



Creating Global Citizens

COVID-19 Operations Written Report for Norton Science & Language Academy

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Once the decision to close the school due to COVID-19 was made, we communicated with our families through the school's website, email, and social media platforms regarding the need to close school to ensure the safety and health of our students and staff, and that learning would still continue for students. A Technology Needs survey was immediately sent out to families to determine the need for devices and the wifi availability in the home to facilitate Distance Learning. As a 1:1 device school, we were adequately prepared for Distance Learning in grades 3-8. Families in the primary grades were given weekly teacher-created packets, distributed during food service pick-up to ensure the protection of families and staff.

The instructional goal of Distance Learning was to have students continue practicing the standards that have been taught during the 19-20 school year. Distance Learning was provided both synchronously and asynchronously through Google Classroom and Zoom platforms. Teachers provided daily office hours and weekly lessons including instructional videos to ensure learning continued. Any student needing a printed copy of the materials was provided one.

To ensure students and families were healthy and safe, instructors were required to monitor student participation through a weekly Student Tracker. Our administration team monitored these weekly Student Trackers and reached out to any family with no participation or contact. This team also monitored the Google Classrooms for lessons and materials provided to students. We adopted a No Harm Policy for grading to guarantee that students would not fail, only improve. Finally, we provided the Continuity of Learning Resources on the school's website for families at the beginning of the closure and will continue to add resources for the summer.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

To further support English Learner, foster youth, and low-income students, we have ensured that families have access to information in multiple languages for distance learning and preventative measures for protecting their families. Families were surveyed to determine the best way to communicate with them through phone calls, text, and emails. We have also used built-in networks for support to locate homeless families and children in order to account for every child within the district. If a teacher, principal, or parent reports a student experiencing any anxiety, our counselor, director of student services and school psychologist provide support or prepare referrals for higher levels of service to support the family. We have encouraged and shared practices to set up daily routines for students at home that mirror the school day as best as possible. We are providing weekly meals for both breakfast and lunch.

Distance Learning was provided to all our unduplicated students from their highly-qualified, certificated classroom teacher using the school's adopted CCSS aligned curriculum. Adopted curriculum includes ELD Instruction to meet the needs of our English Learners.

Instruction was provided online through Google Classroom and with teacher-created packets available weekly for pick-up. Families who were in need of an electronic device, requested one through our IT department. Free wifi information was posted on the website and emailed to

families. Our IT department was available during normal school hours either by phone, email, or in person appointment to help any family with their technology needs.

Since our school closure, we have reached out to families by phone to check on their needs. Also, we have communicated weekly messages via Parent Square, teacher contacts, and social media regarding the resources available to parents. These resources have included information about food resources, testing resources, and job resources.

The counseling office has reached out through personal phone calls to check in with families and offer virtual counseling. Social Emotional Learning lessons were made available through their Google Classrooms.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

At NSLA, we continued to deliver high-quality learning for students during the school closure. We provided Continuity of Learning Resources on the website with links to free learning educational sites within the first week of closure and will continue throughout the summer. Both social media and email were also used to share these resources with families. As the stay at home order from Governor Newsom was given, we implemented the school's Distance Learning Plan.

The school's Distance Learning Plan provided students with access to their teacher(s) and high-quality instruction. Teachers implemented daily office hours to connect with students and discuss assignments. Teachers also provided instructional videos weekly to support the week's instructional plan. These weekly plans included a review of standards taught and enrichment opportunities. Teachers used adopted, standards-aligned curriculum to continue learning both electronically and hardcopy packets.

Education Specialists continued to support IEP goals with individualized instruction following the instructional plan developed with the IEP team.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

During the emergency closure, we provided emergency meals to all children 18 years or younger. In order to maintain social distancing efforts, we set up lunch pickup procedures for contactless pickup. Families were instructed to drive up to the pickup area with windows raised. Staff made visual contact with children in the car to confirm meals were for children. Once verified, meals were provided for each child and placed in the trunk to limit contact. Additionally, we provided lunch and breakfast for the next day to minimize exposure. We consistently worked to ensure employees were protected by providing masks and gloves, maintaining social distance during distribution, and additional disinfectant sanitizers to promote good hand cleaning practices.

In our efforts to maintain communication about meal distribution, we used social media platforms, email, and the school's website to inform families the dates, times, and procedures for meal pickup.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Our plan to support the childcare needs during the day of essential service and emergency workers is ongoing. Our CEO and executive team meet regularly with surrounding community agencies. Agency representatives expressed that child care needs are being met at this time. The Lewis Center for Educational Research's website continues to update and publish child care resources, referral agencies, and other resources. Links are present on the website that connect families with a host of resources offered by child care support agencies such as CCRC, California Child Care Resource and Referral Network, Quality Start San Bernardino, CAHelp's Desert Mountain Children's Center, Quality Counts California, and the San Bernardino County Department of Public Health. Should discussions with community agencies indicate that community child care needs are no longer being met, we are prepared to utilize the emergency procedures outlined by the CDE's Early Learning and Care Division to establish additional child care resources.