



BARONA

CHARTER SCHOOL

Governing Board of Directors

BOARD MEETING AGENDA

February 26, 2025 — 9:30 AM

Barona Community Center Meeting Room at 1095 Barona Road, Lakeside, CA 92040

- I. Call to Order/Roll Call-** Ray Welch- Chairman, Tawnya Phoenix- Vice Chair, Melanie Villa- Secretary/Treasurer, Darla Boller- Member, & Danthia Gil- Member
- II. Approval of Agenda-** Changes to the agenda may be made at this time
- III. Public Comment-** Any person may address the Board about any agenda item and may be granted five (5) minutes to talk when an item is discussed. Time per agenda item shall be determined based on the number of speakers. This time will not exceed 30 minutes. Board may lengthen time by consensus.
- IV. Action Items**
 - A. Approval of Annual Audit-** The audit firm of Wilkinson Hadley King & Co. has audited the financial statements of Barona Indian Charter School, Inc. as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.
- V. B. Approval of Comprehensive Safety Plan** – Minor changes have been made.
- VI. Reports-** Principal Julie Cushman will report to the board on the LCAP Mid-Year Update
- VII. Adjourn Open Session**
- VIII. Closed Session-** Per Government Code Section 35146 the Board will meet in Closed Session to discuss matters related to a student and that student's attendance, academic, and social performance. (Education Code Section 48320)
- IX. Adjourn Closed Session**
- X. Return to Open Session-** Report out an any action taken in Closed Session. No action is expected to be taken.
- XI. Adjournment**



Barona Indian Charter School, Inc.

Charter #0469

Financial Statements
June 30, 2024



Barona Indian Charter School, Inc
Financial Statements
Year Ended June 30, 2024

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Independent Auditor's Report

To the Board of Directors
Barona Indian Charter School, Inc.

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Barona Indian Charter School, Inc. (the School), a nonprofit organization, which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying supplementary information, as identified in the Table of Contents and as required by the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole, except as noted on the schedules.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the Other Information section of the report but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 13, 2024 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

El Cajon, California
December 13, 2024

Financial Statements

Barona Indian Charter School, Inc.

Statement of Financial Position

June 30, 2024

Assets

Cash and cash equivalents	\$ 1,263,397
Accounts receivable	270,743
Prepaid expenses	8,050
Property and equipment, net	<u>53,989</u>
Total Assets	<u>\$ 1,596,179</u>

Liabilities and Net Assets

Liabilities

Accounts payable - vendors	\$ 145,775
Accounts payable - grantor government	<u>77,903</u>
Total Liabilities	<u>223,678</u>

Net Assets

Without donor restrictions	
Undesignated	1,131,362
Invested in property and equipment, net of related debt	<u>53,989</u>
	<u>1,185,351</u>
With donor restrictions	
Restricted for state programs	185,982
Restricted for local programs	<u>1,168</u>
	<u>187,150</u>
Total Net Assets	<u>1,372,501</u>
Total Liabilities and Net Assets	<u>\$ 1,596,179</u>

The accompanying notes are an integral part of this statement.

Barona Indian Charter School, Inc.

Statement of Activities Year Ended June 30, 2024

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue, Support, and Gains			
Local Control Funding Formula (LCFF) sources			
State aid	\$ 553,689	\$ -	\$ 553,689
Education protection account state aid	116,505	-	116,505
Transfers in lieu of property taxes	<u>225,984</u>	<u>-</u>	<u>225,984</u>
Total LCFF sources	<u>896,178</u>	<u>-</u>	<u>896,178</u>
Federal contracts and grants	-	465,134	465,134
State contracts and grants	159,579	79,946	239,525
Local contracts and grants	6,133	-	6,133
FMV adjustment	21,903	-	21,903
Interest income	58,268	-	58,268
Net assets released from restriction -			
Grant restrictions satisfied	<u>612,728</u>	<u>(612,728)</u>	<u>-</u>
Total revenue, support, and gains	<u>1,754,789</u>	<u>(67,648)</u>	<u>1,687,141</u>
Expenses and Losses			
Program services expense	1,350,489	-	1,350,489
Supporting services expense	<u>415,011</u>	<u>-</u>	<u>415,011</u>
Total expenses and losses	<u>1,765,500</u>	<u>-</u>	<u>1,765,500</u>
Change in Net Assets	(10,711)	(67,648)	(78,359)
Net Assets, Beginning of Year	<u>1,196,062</u>	<u>254,798</u>	<u>1,450,860</u>
Net Assets, End of Year	<u><u>\$ 1,185,351</u></u>	<u><u>\$ 187,150</u></u>	<u><u>\$ 1,372,501</u></u>

The accompanying notes are an integral part of this statement.

Barona Indian Charter School, Inc.

Statement of Functional Expenses

Year Ended June 30, 2024

	<u>Program Services</u>	<u>Supporting Services</u>	
	Educational	Management and	
	<u>Programs</u>	<u>General</u>	<u>Total</u>
Salaries and wages	\$ 624,747	\$ 178,036	\$ 802,783
Pension expense	157,588	44,908	202,496
Other employee benefits	81,271	23,160	104,431
Payroll taxes	18,383	5,239	23,622
Fees for services:			
Legal	-	20,397	20,397
Accounting	-	7,750	7,750
Other fees - Professional consulting	179,939	-	179,939
Other Services	-	68,639	68,639
Other fees - District Contract with Charter	-	45,528	45,528
Information technology	10,276	-	10,276
Occupancy	95,300	-	95,300
Travel and conferences	-	8,420	8,420
Depreciation	7,538	-	7,538
Insurance	-	7,998	7,998
Other expenses:			
Books and supplies	173,232	-	173,232
Dues and memberships	-	4,936	4,936
Miscellaneous	<u>2,215</u>	<u>-</u>	<u>2,215</u>
Total expenses by function	<u><u>1,350,489</u></u>	<u><u>415,011</u></u>	<u><u>1,765,500</u></u>

The accompanying notes are an integral part of this statement.

Barona Indian Charter School, Inc.

Statement of Cash Flows

Year Ended June 30, 2024

Cash Flows from Operating Activities

Receipts from federal, state, and local contracts and grants	\$ 1,195,742
Receipts from property taxes	225,984
Receipts from operating interest	80,171
Payments to employees for services provided	(1,133,332)
Payments to vendors	<u>(575,921)</u>

Net Cash Used For Activities (207,356)

Net Change in Cash and Cash Equivalents (207,356)

Cash and Cash Equivalents, Beginning of Year 1,470,753

Cash and Cash Equivalents, End of Year \$ 1,263,397

Reconciliation of Change in Net Assets to Net Cash

Used For Operating Activities

Change in net assets \$ (78,359)

Adjustments to reconcile change in net assets to net cash:

Depreciation and amortization 7,538

Changes in operating assets and liabilities

(Increase) Decrease in assets

Accounts receivable (127,316)

Prepaid expenses 8,050

Increase (Decrease) in liabilities

Accounts payable 40,659

Accounts payable grantor governments 19,133

Unearned revenue (77,061)

Net Cash Used For Operating Activities \$ (207,356)

The accompanying notes are an integral part of this statement.

Barona Indian Charter School, Inc.

Notes to the Financial Statements

Year Ended June 30, 2024

A. Principal Activity and Summary of Significant Accounting Policies

Organization Structure

Barona Indian Charter School, Inc. (the School) is a non-profit public benefit School established on May 31, 2002. Under the Charter Schools Act of 1992, a charter school is authorized to elect to operate as, or be operated by, a nonprofit public benefit School. The School was authorized by Lakeside Union School District (the District). The School is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code.

The School's mission is to enable students, in a chronically underserved rural environment, to become competent contributing members of society equipped with reading, writing, math, technology, and problem-solving skills necessary for success in a rapidly changing world.

Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit corporations. The School uses the accrual basis of accounting, under which revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Cash and Cash Equivalents

The School considers all cash and highly liquid financial instruments with original maturities of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

Accounts Receivable

Accounts receivable consist primarily of non-interest bearing amounts due to the School for federal, state, and local grants and contracts receivable. The amounts in accounts receivable are considered fully collectable and as such there has not been an allowance for uncollectable accounts or discount established for the School.

Prepaid Expenses

Prepaid expenses are recorded to account for expenditures during the benefiting period.

Property and Equipment

The School records property and equipment additions over \$5,000 at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any resulting gain or loss is included in the statement of activities. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed in the current period.

Barona Indian Charter School, Inc.
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

The School reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2024.

Investments

The School's method of accounting for investments, in accordance with generally accepted accounting principles, is the fair value method. Fair value is determined by published quotes. Changes in fair value of investments result in increases or decreases in unrealized fair values of equity investments. Adjustments to fair values are reflected as unrealized gain/loss on investments in the accompanying statement of activities. The School's policy is to follow the fair value measurement and reporting requirements contained in FASB ASC 820 *Fair Value Measurements and Disclosures*.

Leases

The School leases facilities and equipment which are utilized in its charitable purpose. The School determines if an arrangement is a lease at inception. Operating leases are included in the operating lease right-of-use assets, other current liabilities, and operating lease liabilities in the Statement of Financial Position. Financing leases are included in the financing lease right-of-use assets, other current liabilities, and financing lease liabilities in the Statement of Financial Position.

Right-of-use assets represent our right to use an underlying asset for the lease term and lease liabilities represent our obligation to make lease payments arising from the lease. Operating lease right-of-use assets and liabilities are recognized at commencement date based on the present value of lease payments over the lease term. As most of our leases do not provide an implicit rate, we use our incremental borrowing rate based on the information available at commencement date in determining the present value of lease payments. The operating lease right-of-use asset also includes any lease payments made and excludes lease incentives. Our lease term may include options to extend or terminate the lease when it is reasonably certain that we will exercise that option. Lease expense for lease payments is recognized on a straight-line basis over the lease term.

The lease agreements do not contain any material residual value guarantees or material restrictive covenants.

The School has lease agreements with lease and non-lease components, which are generally accounted for separately. The School has elected to apply the short-term lease exemption to any leases with terms of 12 months or less or any leases below the threshold of \$5,000.

In evaluating contracts to determine if they qualify as a lease, the School considers factors such as whether they have obtained substantially all of the rights to the underlying asset through exclusivity, if the School can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

In allocating consideration in the contract to the separate lease components and the non-lease components, the School uses the stand-alone prices of the lease and non-lease components. Observable stand-alone prices are used, if available. If the stand-alone price for a component has a high level of variability or uncertainty, this allocation may require significant judgment.

Barona Indian Charter School, Inc.
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to our program services, administration, and fundraising and developing activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles.

