIENCE & LANGUAGE ACADEMY
Fiscal Year 2020-21 Adopted Budget Report
AUTHORIZER REVIEW NARRATIVE
Completed by: Heather Kinney

AVERAGE DAILY ATTENDANCE (ADA) & ENROLLMENT PROJECTIONS:

ADA/Enrollment Projections	2019-20 Actual	2020-21 Projected	2021-22 Projected	2022-23 Projected
Enrollment	821	835	1,081	1,209
ADA	781.15	805.29	1,033.88	1,156.78
ADA/Enrollment Ratio	95.15%	96.44%	95.64%	95.68%
Growth in Enrollment	0.51%	3.09%	28.39%	11.89%

Based on information provided, the charter projects an enrollment increase of 14 students for 2020-21 with growth projected at 246 and 128 in subsequent years. The increase of 14 students is reasonable for the current year. The county will monitor ADA and enrollemnt carefully.

Please note that due to the ADA Hold-Harmless provision in the State Enacted Budget, there will be no attendance reporting in 2020-21. Essentially this means that the school's 2019-20 reported ADA for second period (P-2) and annual (P-A) will become the school's 2020-21 ADA. However, enrollment will still be collected in the CALPADS system and will still use the first Wednesday in October as information day. For 2020, that day is October 7.

REVENUES:

LCFF – The charter is reporting the State Aid portion of Local Control Funding Formula (LCFF) on two-line items, LCFF (8011) and EPA (8012) and has submitted the FCMAT calculator as supporting documentation. The County has also prepared a calculation based on the most current available data. The Charter prepared LCFF calculations with no material variances from calculations prepared by the County.

Lottery – The projected lottery funding per Schools Services is a combined rate of $207 per ADA. It appears the Charter is using a rate of $204 which is less than the projected rate. Difference is immaterial.

Other Revenues – The charter is reporting various Restricted and Unrestricted Revenues. Revenue projections appear reasonable.

EXPENDITURES:

Classified Salaries – The charter is projecting classified salaries of $885,282 for 2020-21 with a projected increase of 8.64% for 2021-22 and 7.56% for 2022-23. The increase in projected salaries appear consistent with increases in projected enrollment.

Certificated Salaries – The charter is projecting certificated salaries of $3,554,986 with an increase of 18.21% for 2021-22 and a 12.03% for 2022-21. An increase of 10 certificated FTE is projected for 2021-22 and 4 FTE for 2022-23.

FTE Staffing – Projections are as follows:

2019-20 Ratio	2020-21 Ratio	2021-22 Ratio
23:1	24:1	24:1

Oversight Fee – The 1% oversight fee has been included within the assumptions and appears to be included in the multi-year projections.

Contribution to LCER – The Charter projects $1,130,066 for 2020-21. This amount represents 12.8% of LCFF and a 50/50 match with AAE for projected SELPA costs. Its included in Other Outgo (object codes 7100-7200) and is clearly identifiable when reviewing the budget.

FACILITIES:

Rent/Utilities – The charter included rent of $540,000 for 2020-21 with utilities at $95,000. For 2021-22 and 2022-23 the budget indicates no facility rent but projects utility cost of $150,000 and $165,000. The rent for 2020-21 is consistent with the new lease agreement effective January 2020. The rent and utilities are reasonable for 2021-22 as the Charter will be in the new facility.

DEBT: The Charter is indicating $2,555,938 in reportable debt in 2021-22. This amount is included correctly on the MYP in Debt Service (object codes 7400-7499).

FUND BALANCE/TRENDS: The charter's 2019-20 Estimated Actual Beginning Fund Balance agrees to the reported 2018-19 Audited Ending Fund Balance of $3,384,525. The projected ending fund balance for 2020-21 is $4,404,035. The charter continues to maintain a positive ending balance in each subsequent year and no deficit spending.

RESERVE FOR ECONOMIC UNCERTAINTIES: As reported, reserve levels are sufficient and meet the required minimum fund balance of 4% of total expenditures. The charter anticipates reserves of approximately 57% for 2020-21.

ENDING CASH POSITION AND MONTHLY CASH FLOWS: The cash flow provided indicates a positive cash balance at the end of each month and at the end of the fiscal year. The July beginning cash appears reasonably stated and all assumptions projected are properly carried over to the MYP summary.

COVID-19 WRITTEN OPERATIONS REPORT
NSLA provided a COVID-19 Written Operations Report as required. NSLA shall adopt a Learning Continuity and Accountability Plan, in consultation with all stakeholders, by September 30, 2020.

SUPPLEMENTAL INFORMATION
NSLA submitted all of the supplemental information that was requested by the Charter School Office (CSO). The CSO appreciates NSLA's consistent adherence to deadlines and requests for information/documentation.

LCER Board Meetings
Attendance Log 2019

	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept. Regular	Oct Regular	Nov Regular	Dec Regular	TOTAL REGULAR
Kevin Porter	Leave	Leave	Present	Present	Present	Present					100%
Sharon Page	Present	Present	Present	Present	Present	Present					100%
David Rib	Present	Present	Present	Present	Present	Present					100%
Rick Wolf	Present	Present	Present	Present	Present	Present					100%
Torii Gray	Present	Present	Present	Absent	Present	Present					83%
Omari Onyango	Present	Present	Present	Absent	Present	Present					83%
Pat Caldwell	Present	Absent	Present	Present	Present	Present					83%
Jessica Rodriguez	Absent	Present	Present	Present	Present	Absent					67%
Jim Morris	Absent	Absent	Present	Absent	Present	Present					50%

	Jan. 29 Special	Apr. 29 Special	May 26 Special	July 15 Special			TOTAL SPECIAL
David Rib	Present	Present	Present	Present			100%
Jessica Rodriguez	Present	Present	Present	Present			100%
Torii Gray	Present	Present	Present	Present			100%
Omari Onyango	Present	Present	Present	Present			100%
Sharon Page	Present	Present	Present	Present			100%
Pat Caldwell	Present	Absent	Present	Present			75%
Kevin Porter	Leave	Present	Absent	Present			67%
Rick Wolf	Absent	Absent	Present	Present			50%
Jim Morris	Absent	Absent	Absent	Present			25%

LCER Board Give and Get

Current Fiscal Year 2020/2021

Member	Give	Get	In-kind	Total	
Pat Caldwell				$	-
Torii Gray				$	-
James Morris				$	-
Omari Onyango				$	-
Sharon Page				$	-
Kevin Porter				$	-
Jessica Rodriguez				$	-
David Rib				$	-
Rick Wolf				$	-
Total	$ -	$ -	$ -	$	-