Revenue and Revenue Recognition

The School follows the provisions of FASB ASC 958-605 thereby recognizing revenue when applicable performance related barriers have been satisfied and the revenue is earned. A performance-related barrier represents something that must be achieved, performed or delivered in order to receive funds. Performance related barriers are required to be measurable, limit discretion by recipient on the conduct of the activity, and the stipulations are related to the purpose of the agreement or grant. When funds are received and performance-related barriers are not satisfied, the School records the funds as unearned revenue.

After the School has determined that performance related barriers have been satisfied, the revenue is recognized as either restricted or unrestricted based on the nature of the resources and conditions of the grantor. Restrictions on recognized revenue could constitute allowable uses of the resources that are narrower than the School's mission but are not considered performance-related barriers. Restricted resources are released from their restriction once the restricted purpose has been satisfied.

The School primarily receives funds from the California Department of Education (CDE). Local Control Funding Formula revenue and state revenues received from CDE are based on the School's average daily attendance (ADA) of students and recognized in the period the ADA occurs. In addition, the School receives state and local revenues for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies.

Barona Indian Charter School, Inc.
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

Income Taxes

The School is a 509(a)(1) publicly supported non-profit charter school that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The School is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The School may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2024, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The School follows provisions of uncertain tax positions as addressed in ASC 958. The School recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2024.

The School files informational and income tax returns in the United States and in the state of California. The federal income tax and informational returns are subject to examination by the Internal Revenue Service for three years after the returns are filed. State and local jurisdictions have statutes of limitation that generally range from three to five years.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the School to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Financial Instruments and Credit Risk

The School manages deposit concentration risk by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the School to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the School has not experienced losses in any of these accounts. Credit risk associated with contributions receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies.

LCFF Revenues and Payments in Lieu of Property Taxes

The School's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the local control funding formula (LCFF) on statewide charter school rates multiplied by the School's average daily attendance (ADA) as reported at the second principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the School, which is funding in lieu of property taxes, and education protection account funds paid by the state under Proposition 30. The remaining balance is paid from the state general fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 53.12% of the School's revenue.

Barona Indian Charter School, Inc.
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

The LCFF includes the following components applicable to the School:

1. Provides a base grant for each school based on the school's ADA. The actual base grant varies based on grade span.
2. Provides an adjustment of 2.6 percent on the base grant amount for grades nine through twelve.
3. Provides a supplemental grant equal to 20 percent of the adjusted base grants for targeted disadvantaged students. Targeted students are those classified as English Learners (EL), eligible to receive a free or reduced price meal (FRPM), foster youth, homeless youth, or any combination of these factors (unduplicated count).
4. Provides a concentration grant equal to 65 percent of the adjusted base grant for targeted students exceeding 55 percent of the school's enrollment.

The School is not at risk of losing these funding sources, as long as the school maintains a steady level of ADA, as these funding sources are mandated by the California State Constitution to fund schools.

New Accounting Guidance

The Financial Accounting Standards Board (FASB) issues accounting standards updates and additional guidance for not-for-profit and for-profit agencies to establish consistent accounting across all organizations in the United States. The following table represents items that have been issued by FASB that became effective in the 2023-24 fiscal year:

Description	Date Issued
FASB Accounting Standards Update 2016-13 - <i>Credit Losses (Topic 326)</i>	Jun-16
FASB Accounting Standards Update 2017-04 - <i>Intangibles, Goodwill & Other (Topic 350)</i>	Jan-17
FASB Accounting Standards Update 2018-19 - <i>Codification Improvements for Credit Losses (Topic 326)</i>	Nov-18
FASB Accounting Standards Update 2019-10 - <i>Financial Instruments, Credit Losses</i>	Nov-19
FASB Accounting Standards Update 2022-02 - <i>Financial Instruments-Credit Losses (Topic 326): Troubled Debt Restructurings and Vintage Disclosures</i>	Mar-22
FASB Accounting Standards Update 2022-04 - <i>Liabilities-Supplier Finance Programs (Subtopic 405-50): Disclosure of Supplier Finance Program Obligations</i>	Sep-22
FASB Accounting Standards Update 2023-06 - <i>Disclosure Improvements Codification Amendments in Response to the SEC's Disclosure Update and Simplification Initiative</i>	Oct-23

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The School has adopted provisions of effective Accounting Standards Updates. The issuance of these standards did not result in a presentation or accounting change that impacted these financial statements.

Subsequent Events

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through December 13, 2024, the date the financial statements were available to be issued.

Barona Indian Charter School, Inc.
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

B. Liquidity and Availability

The School's financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

Cash and cash equivalents	\$	1,263,397
Accounts receivable		<u>270,743</u>
Total	\$	<u><u>1,534,140</u></u>

C. Fair Value Measurements and Disclosure

The School reports certain assets and liabilities at fair value in the financial statements. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction in the principal, or most advantageous, market at the measurement date under current market conditions regardless of whether that price is directly observable or estimated using another valuation technique. Inputs used to determine fair value refer broadly to the assumptions that market participants would use in pricing the asset or liability, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the assumptions market participants would use in pricing the asset or liability based on market data obtained from sources independent of the reporting entity. Unobservable inputs are inputs that reflect the reporting entity's own assumptions about the assumptions market participants would use in pricing the asset or liability based on the best information available. A three-tier hierarchy categorizes the inputs as follows:

- Level 1: Quoted prices (unadjusted) in active markets for identical assets or liabilities that we can access at the measurement date.
- Level 2: Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly. These include quoted prices for similar assets or liabilities in active markets, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the asset or liability, and market-corroborated inputs.
- Level 3: Unobservable inputs for the asset or liability. In these situations, the School develops inputs using the best information available in the circumstances.

In some cases, the inputs used to measure the fair value of an asset or a liability might be categorized within different levels of the fair value hierarchy. In those cases, the fair value measurement is categorized in its entirety in the same level of the fair value hierarchy as the lowest level input that is significant to the measurement. Assessing the significance of a particular input to entire measurement requires judgment, taking into account factors specific to the asset or liability. The categorization of an asset within the hierarchy is based upon the pricing transparency of the asset and does not necessarily correspond to the School's assessment of the quality, risk, or liquidity profile of the asset or liability.

Barona Indian Charter School, Inc.
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

The School has funds at the San Diego County Treasury which invests funds in various markets such as CDs, money market, and U.S. government obligations. Those CDs and U.S. government obligations are valued by the custodians of the securities using pricing models based on credit quality, time to maturity, stated interest rates, and market rate assumptions and are classified within Level 2.

The following table presents assets and liabilities measured at fair value on a recurring basis at June 30, 2024:

Assets	Total	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Operating investments				
Cash in county treasury	\$ 1,263,397	\$ -	\$ 1,263,397	\$ -

D. Cash and Cash Equivalents

The School's cash and cash equivalents on June 30, 2024, consisted of the following:

Cash in county treasury	\$ 1,282,734
FMV adjustment	(19,337)
Total cash and cash equivalents	<u>\$ 1,263,397</u>

Cash in County Treasury

The School is a voluntary participant and therefore maintains a portion of its cash in the San Diego County Treasury as part of the common investment pool (\$1,282,734 as of June 30, 2024). The County Treasury is restricted by Government Code §53635 pursuant to §53601 to invest in time deposits, U.S. Government Securities, state registered warrants, notes or bonds, State Treasurer's investment pool, banker's acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse agreements.

The fair value of the School's investment in this pool (\$1,263,397 as of June 30, 2024) is reported in the accompanying financial statements at amounts based upon the School's pro-rata share of the fair value provided by the County Treasury for the entire County Treasury portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasury, which are recorded on an amortized cost basis. Cash may be added or withdrawn from the investment pool without limitation.

Barona Indian Charter School, Inc.
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

E. Accounts Receivable

As of June 30, 2024, the School's accounts receivable consisted of the following:

Federal Government		
Special Education	\$	27,918
Child Nutrition		29,930
Other Federal Programs		2,170
State Government		
Lottery Funding		4,936
Other Local Sources		
Interest		51,579
Other Local Sources		154,210
Total Accounts Receivable	\$	<u>270,743</u>

F. Prepaid Expenses

As of June 30, 2024, the School's prepaid expenses consisted of the following:

Prepaid vendors	\$	<u>8,050</u>
Total Prepaid Expenses	\$	<u><u>8,050</u></u>

G. Property and Equipment

Property and equipment for the School consisted of the following at June 30, 2024:

	Beginning Balance	Additions	Deletions	Ending Balance
Depreciable Capital Assets				
Buildings and Improvements	\$ 7,314	\$ -	\$ -	\$ 7,314
Equipment, Furniture, and Fixtures	<u>74,974</u>	<u>-</u>	<u>-</u>	<u>74,974</u>
Total Depreciable Capital Assets	<u>82,288</u>	<u>-</u>	<u>-</u>	<u>82,288</u>
Total Capital Assets	82,288	-	-	82,288
Less Accumulated Depreciation	<u>(20,761)</u>	<u>(7,538)</u>	<u>-</u>	<u>(28,299)</u>
Capital Assets, Net	<u>\$ 61,527</u>	<u>\$ (7,538)</u>	<u>\$ -</u>	<u>\$ 53,989</u>

Barona Indian Charter School, Inc.
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

H. Restricted Net Assets

The School receives grants from federal and state agencies that are restricted for specific purposes. Once the restricted purpose has been fulfilled, the assets are released from restriction. At June 30, 2024, net assets were restricted for the following purposes:

Subject to expenditure for specified purpose:	
Beginning restricted net assets	\$ 254,798
Restricted grants received	545,080
Net assets released from restriction	<u>(612,728)</u>
 Total net assets with donor restrictions	 <u><u>\$ 187,150</u></u>

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose as follows for the year ended June 30, 2024:

Subject to expenditure for specified purpose:	
State Programs:	
State Aid	\$ 9,580
Arts and Music	57,948
Expanded Learning Opportunities (ELO) Grant	50,000
Learning Recovery	46,951
Lottery	21,503
Local programs:	
Donations and local programs	<u>1,168</u>
 Total net assets with donor restrictions	 <u><u>\$ 187,150</u></u>

I. Employee Retirement System

Qualified employees are covered under a multiple-employer defined benefit pension plan by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS). The risks of participating in this multi-employer plan are different from single-employer plans in the following aspects:

- a. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
- b. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
- c. If the School chooses to stop participating in some of its multi-employer plans, the School may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

Barona Indian Charter School, Inc.
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

The Schools participation in this plan for the fiscal year ended June 30, 2024, is outlined in the table below. The “EIN/Pension Plan Number” column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2024, 2023 and 2022 is for the plan’s year-end at June 30, 2024, 2023 and 2022, respectively. The zone status is based on information that the School received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The “FIP/RP Status Pending/Implemented” column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

Period to Period Comparability:

Barona Indian Charter School, Inc. decreased in CalSTRS contributions from 2022 to 2023 by 31.31% followed by an increase in 2024 of 53.95%. Barona Indian Charter School, Inc. increased in CalPERS contributions from 2022 to 2023 by 24.08% followed by a decrease in 2024 of 9.67%. The changes in STRS and PERS are both cause by changes in staffing and reallocation of staffing

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30,			FIP/RP Status Pending/ Implemented
		2024	2023	2022	
CalSTRS	37019	Green	Green	Green	No
CalPERS	1434955344	Yellow	Yellow	Green	No

Pension Fund	Contributions			Number of Employees	Surcharge Imposed
	2024	2023	2022		
CalSTRS	\$ 156,989	\$ 101,976	\$ 148,466	9	No
CalPERS	45,508	50,379	40,603	6	No
Total	<u>\$ 202,497</u>	<u>\$ 152,355</u>	<u>\$ 189,069</u>	<u>15</u>	

CalSTRS:

The School contributes to the California State Teachers’ Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers’ Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level of percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2024, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 19.10% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2024, the State contributed \$25,799 (10.828% of certificated salaries) on behalf of the School.

Barona Indian Charter School, Inc.
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

CalPERS:

The School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, with the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

Active plan members are required to contribute 7% of their salary and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2023-24 was 25.37% of classified salaries. The School made contributions as noted above.

Barona Indian Charter School, Inc.
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

J. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective over the next few fiscal years:

Description	Date Issued	Fiscal Year Effective
FASB Accounting Standards Update 2018-12 - <i>Financial Services Insurance (Topic 944)</i>	Aug-18	2024-25
FASB Accounting Standards Update 2019-09 - <i>Financial Services, Insurance (Topic 944)</i>	Nov-19	2024-25
FASB Accounting Standards Update 2020-06 - <i>Debt (Topic 470-20)</i>	Aug-20	2024-25
FASB Accounting Standards Update 2020-06 - <i>Derivatives and Hedging (Topic 815-40)</i>	Aug-20	2024-25
FASB Accounting Standards Update 2020-10 - <i>Codification Improvements</i>	Nov-20	2025-26
FASB Accounting Standards Update 2021-08 - <i>Business Combinations (Topic 805)</i>	Oct-21	2024-25
FASB Accounting Standards Update 2022-01 - <i>Derivatives and Hedging (Topic 815): Fair Value Hedging - Portfolio Layer Method</i>	Mar-22	2024-25
FASB Accounting Standards Update 2022-03 - <i>Fair Value Measurement (Topic 820): Fair Value Measurement of Equity Securities Subject to Contractual Sale Restrictions</i>	Jun-22	2025-26
FASB Accounting Standards Update 2022-05 - <i>Financial Services - Insurance (Topic 944): Transition for Sold Contracts</i>	Dec-22	2025-26
FASB Accounting Standards Update 2023-01 - <i>Leases (Topic 842): Common Control Arrangements</i>	Mar-23	2024-25
FASB Accounting Standards Update 2023-02 - <i>Investments (Topic 323): Accounting for Investments in Tax Credit Structures</i>	Mar-23	2025-26
FASB Accounting Standards Update 2023-05 - <i>Business Combinations - Joint Venture Formations (Subtopic 805-60)</i>	Aug-23	2024-25
FASB Accounting Standards Update 2023-07 - <i>Segment Reporting (Topic 280)</i>	Nov-23	2024-25
FASB Accounting Standards Update 2023-08 - <i>Intangibles - Goodwill and Other - Crypto Assets (Subtopic 350-60)</i>	Dec-23	2025-26
FASB Accounting Standards Update 2023-09 - <i>Income Taxes (Topic 740)</i>	Dec-23	2026-27
FASB Accounting Standards Update 2024-01 - <i>Compensation - Stock Compensation (Topic 718)</i>	Mar-24	2026-27
FASB Accounting Standards Update 2024-02 - <i>Codification Improvements - Amendments to Remove References to the Concepts Statements</i>	Mar-24	2026-27

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the future fiscal years are not expected to impact the financial accounting or presentation for the School.

Supplementary Information

Barona Indian Charter School, Inc.
Schedule of Average Daily Attendance
Year Ended June 30, 2024

	Second Period Report		Annual Report	
	Original	Revised	Original	Revised
	98D25720		B663258F	
Classroom Based Attendance				
Grades TK/K-3	38.88	N/A	38.95	N/A
Grades 4-6	26.85	N/A	26.65	N/A
Grades 7-8	10.67	N/A	10.77	N/A
Total Classroom Based Attendance	76.40	N/A	76.37	N/A
Total ADA	76.40	N/A	76.37	N/A

N/A – There were no audit findings which resulted in revisions to ADA.

Barona Indian Charter School, Inc.
Schedule of Average Instructional Time
Year Ended June 30, 2024

Grade Level	Annual Minutes Requirement	Actual Minutes Offered	J-13A Minutes	Total Minutes	Number of Actual Days Offered (Traditional)	J-13A Days	Total Instructional Days	Status
Transitional Kindergarten	36,000	61,920	0	61,920	180	0	180	Complied
Kindergarten	36,000	61,920	0	61,920	180	0	180	Complied
1st Grade	50,400	59,220	0	59,220	180	0	180	Complied
2nd Grade	50,400	59,220	0	59,220	180	0	180	Complied
3rd Grade	50,400	59,220	0	59,220	180	0	180	Complied
4th Grade	54,000	59,220	0	59,220	180	0	180	Complied
5th Grade	54,000	59,220	0	59,220	180	0	180	Complied
6th Grade	54,000	59,220	0	59,220	180	0	180	Complied
7th Grade	54,000	59,220	0	59,220	180	0	180	Complied
8th Grade	54,000	59,220	0	59,220	180	0	180	Complied

See accompanying notes to supplementary information.

Barona Indian Charter School, Inc.
Schedule of Financial Trends & Analysis
Year Ended June 30, 2024

	Budget 2025 (See Note 1)	2024	2023 (See Note 1)	2022 (See Note 1)
Revenues	\$ 1,525,756	\$ 1,687,141	\$ 1,652,602	\$ 1,490,254
Expenses	1,916,696	1,765,500	1,525,175	1,611,296
Change in Net Assets	(390,940)	(78,359)	127,427	(121,042)
Ending Net Assets	\$ 981,561	\$ 1,372,501	\$ 1,450,860	\$ 1,323,433
Unrestricted Net Assets	\$ 752,401	\$ 1,185,351	\$ 1,196,062	\$ 1,192,359
Unrestricted net assets as a percentage of total expenses	39.26%	67.14%	78.42%	74.00%
Total Long Term Debt	\$ -	\$ -	\$ -	\$ -
ADA at P2	83	76	73	89

The School's ending net assets has increased by \$49,068 (3.71%) over the past two fiscal years. The increase is in large due to additional funding received as a result of the COVID-19 pandemic and conservative fiscal practices.

Average daily attendance (ADA) has decreased by 13 over the past two fiscal years.

Note 1:

AU-C §725.05 requires the following conditions be met to provide an opinion on whether supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole:

- 1) The supplementary information was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements.
- 2) The supplementary information relates to the same period as the financial statements.
- 3) The auditor issued an audit report on the financial statements that contained neither an adverse opinion nor a disclaimer of opinion.
- 4) The supplementary information will accompany the audited financial statements or such audited financial statements will be made readily available by the School.

Three of the above columns are not related to the same period as the financial statements and as such we do not provide an opinion on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole. Additionally, the analysis presented utilizes information from periods outside the period of the financial statements and as such we do not provide an opinion on whether the analysis is fairly stated, in all material respects, to the financial statements as a whole. The information has been presented for analysis only and has not been audited.

Barona Indian Charter School, Inc.
Reconciliation of Unaudited Actual Financial Report with Audited Financial Statements
Year Ended June 30, 2024

June 30, 2024 annual financial alternative form net assets:	\$ 1,444,500
Adjustments and reclassifications:	
Overstatement of accounts receivable	(72,000)
Rounding	<u>1</u>
Total adjustments and reclassifications	<u>(71,999)</u>
June 30, 2024 audited financial statements net assets:	<u>\$ 1,372,501</u>

See accompanying notes to supplementary information.

Barona Indian Charter School, Inc.

Notes to Supplementary Information

Year Ended June 30, 2024

A. Purpose of Schedules

Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students by grade span and adjustments to the attendance as a result of an audit finding, when applicable.

Schedule of Instructional Time

This schedule provides information regarding compliance with Education Code §47612.

Compliance with Education Code §47612 includes the following:

- 1) Charter schools may operate up to 5 tracks for attendance reporting.
- 2) Each track must be operated for a minimum of 175 days.
- 3) Each track must offer the required number of instructional minutes specified in Education Code §47612.5.
- 4) No track shall have less than 55% of its school days before April 15 each school year.

Compliance with Education Code §47612.5 involves offering a minimum number of annual instructional minutes as defined by grade level. Non-classroom based charters do not have a requirement for auditing/testing offered instructional minutes, as a result the offerings are not reported in the schedule of instructional time.

An LEA that closed due to a qualifying emergency in the 2023-24 fiscal year may submit a Form J-13A to avoid a penalty for not meeting the annual instructional day requirements. The School did not have an emergency closure and as such there are no credited days to account for on the Schedule of Instructional Time.

Schedule of Financial Trends & Analysis

This schedule displays summarized information from the current year and two previous years, along with budget information for the upcoming year. The information from this schedule is used to evaluate whether there are any financial indicators the School will not be able to continue operations in the next fiscal year. Based upon the information presented, the School appears to have sufficient reserves to continue operations for the 2024-25 fiscal year.

Reconciliation of Unaudited Actual Financial Report to Audited Financial Statements

This schedule provides information necessary to reconcile between the audited financial statements and the financial data submitted to the authorizing agency via the unaudited actual financial report.

Other Information

Barona Indian Charter School, Inc.

LEA Organization Structure

Year Ended June 30, 2024

Barona Indian Charter School, Inc. (Charter #0469) is a Kindergarten through Grade 8 charter school and was granted its charter by the Lakeside Union School District on January 1, 2007, pursuant to the terms of the Charter School Act of 1992, as amended.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term and Term Expiration</u>
Raymond J. Welch	Chairman	Four Year Term Expires June 30, 2028
Tawnya Phoenix	Vice Chairman	Four Year Term Expires June 30, 2028
Melanie Villa	Secretary/ Treasurer	Four Year Term Expires June 30, 2026
Darla Boller	Member	Four Year Term Expires June 30, 2026
Danthia Little Raven Gil	Member	Four Year Term Expires June 30, 2026

ADMINISTRATION

Julie Cushman
Principal

Other Independent Auditor's Reports

Independent Auditor's Report on Internal Control Over Financial Reporting and
on Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards*

To the Board of Directors
Barona Indian Charter School, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*), the financial statements of the School as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated December 13, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

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

Report on Compliance and Other Matters

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

Purpose of this Report

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

El Cajon, California
December 13, 2024

Independent Auditor's Report on State Compliance and on Internal Controls over State Compliance

To the Board of Directors
Barona Indian Charter School, Inc.

Report on Compliance for Applicable State Programs

Opinion on Each Applicable State Program

We have audited Barona Indian Charter School, Inc. (a nonprofit organization) compliance with the requirements specified in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 applicable to the School's statutory requirements identified below for the year ended June 30, 2024.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its applicable state programs for the year ended June 30, 2024.

Basis for Opinion on Each Applicable State Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 (the Audit Guide). Our responsibilities under those standards and the Audit Guide are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each applicable state program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's state programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide will always detect material noncompliance when it exists.

The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each applicable state program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over state compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.
- Select and test transactions and records to determine the School's compliance with the state laws and regulations applicable to the following items:

	Procedures Performed
<u>School Districts, County Offices of Education, and Charter Schools</u>	
T. Proposition 28 Arts and Music in Schools	Yes
U. After/Before School Education and Safety Program.....	N/A
V. Proper Expenditure of Education Protection Account Funds.....	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts.....	Yes
X. Local Control and Accountability Plan.....	Yes
Y. Independent Study - Course Based.....	N/A
Z. Immunizations.....	Yes
AZ. Educator Effectiveness.....	Yes
BZ. Expanded Learning Opportunities Grant (ELO-G).....	Yes
CZ. Career Technical Education Incentive Grant.....	N/A
DZ. Expanded Learning Opportunities Program (ELO-P)	Yes
EZ. Transitional Kindergarten.....	Yes
<u>Charter Schools</u>	
AA. Attendance.....	Yes
BB. Mode of Instruction.....	Yes
CC. Nonclassroom-Based Instruction/Independent Study.....	N/A
DD. Determination of Funding for Nonclassroom-Based Instruction.....	N/A
EE. Annual Instructional Minutes - Classroom Based.....	Yes
FF. Charter School Facility Grant Program.....	N/A

N/A – The School did not offer the program during the current fiscal year or the requirement applied to a different type of LEA.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed other instances of noncompliance which are required to be reported in accordance with the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 and which are described in the accompanying schedule of findings and questioned costs as item 2024-001. Our opinion on each applicable state program is not modified with respect to these matters.

Government Auditing Standards requires the auditor to perform limited procedures on the School's response to the noncompliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over State Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. We did not identify any material weaknesses in internal control over compliance; however, material weaknesses may exist that were not identified.

A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2024-001 to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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

El Cajon, California
December 13, 2024

Auditor's Results, Findings & Recommendations

Barona Indian Charter School, Inc.

Schedule of Auditor's Results

Year Ended June 30, 2024

FINANCIAL STATEMENTS

Type of auditor's report issued:

Unmodified

Internal control over financial reporting:

One or more material weakness(es) identified?

 Yes X No

One or more significant deficiencies identified that are
not considered material weakness(es)?

 Yes X No

Noncompliance material to financial statements noted?

 Yes X No

STATE AWARDS

Type of auditor's report issued on compliance for state programs:

Unmodified

Internal control over applicable state programs:

One or more material weakness(es) identified?

 Yes X No

One or more significant deficiencies identified that are
not considered material weakness(es)?

 X Yes No

Any audit findings disclosed that are required to be reported
in accordance with *2023-24 Guide for Annual Audits*
of California K-12 Local Education Agencies?

 X Yes No

Barona Indian Charter School, Inc.
Schedule of Findings and Questioned Costs
Year Ended June 30, 2024

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, or the *2023-24 Guide for Annual Audits of California K-12 Local Education Agencies and State Compliance Reporting* (the Audit Guide). Finding codes as identified in the Audit Guide are as follows:

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

A. Financial Statement Findings

None

B. State Award Findings

Finding Number: 2024-001
Repeat Finding: No
Description: Expanded Learning Opportunities Program (ELO-P)
Type of Finding: Internal Control Over Compliance (30000)
State Compliance (40000)

Criteria or Specific Requirement

Education Code §46120 requires a charter school receiving ELO-P funding to operate a program for students that extends the school day to nine hours on every school day as well as provide an additional 30 supplemental days.

Condition

In our review of ELO-P, we noted that the charter school did not meet the nine hour requirement on Fridays. The total time for the school day and ELO-P on Fridays was 7.5 hours.

Potential Fiscal Impact

\$8,085

Barona Indian Charter School, Inc.
Schedule of Findings and Questioned Costs, Continued
Year Ended June 30, 2024

Cause

The charter school did not offer an after school program on Fridays. The total time of the before school program and the school day amounted to 7.5 hours. Fridays made up 33 of the school day ELOP days.

Effect

The charter school was out of compliance with Education Code §46120.

Context

ELO-P was established by legislature to ensure every student in California had an opportunity to participate in extended services that provide for a safe environment and enrichment programs. It is the intent of legislature that the expanded learning programs be student-centered, results driven, include community partners, and complement, but not replicate learning activities of the regular school day. Charter schools cannot opt out of the program until the 2025-26 fiscal year.

Recommendation

Establish an after school program on Fridays to meet the nine hour requirement.

Views of Responsible Officials

See Corrective Action Plan

[CHARTER SCHOOL LETTERHEAD]

December 12, 2024

To Whom it May Concern:

The accompanying Corrective Action Plan has been prepared as required by the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* published by the Education Audit Appeals Panel. The name of the contact person responsible for corrective action, the planned corrective action, and the anticipated completion date for each finding included in the current year's Schedule of Findings and Questioned Costs have been provided.

In addition, we have also prepared the accompanying Summary Schedule of Prior Audit Findings which includes the status of audit findings reported in the prior year's audit.

Sincerely,

Barona Indian Charter School, Inc.
Corrective Action Plan
Year Ended June 30, 2024

State Compliance Finding

Finding Number: 2024-001
Description: Expanded Learning Opportunities Program (ELO-P)
Contact Person:
Anticipated Completion Date:

Planned Corrective Action:

Barona Indian Charter School, Inc.
Schedule of Prior Year Audit Findings
Year Ended June 30, 2024

<u>Finding/Recommendation</u>	<u>Status</u>	<u>Explanation if Not Implemented</u>
There were no findings in the prior year audit.	N/A	N/A

SCHOOL SAFETY PROCEDURES, PREVENTION, and RESPONSE HANDBOOK



Board Approved March 7, 2022

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COMPREHENSIVE SCHOOL SAFETY PLAN PURPOSE

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at www.baronaindiancharterschool.org

SAFETY PLAN VISION

Barona Charter School (BCS) will ensure all students, teachers, staff, families are informed and prepared to execute all aspects of the school wide safety plan before, during, and after school.

COMPONENTS OF THE SCHOOL SAFETY PLAN

This plan addresses situations that present varying risk factors in a school environment while operating under the assumption of the four phases of school crisis management: Being reasonably prepared for such an event; the art of mitigation or preventing such events when possible; responding appropriately to said events and recovering following the event.



Mitigation and Prevention

The goal of mitigation is to decrease the need for response as opposed to simply increasing response capability.

- Connect with community emergency responders to identify local hazards.
- Review the last safety audit to examine school buildings and grounds.
- Determine who is responsible for overseeing violence prevention strategies in your school.
- Encourage staff to provide input and feedback during the crisis planning process.
- Review incident data.
- Determine major problems in your school with regard to student crime and violence.
- Assess how the school addresses these problems.
- Conduct an assessment to determine how these problems—as well as others—may impact your vulnerability to certain crises.

Preparedness

Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs.

- Determine what crisis plans exist in the district, school, and community.
- Identify all stakeholders involved in crisis planning.
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.
- Gather information about the school facility, such as maps and the location of utility shutoffs.
- Identify the necessary equipment that needs to be assembled to assist staff in a crisis.

Response

A crisis is the time to follow the crisis plan and make use of your preparations.

- Determine if a crisis is occurring.
- Identify the type of crisis that is occurring and determine the appropriate response.
- Activate the incident management system.
- Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in-place needs to be implemented.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families, and the community.
- Monitor how emergency first aid is being administered to the injured.
- Decide if more equipment and supplies are needed.

Recovery

During recovery, return to learning and restore the infrastructure as quickly as possible.

- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff are assessing students for the emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff, and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture "lessons learned" and incorporate them into revisions and training.

RADIO COMMUNICATIONS: WALKIE TALKIES

Inside the Classroom

- All staff members should be assigned a school walkie talkie.
- While inside the classroom, teachers should have their radios on Radio Channel 1
- While inside the classroom, office and support staff should have their radios on Radio Channel 1

Outside of the Classroom on Duty

- Outside indicates recess supervision duty, lunch times, arrival & dismissal
- While outside of the classroom, teachers should have their Radio on Channel 1
- While outside of the classroom, office and support staff should have their radios on Radio Channel 1
- At the end of day dismissal, radios should be on Channel 1

CHILD ABUSE REPORTING PROCEDURES

(EC 35294.2 [a] [2]; PC 11166)

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. (PC Section 11166(a).

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

Once a mandated reporter suspects abuse:

- Notify Principal/Designee of suspected abuse IMMEDIATELY, educators are mandated reporters per California state law.
- Call the Social Services Department's Child Protective Services Child Abuse Hotline: **(858)560-2191** or **(800)344-6000** to report situations in which you suspect that a child has been abused or appears to be at risk of being abused.
 - If the abuse is in progress you should call **911**. Officers will investigate, take steps to protect the victim and prosecute the abuser, and inform the County Social Service Department (www.sandiego.gov/police).
 - If you know that abuse has occurred, you should call the San Diego Sheriff Department directly at **(858)868-3200** or **(858) 285-6222**
- Complete [Form SS 8572](#) and submit to the designated agency. Retain a copy for your records.
 - Your report will be investigated and steps will be taken to protect the child and preserve the family unit. The San Diego Sheriff's Department will be informed if abuse is involved.
- Maintain written documentation of the following:
 - Documentation of concerns, including, but not limited to, personal logs with time/dates, or a description/transcription of the conversation with the child that prefaced the concerns of abuse.

- The appearance of the victim (when physical abuse is suspected). *DO NOT INTERROGATE THE VICTIM - appropriate county personnel will conduct a follow-up interview if necessary. *DO NOT CALL THE VICTIM'S PARENT(S)

Instructions to complete [Form SS 8572](#)

- Section A - Reporting Party: Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.
- Section B - Report Notification: Complete the name and address of the designated agency notified, the date/ time of the phone call, and the name, title, and telephone number of the official contacted.
- Section C - Victim C (One Report per Victim): the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- Section D - Involved Parties: Enter the requested information for: Victim's Siblings, Victim's Parents/ Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- Section E - Incident Information: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

Link to other hotline numbers:

https://www.hwcws.cahwnet.gov/countyinfo/county_contacts/hotline_numbers.asp

Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

NOTE: When a Barona Charter School employee is suspected of the abuse, the above procedure will be adhered to: The Principal/Designee will call social services and law enforcement to investigate, and the teacher may be asked to take a leave of absence during the investigation.

DISASTER PROCEDURES

(EC 35295-35297; GC 8607 and 3100)

In the event of a disaster, students, staff, and community can shelter in place. Emergency supplies and water are on site. Staff is prepared and trained to implement the safety command system when needed.

- Each teacher must keep the register or enrollment sheet of pupils readily available at all times.
- The teacher will remain with students until directed otherwise.
- Students may only be released to parents, guardians or other adults specified on the Student Information System (SIS).
- Teachers will provide accommodations for students with disabilities.
 - All 504 and IEP accommodations will be indicated on the enrollment roster so the teacher of record or any substitute teacher can follow the required accommodations in the event of an emergency.
- The school is available for law enforcement and fire agencies when directed and needed.

Public Agency Use of School Buildings for Emergency Shelter

- Procedures are in place to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.
- BCS shall cooperate with the public agency in furnishing and maintaining the services as the district or county office may deem necessary to meet the needs of the community.

SCHOOL SUSPENSION, EXPULSION AND MANDATORY EXPULSION GUIDELINES

BCS has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, staff shall implement appropriate discipline and address the cause of the student's behavior. It may be necessary to suspend or recommend expulsion of a student from regular classroom instruction. Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct (EC 48900.5). Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

BCS will provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law (EC 48911, 48915, 48915.5).

Definitions:

- Suspension from school means removal of a student from ongoing instruction for adjustment purposes.
- Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel (EC 48925).

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense [EC 48900(a1) (a2)]. A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in PC 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to EC 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury [EC 48900(s)].
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence [EC 48900(b)].
3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in HSC Code 11053-11058, alcoholic beverage, or intoxicant of any kind [ED 48900(c)].
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in HSC 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid,

- substance, or material and represented same as controlled substance, committed or attempted to commit robbery or extortion [EC 48900(e)].
5. Caused or attempted to cause damage to school property or private property [EC 48900(f)].
 6. Stole or attempted to steal school property or private property [EC 48900(g)].
 7. Possessed or used tobacco or any products containing tobacco or nicotine products, including, but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products [EC 48900(h)].
 8. Committed an obscene act or engaged in habitual profanity or vulgarity [EC 48900(i)].
 9. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in HSC 11014.5 [EC 48900(j)] (grades 4-12).
 10. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties [EC 48900(k)].
 11. Knowingly received stolen school property or private property [EC 48900(l)].
 12. Possessed an imitation firearm [EC 48900(m)]. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm [EC 48900(m)].
 13. Committed or attempted to commit a sexual assault as defined in PC 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in PC 243.4. [EC 48900(n)].
 14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness [EC 48900(o)].
 15. Unlawfully offered, arranged to sell, negotiated to sell, a controlled substance.
 16. Engaged in, or attempted to engage in, hazing [EC 48900(q)]. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school sanctioned events [EC 48900(q)].
 17. Made terrorist threats against school officials and/or school property (EC 48900.7). A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (EC 48900.7).

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

18. Committed sexual harassment as defined in Education Code 212.5. (EC 48900.2) Sexual harassment means that conduct, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance

or to create an intimidating, hostile, or offensive educational environment. (EC 212.5, 48900.2)

19. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (EC 48900.3) Hate violence means any act punishable under PC 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. (EC 233)
20. Intentionally engaged in harassment, threats, or intimidation against BCS personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (EC 48900.4)
21. Engaged in an act of bullying, including, but not limited to bullying by means of an electronic act, directed toward student or school personnel. [EC 48900(r)] Bullying means one or more acts by a student or group of students that constitutes sexual harassment pursuant to EC 48900.2, as defined in item #19 above; hate violence pursuant to EC 48900.3, as defined in item #20 above; or harassment, threats, or intimidation pursuant to EC 48900.4, as defined in item #21 above. (EC 32261) Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. (EC 32261). A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any BCS school under the jurisdiction of the CEO & Principal, including, but not limited to, the following circumstances (EC 48900):
 - While on school grounds.
 - While going to or coming from school.
 - During the lunch period, whether on or off the school campus.
 - During, going to, or coming from a school-sponsored activity.

BCS will not take disciplinary action against any student for non-school related conduct that occurs after school at private business establishments, and has included a statement to that effect in its revised discipline policies.

The Director & Principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to counseling and an anger management program.

[EC48900(u)] Students may not be suspended or expelled for being truant, tardy, or otherwise absent from assigned school activities. Accordingly, alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

The Director or principal may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion (EC 48911).

The Director or principal shall immediately suspend any student found at school or at a school activity to be (EC 48915):

- Possessing, as verified by a BCS employee, selling, or otherwise furnishing a firearm, unless the student obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
- Brandishing a knife, as defined in EC 48915(g), at another person.
- Unlawfully selling a controlled substance listed in HSC 11053-11058.
- Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
- Possessing an explosive as defined in 18 USC 921.

PROCEDURE TO NOTIFY TEACHERS OF DANGEROUS PUPILS

(EC 49079)

BCS shall provide access in Infinite Campus Student Information System and in cumulative folder to the administration and to faculty of each school to view each pupil who has: during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or committed a crime reported to the BCS by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to pupils or recommended to the parent/guardian.

SEXUAL HARASSMENT POLICIES

(EC 212.6 [b])

Nondiscrimination/Harassment/Anti-Bullying Policies (BP/AR 5145.3, BP 5131.2)

BCS desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and their achievements. BCS has committed to providing programs and activities free from discrimination and harassment with respect to a student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression.

Intimidation, harassment, or bullying of any student by any employee, student, or other person in BCS on the basis of these categories is prohibited. Staff shall be alert and immediately responsive to harassing or intimidating conduct which may interfere with a student's ability to participate in or benefit from school services, activities, or privileges.

Students who harass or bully other students shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Individuals who believe they are being subject to discrimination or harassment should report the incident(s) to a staff member. An individual may also file a complaint regarding discrimination or harassment through the Uniform Complaint Procedure described in Appendix J of this Handbook.

Sexual Harassment

Each student will be notified of the Sexual Harassment Policy annually. The purpose of this policy is to provide a notification of the prohibition against sexual harassment as a form of sexual discrimination and to provide notification of available remedies [EC 231.5, 48980(g)].

SCHOOL-WIDE DRESS CODE

(EC 35183)

Barona Charter School has adopted the following dress code for all students. Students are encouraged to dress in a manner that demonstrates pride both in themselves and in their school. The following guidelines shall apply to attendance at school and all school activities and events:

BICS Dress/Appearance Standards

The following are not allowed:

- Clothing showing undergarments
- Spaghetti strap shirts
- Muscle tank tops
- Backless shirts (shirts that do not cover the back entirely)
- Saggy/ baggy pants
- Crop tops/ bare midriff tops (shirts showing off stomach)
- Strapless/ tube tops
- Off-shoulder or single strap garments
- Excessively low-cut shirts
- See-through tops
- Halter shirts/ halter dresses
- Slippers and pajamas (except during specified days)
- Micro mini-skirts and booty shorts (they must be 5 inches above the knee)
- Clothing or jewelry displaying logos of: racist groups; gangs; obscene language; vulgar gestures; inappropriate innuendos; alcohol, tobacco or drugs; symbols of hate; and prejudice, intolerance, discrimination groups.
- Hats, sweatshirt hoods and sunglasses are permitted but not indoors
- Waist chains, or any spiked jewelry
- Overalls with no undershirt
- Heelys, platform shoes, or open-toed sandals (With the exception of 7th & 8th grade)
- Pants or jeans that are torn or have holes in them

Dress Code Violators

Students who do not meet the appropriate dress code of the school will have to:

- Turn their shirt inside out if appropriate
- Will be given a shirt to wear over inappropriate top
- Accessories such as hats, and jewelry will be removed and given to office staff to hold on to until the end of the school day.
- In situations where the office cannot rectify a student's dress, parents will be called to bring a change of clothes to the school office.
- After 3 dress code violations students will receive a (1) day in school suspension.

PROCEDURES FOR SAFE INGRESS/EGRESS OF PUPILS, PARENTS, & STAFF TO & FROM SCHOOL

(EC 35294.2)

The student day is from 8:00 a.m. to 2:30 p.m. for all students in grades TK-8. (On Early Release Fridays, the time is 8:00 a.m. to 1:30 p.m.)

- Parents dropping students off at school should be aware that supervision IS NOT available before 7:30 a.m.
- School office hours are 7:30 a.m. to 3:00 p.m.
- Once arriving at school, students are to immediately go to the back playground, when the bell rings the students are to go immediately to flagpole courtyard.
- Under no circumstances are students to leave to pick up friends, go to locations other than the school campus, or loiter outside campus gates.
- Students not participating in the after-school program are to leave campus immediately with an authorized person.
- Students waiting for rides home via automobile need to wait in the designated spot until the pick-up team radio for pick-up in front of the school.
- Supervision of students not participating in after school activities ends at 2:35p.m. Mondays through Thursdays, and 1:35pm on Fridays.
- Routines and procedures are established for the arrival and dismissal of students.
- All visitors must check in and sign in at the front office to enter the school property.
- All students will be dismissed by teachers at designated dismissal time and with teacher supervision.
- Teachers supervise classes for safe and orderly dismissal.

Morning Arrival: All parents/visitors will remain in the car. A staff member will scan the student's temperature and survey for COVID symptoms. Once students are cleared to enter campus, they proceed to the playground area or front courtyard.

Closed Campus: All gates are locked, with the exception of the main gate with access to the front office. All visitors to the campus must come through the office to sign in and obtain a visitor's badge which they must wear for the duration of the time they are on campus.

Leaving Early: Students must stay on campus from the time of arrival in the morning, during lunch, and after school while waiting to be picked up. Students may leave campus during school hours if parents, guardians, or persons designated by parents or guardians come to pick them up from school. A written request from a parent or guardian must be submitted if someone other than the parent or someone on the emergency card is going to pick up a child. Persons picking up students during the school day must sign the student out in the front office. They must be at least 18 years of age and provide a valid ID. Under no circumstances should a student leave campus without permission.

Arriving Late: If a student is late to class without a reasonable excuse it is considered tardy. If a student is late in the morning, he/she must report to the office for a late slip, and then quickly go to class.

A SAFE AND ORDERLY SCHOOL ENVIRONMENT CONDUCTIVE TO LEARNING

(EC 35294.2)

Component: Positive behavior support system that helps students understand the Leadership Expectation Plan (see Appendix I) and procedures.

Element: Teachers and staff use the 7 habits within Leader in Me to empower and help students follow expectations. We also use a tiered system of support for students.

Opportunity for Improvement: Students have opportunities to reflect on mistakes and we continue to offer a multi-tiered system of support specifically for students who fall into the tier 3 category.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Lighthouse/Action Team Meetings	Collaboration time to meet and establish systems for deeper implementation to support students	Leader in Me	Lighthouse Coordinator	
Lighthouse Student Committee	Develop leaders within our students to lead activities and events	Leader in Me	Principal	
Implement procedure reviews after every break ie. classroom, expectations	Assign lessons to teach subject after every major holiday break so students can review the expectations	Leader in Me -	Lead Teachers	
Continue to offer positive rewards school wide	Provide strategies and professional development for teachers to support students within the classrooms	Leadership Expectation Plan	Principal/Family Resource Coordinator	

Component: Participate in safety programs that promote best practices.

Element: The Great California Shakeout and Leader in Me

Opportunity for Improvement: Deeply implement the four major components of Leader in Me

Objectives	Action Steps	Resources	Lead Person	Evaluation
Continue the implementation of Leader in Me year 2	Set up and provide professional development time	Leader in Me	Lighthouse Coordinator	
Register and participate in the Great California Shakeout	Register on the website	Great California Shakeout Website	Admin	

Component: Consult with law enforcement and other school safety teams about the safety plan.

Element: Analyze procedures and training to ensure staff and students are prepared for all types of emergencies.

Opportunity for Improvement: Update emergency drills for the 2024-25 school year and review health emergencies, EpiPens, diabetes, and seizures.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Schedule PD time to review components of the safety plan.	Provide trainings to review health protocols	Safe School Trainings	Principal/Designee	
Consult local law enforcement about the safety plan	Set up a meeting with School Police	BCS School Safety Plan	Principal/Designee	
Provide trainings to review health protocols	Staff meetings to provide information that meet the CDC recommendations	CDC guidelines	Principal/Designee & Health Clerk	

SCHOOL DISCIPLINE RULES AND CONSEQUENCES

(EC 35291 and EC 35291.5)

Barona Charter School Student Conduct Code

The Leader in Me program started at BCS during the 2021-2022 school year with great success. It has many benefits for students, teachers and staff. Leader in Me allows teachers to have a voice in the development of the behavior intervention and support process. Teachers and staff are working towards creating student codes of conduct around our 7 Habits:

- Habit 1: Be Proactive
- Habit 2: Begin With the End in Mind
- Habit 3: Put First Things First
- Habit 4: Think Win-Win
- Habit 5: Seek First to Understand, Then to Be Understood
- Habit 6: Synergize
- Habit 7: Sharpen the Saw

Teachers use the same language when redirecting students' behavior and positive or negative consequences are given depending upon the students' behavior choices.

We look forward to continuing the growth and development of Leader in Me on our campus and in our community. For more information on Leader in Me and its implementation, visit our school site at www.baronacharterschool.org

Conduct Code Procedures

1. Teachers practice and emphasize positive behavior support daily.
2. Teachers implement daily classroom management procedures which are posted and taught to all students.
3. Classroom consequences are given to students who fail to follow the classroom rules.
4. Repeated minor violations can be reported to the office and documented on a minor referral form. Teachers must document phone calls home and other interventions.
5. Major educational code violations are always reported to the office and should be documented on a referral form. All areas of the form must be filled out completely.
6. Students are sent to Principal/Designee for referrals and in some cases may need an escort from site safety or an administrator.

HATE CRIME REPORTING PROCEDURES AND POLICIES

BCS affirms the right of every student to be protected from hate-motivated behavior. Behavior or statements that degrade an individual on the basis of his/her race, color, national origin, ethnicity, culture, heritage, gender, gender identity or gender expression, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices shall not be tolerated. This includes acts of force or threat of force, defacing of property, and aiding and abetting in an act done to willfully injure, intimidate, interfere with, oppress, or threaten any other person in the exercise or enjoyment of any right or privilege based on the person's characteristics or perceived characteristics (PC 422.55-422.86).

Individuals who believe they are being subject to hate-motivated behavior should report the incident(s) to a staff member or Principal. An individual may also file a complaint.

PROCEDURES FOR PREVENTING ACTS OF BULLYING AND CYBER-BULLYING

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - "Reasonable pupil(s)" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by BCS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying" above
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" above.
 - A "credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying" above.
 - A "false profile" means a profile of a fictitious pupil or a profile

using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- An act of “Cyber sexual bullying” including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying” above.
 - A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

PROCEDURES TO PREPARE FOR ACTIVE SHOOTERS

An active shooter is a shooter believed to be actively shooting or in a position to fire live rounds on campus.

1. Principal/Designee notifies all staff and students over the intercom/radios to initiate Hard Lockdown Procedures.
2. If students are outside, move to the nearest cover or retreat inside the closest building, the closer/safer option in which students aren't placed in open spaces as potential targets.
3. Principal/Designee calls 911, IF the Principal/Designee is injured or incapacitated that they are unable to announce the Hard Lockdown, the head of the Sweep Team will make the announcement and call 911. IF no announcements come in the midst of the active shooter emergency, teachers and staff should self-initiate Hard Lockdown Procedures and call 911 from their classroom phone or personal cell phones. Landlines should be used to make the 911 call if available because 911 operators will be able to more quickly track the location to deploy emergency personnel.
4. Wait for law enforcement/emergency medical personnel to arrive and follow all instructions.
5. Law enforcement's first priority is to neutralize the threat, they will not stop nor address any bystanders or victims. Remain still and do not make sudden movements to avoid being perceived as a threat by law enforcement members.
6. Barona Charter School employees are not authorized to speak to the media without clearance from school administration. Direct all inquiries to the Principal/Designee.
7. The Principal/Designee completes Incident Report at the earliest opportunity
8. Implement Crisis Response Follow-up Steps:
 - a. Letter to Parents
 - b. Morning after staff meeting
 - c. Set-up aftercare providers for assistance – approved counselors, clergy, mental health professionals
 - d. After school staff meeting
 - e. Crisis Response Team Debriefing

HARD LOCKDOWN PROCEDURES

When we are in a “Hard Lockdown”, the threat is considered a HIGH-LEVEL threat. Staff and students will retreat to, and remain in the safety of a LOCKED room with the lights OFF.

- Teachers/Staff will attempt to maintain a calm, quiet, environment.
- There will be no student or staff movement in and/or out of buildings.
- The school will remain in a “Hard Lockdown” until an “All Clear” is announced via intercom, or until local authorities/emergency personnel arrive and clear the scene.

PROCEDURES

ALL Communication will be ADAPTIVE via intercom FIRST, THEN radio, channel 1 at its lowest volume, text or email. All methods should be monitored in a “Hard Lockdown” in the spirit of acknowledging that HIGH LEVEL threat situations may force the Principal/administrative designee to communicate in the safest means available for the given scenario.

- **Intercom Announcement:**
 - “Safety Alert, Safety Alert”
 - “Hard Lockdown is now in effect--Stop all activities and secure your position”
 - “I repeat, Safety Alert, Safety Alert”
 - “Hard Lockdown is now in effect--Stop all activities and secure your position”
 - **Repeated twice to provide ample opportunity for message to be received across school**
- **Radio Announcement- Channel 1**
 - “Safety Alert, Safety Alert”
 - “Hard Lockdown is now in effect--Stop all activities and secure your position”
 - “I repeat, Safety Alert, Safety Alert”
 - “Hard Lockdown is now in effect--Stop all activities and secure your position”
 - **Message will be announced AFTER intercom announcement, to prevent combatting announcements. It will be repeated twice to provide ample opportunity for message to be received across school**
- **Communication During a Hard Lockdown:**
 - Leave Radio on Channel 1 if able to do so quietly and safely
 - Turn Radio volume down as low as possible
 - Turn personal cell phone volume on silent, but actively monitor for communications

- Dim computer screens, Silence any computer notifications, or other electronics that make noise
- Monitor email for potential communications

Responsibilities During a Hard Lockdown:

- **Teachers:**

- Lock classroom doors, draw blinds
- Silent Roll Call, make sure all students are present and accounted for, record names of unaccounted for students for law enforcement/rescue personnel
- Teachers email Principal/Designee with the subject line: “grade a l l accounted for” or “grade m i s s i n g students.” Within the body of the email list the names of the missing students
- Do not Radio on channel 1, names of unaccounted for students
- Do not send students to the office, bathroom, nurse, etc.
- Direct students to hunker down in pre-identified safest room space
 - *A safe room space is away from as many windows as possible, near thick pieces of furniture or room features that may provide extra coverage and sound barriers.*
- Turn off all noise pollution, media; iPads, videos, etc.
- Turn down the Walkie Radio volume to the lowest volume that you can still hear -- if it still feels to be too loud, turn off and go radio silent.
- Monitor cell phone and email for potential communications
- Attempt to keep students as quiet and calm as possible
- Await “All Clear” announcement or law enforcement directive

- **Administrative Staff**

- Lock all office and interior doors
- Silent Roll Call, record missing staff member names for law enforcement personnel
- Darken room, and hunker down in safest location
- Turn down Radio volume to the lowest volume that you can still hear, if still too loud, silence radio by turning off.
- Attempt to keep any present students, parents, or visitors as quiet and calm as possible
- Dim computer screens or turn off monitors as appropriate
- Monitor cell phone and email for potential communications
- Await “All Clear” announcement or law enforcement directive

- **Health Office, Library, SPED & Any Other Campus Location:**

- Lock all doors
- Silent Roll Call, record unaccounted for students for law enforcement personnel
- Darken room, and hunker down in safest location
- Turn down Radio volume to the lowest volume that you can still hear, if still too loud, silence radio by turning off.
- Attempt to keep any present students, parents, or visitors as quiet and calm as possible
- Monitor cell phone and email for potential communications
- Await “All Clear” announcement or law enforcement directive

- **P.E. or Recess Out on the Playground & Lunch**
 - The P.E. teacher will transition class to the gym or nearest building, where the door will be locked, room darkened, and quieted with students hunkered down in safest space
 - Recess supervisors will transition students to the closest building or their respective classrooms, whichever is safest, where the room is locked, darkened and students will hunker down in the safest space.
 - Students eating lunch at the time of a “Hard Lockdown” will be directed by lunch supervision staff, to leave all belongings at outside tables, and relocate to the nearest building where doors will be locked in compliance with Hard Lockdown procedures.
- **Support Staff & Otherwise Assigned Classroom Aides/Specialist**
 - Will seek refuge with the class they are assigned to or the nearest building.
 - Support staff will assist other school staff members in establishing as calm, quiet, and barricaded an environment as possible
 - Support staff will put cell phones on silent
 - Support staff will turn down radio volume or turn off at discretion of the individual as determined by situational safety precautions

Supervision Team Responsibilities During a Hard Lockdown DRILL:

- **Supervision Team Leader**
 - Prior to the scheduled drill, the Supervision Team leader will identify 1-2 Supervision Team members that will assist in checking the school for successful lockdown measures taken by designating them Assignments 1-7. (See Supervision Team Assignments)
 - The Supervision Team leader should utilize different team members to support quality assurance for each scheduled hard lockdown drill to promote ample opportunity for supervision team members to practice lockdown measures themselves
 - The Supervision Team leader will document the schools successes and struggles during each scheduled drill for staff debrief in hopes of bettering lockdown performance in the future drills.
- **Supervision Team Assignments:**
 - Assignment 1: Verify all exterior doors are locked along the outside perimeter of the primary classroom/preschool wing. Check for locked gates at Kinder/Preschool playground; clear boys bathroom in breezeway between Preschool and Second grade classroom; clear girls bathroom in breezeway between Preschool and Second grade classroom; search & recovery of unaccounted for kindergarten, first and second grade students.
 - Assignment 2: Check for locked doors in the three back Bungalows (grades Third - Sixth & Resource); check to make sure that gates are locked at the playground perimeter; search & recovery of unaccounted for students from grades Third - Sixth & Resource classrooms.
 - Assignment 3: Check for locked doors in Main office, Multi-Purpose room and Seventh/Eighth grade classroom; clear boys bathroom in breezeway between Library and Seventh/Eighth grade classroom; clear girls bathroom in breezeway between Library and Seventh/Eighth grade

classroom; Search & Recovery of unaccounted for Seventh & Eighth grade students and missing staff..

- Assignment 4: Check gym for any remaining students; check that the gates by the office are locked; Check gym bathrooms for students; Search & Recovery of unaccounted for students from gym.

Once sweep assignments are completed, Supervision Team Members will report back to Principal/administrative designee for “All Clear” announcement.

ALL CLEAR Announcement:

- **Announcement**

Message will FIRST be broadcasted on the INTERCOM **if** possible, and on RADIO CHANNEL 1;

“Safety Alert, Safety Alert”

“ALL CLEAR”

“THIS IS AN ALL CLEAR -- MOVEMENT IS NO LONGER RESTRICTED”

“I repeat. . .”

“Safety Alert, Safety Alert”

“ALL CLEAR”

“THIS IS AN ALL CLEAR -- MOVEMENT IS NO LONGER RESTRICTED”

****Repeated twice to promote receipt of the broadcast by school students, and staff. If announcement is NOT possible via INTERCOM, the announcement may be made via text, email, radio channel 1 or a combination thereof.****

School business will resume as normal. If any students remain unaccounted for after the “All Clear”, contact the Supervision Team on Radio Channel 2 ASAP, or the registrar in the office if unable to reach the Supervision Team.

HARD LOCKDOWN DEBRIEF

Families will be informed as soon as appropriate by the Principal or Administrative Designee via an automated phone call, Infinite Campus Messaging System, or written notice home that a scheduled Hard Lockdown drill was performed.

The lockdown will be reviewed and debriefed with the entire staff in the most timely means possible (email, impromptu meeting, etc.). The debriefing format will be at the discretion of the Principal, Designee or Supervision Team as appropriate.

TYPES OF EMERGENCY & SPECIFIC PROCEDURES

AIRCRAFT CRASH

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property.

Procedure

- The Principal/Designee will initiate appropriate Immediate Response Actions, which may include Duck and Cover, Shelter-In-Place, Evacuate Building or Off-Site Evacuation.
- If the Principal/Designee issues the Evacuate Building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the evacuation site (to include all after school program staff/students).
- In the event of an evacuation, staff will direct students to stop everything and line up quietly at the evacuation door in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
- Once in lines, staff members will perform the following duties:
 - Seat the students if possible in their appropriate line spot
 - Take roll call by completing the Accountability Form
 - Have a student give the Accountability Form to the school registrar
- The Principal/Designee will call “911” and will provide the exact location (e.g., building or area) and nature of emergency.
- The First Aid & Search Team will check injuries to provide appropriate first aid.
- Any affected areas will not be reopened until the appropriate agency provides clearance and the Principal/Designee issues authorization to do so.
- The First Aid & Search Team will convene onsite and begin the process of counseling and recovery as appropriate.
- If it is unsafe to remain on campus, the Principal/Designee will initiate an Off-Site Evacuation.

ANIMAL DISTURBANCE

Contain the situation so no students have contact with the animal. Contact Tribal Enforcement **619-433-8976** Make sure administration is informed. Form a safety perimeter with site safety and administration. Ensure a safe environment for students and wait for animal control to assist.

ARMED ASSAULT ON CAMPUS

Intruder on Campus

- Notify Principal/Designee IMMEDIATELY
- Principal/Designee will implement Soft or Hard Lockdown Procedures at their discretion
- Allow routes to exit; you want the intruder to leave.
- Principal/Designee contacts local law enforcement (911) or Tribal Enforcement, even if the intruder has left the building.

If determined that the safety and health of students and staff are in jeopardy, the following announcement will be made to alert of the potential danger:

“Attention All Teachers and Staff, due to a school emergency, we are initiating a Hard Lockdown.” (This announcement will be repeated several times.)

- Lock Classroom Doors
- Remain calm and stay with your students
- Lock and secure your door
- Close all doors, windows, blinds, and curtains
- Do not leave the room/area until "All Clear Signal" has been given. Disregard any bells.
- Take roll and report any missing students to the office
- Absolutely no outdoor activities! Students outdoors should be moved immediately by an adult to a room with locking doors.
- If gunshots are heard teachers should follow Hard Lockdown procedures.
 - Please refer to the Active Shooter section on pg.26-30.

WEAPON FOUND ON PROPERTY

A weapon on school property is a crime and is evidence. The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to firearms as defined in 18 U.S.C. 921(a)(3), guns of any type, including air and gas- powered guns (whether loaded or unloaded), knives, (subject to the exceptions as indicated below) razors, with unguarded blades, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

Exceptions include:

- The weapon is under control of law enforcement.
- The item is approved by the building administrator as part of a class or individual presentation under teacher supervision.
- The item is part of theatrical props used in appropriate performance settings.
- Starter pistols used in appropriate, pre-approved sporting events.
- A knife being used by kitchen staff, or culinary instructors for the purpose of food preparation.

Action Steps:

1. Do not handle the weapon unless necessary.
2. If handling the weapon is necessary, do so with care. Always wear rubber gloves or use a cloth to touch.
3. Have another staff member stay with the weapon.
4. Notify Principal/Designee.
5. Principal/Designee calls 911 if deemed necessary.
6. Cover the weapon from the view of the public (cloth, wastebasket, box).
7. Close off student traffic from the area of the weapon. Consider implementing Soft Lockdown Procedures
8. Principal/Designee assigns someone to meet law enforcement to lead to weapon location.
9. Principal/Designee completes Incident Report (See Appendix H) at the earliest opportunity and files appropriately.

WEAPON SUSPECTED ON STUDENT

Action Steps:

1. Notify the Principal/Designee IMMEDIATELY. Consider implementing Hard Lockdown Drill Procedures
2. Principal/Designee calls 911.
3. Do not attempt to stop the suspect if flight from the building is attempted. Avoid confrontation.
4. Principal/Designee attempts, in a non-confrontational way, to move the student to a private office near an exit.
5. Notify stakeholders of actions taken.
6. Barona Charter School staff members are not authorized to speak to the media; defer all inquiries to the Principal/Designee.
7. Principal/Designee completes Incident Report (See Appendix H) at the earliest opportunity and files copies appropriately.

BIOLOGICAL OR CHEMICAL RELEASE SHELTER-IN-PLACE

Chemical, biological or radiological contaminants may have been released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities on television and radio stations on how to protect students and staff. Because the information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday. The important thing is for you to follow instructions of local authorities and know what to do if they advise you to shelter-in-place.

When hazardous materials may have been released into the atmosphere, it is important to Shelter-in-Place. This is a precaution aimed to keep students safe while remaining indoors. Shelter-in-place means selecting a small, interior room, with no or few windows and taking refuge there. It does not mean sealing off your entire school. When the school's emergency shelter-in-place gets activated, follow the instructions below:

- Go inside the nearest building - ensure all staff and students are notified including the after school program
 - If there are visitors in the building, provide for their safety by asking them to stay – not leave from the room they are most currently in.
- Close doors and windows. Make sure to use window and door locks to create a better seal
 - If you are told there is danger of explosion, direct that window shades, blinds or curtains be closed.

NOTE: Select interior rooms, above the ground floor, with the fewest windows or vents. The rooms should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or if the windows are sealed and cannot be opened. Large storage closets, utility rooms, meeting rooms and even a gymnasium without exterior windows will work well.

- Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.
- Have employees familiar with your building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed or disabled.
- Turn on your radio and television for information and further instructions
- Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide shelter for the school secretary, or person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where people are sheltering-in-place in the school.
- Ideally, provide for a way to make announcements over the school-wide public address system from the room where the top school official takes shelter.
- If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.

- If the school has voicemail or an automated attendant, change the recording to indicate that the school is closed, and that students and staff are remaining in the building until authorities advise that it is safe to leave.
- The Community Warning System is designed to provide specific information directly to the media. Public access television and radio stations will have ongoing status reports and information.
- Listen for an official announcement from school administration via the intercom system, and stay where you are until you are told all is safe or you are told to evacuate. Local public health or law enforcement officials may call for evacuation in specific areas at greatest risk in your community.

Remember that instructions to shelter-in-place are usually provided for durations of a few hours, not days or weeks. There is little danger that the room in which you are taking shelter will run out of oxygen and you will suffocate.

For more information visit the [American Red Cross](#)

BOMB THREAT

Bomb Threat - Received as a Phone Call

1. Try to keep the caller on the line:

DON'T HANG UP, try to keep the conversation going so you can find out details that may help law enforcement.
2. Attempt to get the following information:
 - a. Where is the bomb?
 - b. What time/how will it go off?
 - c. What kind of bomb is it?
 - d. Who are you?
 - e. Why is this going to happen?
3. Notify the Principal/Designee ASAP.
4. Call law enforcement & fire department (Call 911) together
5. Front Office Staff will keep copy of Bomb Threat Checklist (See Appendix K)

Bomb Threat - Received as a Voicemail

1. If the bomb threat is left on voice mail DO NOT DELETE.
2. Take note of the following details:
 - a. Was it a Male or Female?
 - b. Was there a Caller ID?
 - c. Did the individual have an accent?
 - d. Was there any background Noise? If so, what was it?
 - e. What was the time and date of the voicemail?
3. Notify the Principal/Designee ASAP.
4. Call law enforcement & fire department (Call 911) together

Bomb Threat - Received in Writing

1. Notify the Principal/Designee ASAP.
 2. Call law enforcement & fire department (Call 911)
-

Bomb Threat - Action Verified

1. Ensure that the Principal/Designee was notified, if not already done so.
2. Principal and threat recipient have contacted law enforcement & fire department (Call 911)
3. Evacuate building(s) along pre-established evacuation routes when/if directed by the administration or law enforcement.

Bomb Threat Evacuation

1. An intercom and radio announcement will be broadcast ***TWICE*** at ***STAGGERED TIMES***.

Intercom Announcement

“Safety Alert, Safety Alert”

“Evacuate your classes IMMEDIATELY to school rally point”

“Await further instructions”

Radio Announcement

**On Channel 1- “turn to emergency channel 2” (repeat twice)

On Emergency Channel 2: (Immediately **following** intercom announcement so as not to distort notification with competing alerts)

“Safety Alert, Safety Alert”

“Evacuate your classes IMMEDIATELY to school rally point”

“Await further instructions”

2. At School Rally Point

Once students are outside at the school evacuation site, the Principal/Designee will tell staff and students to evacuate to an assigned rally point in the community within close proximity to the school where students will be sent home early or return to school at the Principal and/or law enforcement’s discretion. Students will be released by administration. Teacher’s will record their own class roll call, and write when students are called by administration staff when appropriate guardians pick up the student.

Rally Locations: Barona Fire Department or Tribal Government Building

Emergency Rally Locations: Location determined by evacuation distance necessity.

3. Rally Dismissal to Parent/Guardians

- a. Parents will be informed of the evacuation via automated phone calls home with the school messenger system in addition to SeeSaw.
- b. Students will be released by administration. Teacher’s will record their own class roll call, and write when students are called by administration staff when appropriate guardians pick up the student.
- c. The teacher will stay with their students until they are able to be picked up.
- d. Missing or unaccounted for students will be **texted** with first, last name, grade level, and location they were considered unaccounted for to the principal/principal designee(s) personal cell phone number.

4. Follow-Up: After the threat has been handled

- a. Principal/Designee debriefs staff and completes Incident Report (See Appendix H) at earliest opportunity.

THREAT OF SCHOOL VIOLENCE

1. IMMEDIATELY call 911
2. Provide and maintain written documentation of the facts and circumstances contributing to the reporting person's belief that there is a serious and imminent threat.

****DO NOT CONFRONT THE INDIVIDUAL MAKING THE THREAT.**

3. Contact Principal/Designee
4. If during school hours, Principal/Designee notifies all staff and students over the intercom to implement Hard Lockdown Procedures.
5. Principal/Designee maintains contact with authorities for further instruction.
6. Once the threat has been neutralized or deemed no longer present, the Principal/Designee will announce an All Clear or law enforcement will clear the school site.
7. Barona Charter School employees are not authorized to speak to the media; defer all inquiries to the Principal/Designee.
8. Once cleared by the Principal/Designee or law enforcement, students will be reunited with parents/guardians or the school day will continue on as scheduled.
9. Principal/Designee completes Incident Report (See Appendix F) at the earliest opportunity and files copies as appropriate.
10. Implement Crisis Response Follow-up Steps:
 - a. Letter to Parents
 - b. Morning after staff meeting
 - c. Set-up aftercare providers for assistance; approved counselors, clergy, mental health professionals
 - d. After school staff meeting
 - e. Supervision Team Debriefing

BUS DISASTER

These procedures are for use by bus drivers and Principal/Designees in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch or the nearest school. This section addresses three possible scenarios involving a bus disaster: Scenario 1: Earthquake; Scenario 2: Flood; and Scenario 3: Serious Accident or Bus Fire.

Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of the bus, or other unique circumstances.

Procedure:

Scenario 1: Earthquake

1. The driver should issue Duck and Cover
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set the brake, turn off the ignition, and wait for the shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. Contact the Principal/Designee to report the location and condition of students and the bus.
6. If the bus is disabled, stay in place until help arrives.
7. The Principal/Designee will determine what additional appropriate notification(s) should be made.
8. If instructed to continue the route, the driver should:
 - a. If enroute to school, continue to pick up students.
 - b. If dropping students off, continue to do so provided there is a responsible adult at the bus stop.
9. If it is impossible to return to school, proceed back to the bus stop indicated on the bus route map. Upon arriving at the bus stop, notify the Principal/Designee. Remain with the children until further instructions are received from the Principal/Designee.
10. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
11. The driver will account for all students and staff throughout the emergency.

Scenario 2: Flood

1. DO NOT drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safety.
3. Contact the Principal/Designee and Bus Dispatch report location and condition of students.
4. If the bus is disabled, stay in place until help arrives.
5. The Principal/Designee will determine what additional appropriate notification(s) should be made.
6. In all instances, do not attempt to cross damaged bridges or overpasses.
7. The driver will account for all students and staff throughout the emergency.

Scenario 3: Serious Accident or Bus Fire

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Move away from the bus due to the possibility of an explosion.
5. Check for injuries and provide appropriate first aid.
6. Call "911" and provide the exact location of the bus and wait for the arrival of emergency responders.
7. Contact the Principal/Designee to report the location and condition of students.
8. The Principal/Designee will determine what additional appropriate notification(s) should be made.
9. Stay within the general area until help arrives
10. The driver will account for all students and staff throughout the emergency.

FIELD TRIP INCIDENT

Field trip coordinator and Barona Charter School must have the following:

1. Student permission slips allowing students to attend
2. First Aid Kit
3. Chaperone list and pre-approved clearance for field trips
4. Student Health Forms/Student Health Medications/ Parent Contact Forms
5. Name of bus company with contact person and phone number
6. Bus Disaster Protocols
7. School contact and phone number
8. Trip itinerary, travel route and schedules the bus will use in traveling to and from the destination

In the event of an INCIDENT during the field trip:

1. Attend to any medical needs if there are injuries or complaints of pain.
2. Contact field trip location medical personnel or call 911 if appropriate.
3. Contact the school's administrator with an update and actions being taken.
4. Attend further instructions.

Principal/Designee Response:

1. Principal/Designee contacts appropriate stakeholders, provides a situation report, and actions being taken.
 - a. The Principal/Designee may deploy to the scene or send additional staff or public safety personnel as needed.
2. Principal/Designee contacts parents, updates, and explains actions being taken.
 - a. Principal/Designee informs parents about any meetings or pick-up times at the school.
3. Barona Charter School employees will not speak with the media and will instead direct them to the Principal or designated spokesperson.
4. Principal/Designee completes Incident Report (See Appendix H) at the earliest opportunity and debriefs the staff when possible.

DISORDERLY CONDUCT

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to **Armed Assault on Campus** on pg. 32-33.

Procedure:

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the Principal/Designee.
3. The Principal/Designee will initiate the appropriate Immediate Response Actions, which may include Soft Lock Down, Hard Lock Down, Evacuate Building or Off-Site Evacuation.
4. The Principal/Designee will call Security Forces (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the Principal/Designee or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)

VOLATILE OR CONFRONTATIONAL PERSON

1. Do not argue with the person. Use non-threatening body language and safe interpersonal space boundaries.
2. Maintain professional and respectful communication by displaying care and concern, and by being a good listener.
3. Offer to help find a solution.
4. Request to continue the discussion in an appropriate space away from students, staff and families on campus. Find a location with at least one other adult present.

****Attempt to de-escalate the situation throughout the interaction.****

5. Notify the Principal/Designee (in a non-threatening manner.)
6. The Principal may announce a schoolwide Soft Lockdown Or the Principal/Designee may call 911 if necessary.
7. The Principal/Designee completes Incident Report (See Appendix H) at the earliest opportunity and sends a copy to appropriate stakeholders.
8. The Principal/Designee will debrief the staff as appropriate.

ASSAULT ON STUDENT OR STAFF

- If present during the assault:
 - Call for Help: Notify Principal/Designee IMMEDIATELY via walkie talkie, phone or messenger. Give quick, basic details and conditions of the victim so that a determination of what kind of appropriate outside assistance is required can be made.
- If safely able to do so, separate the victim from the assailant.
- The Principal/Designee will contact medical and/or law enforcement personnel as viewed appropriately and in line with the school's discipline policy.
- Assist the victim in remaining calm and as comfortable as possible until help arrives.
- The Principal/Designee will record the names of suspect(s) and any witnesses or assign someone to accomplish this task at the scene.
- If not already done so, the Principal/Designee locates the student and isolates, but only if this can be done in a non-confrontational manner.
 - If the situation presents too great a risk, it is best to wait for law enforcement to arrive before initiating contact with the student
- Victim and student statements shall be taken separately by school investigators or law enforcement as applicable.
- Principal/Designee completes Incident Report (See Appendix F) at the earliest opportunity and files appropriately with pertinent stakeholders.
- Appropriate disciplinary action should be taken against those found guilty of assault following the investigation. These actions include, but are not limited to, suspension, expulsion and job termination if the assault is perpetrated by a staff member.

EARTHQUAKE

Earthquakes usually occur without warning. If an earthquake occurs during school hours, the following actions will be taken:

Inside a Building

1. Do not leave the room, Staff member in charge directs all persons in the vicinity to Drop (Duck), Cover and Hold.
2. Move children, and other persons in staff care away from windows, bookcases, file cabinets, heavy mirrors, hanging objects that could fall, and out from under heavy suspended light fixtures.
 - a. Mobility impaired (wheelchair bound) students and staff should be moved so that the seat of the chair is under a table and then instructed to put their heads down on the table and cover it with their hands.
3. Maintain Drop (Duck) and Cover until the shaking stops or until instructed to evacuate.
 - a. Hold onto the desk or table, if it moves, move with it.
4. Faculty should remain calm and in control. If you smell gas or hear a hissing sound- open a window and leave the building.
5. WHEN SAFE TO DO SO: Evacuate the building by walking when the earthquake has ended or when directed to do so by school administration or local safety personnel.
 - a. Staff will direct students to line up quietly at the door to evacuate in an organized fashion and proceed to the evacuation site with required safety materials (vest, walkie talkie, and safety kit backpack).
6. Proceed to the evacuation site, which is the Rec Center tennis court area..
 - a. Line up as close to specified rally points away from trees, wires, hazards, etc.
 - b. **Teachers:** Seat the students, if possible, in their appropriate line spot and take roll call by completing the Accountability Form. Have a student give the Accountability Form to the school registrar and await further instructions & for dismissal. Report missing individuals to school registrar/administrative designee or local safety personnel.
 - c. Render Basic First Aid as appropriate and necessary- administration will arrange additional transport to medical facilities as needed.
 - d. Staff should direct students to not touch metal fences and set up bathroom protocols during evacuation standby until students can be reunited with families
7. DO NOT RE-ENTER BUILDING UNTIL STRUCTURES HAVE BEEN DETERMINED TO BE SAFE
8. Principal or other designated personnel will turn off the master switches to all utilities

Outside on Campus, Playground, P.E., Bus returned from a field trip, etc.

1. Students who are outside on a bus, or at PE, in between classes, or on the playground when the tremors are first felt will report to the closest teacher, or staff member in their physical vicinity.
2. They should remain in the most open space available, free of trees, fences, electrical pulls, etc.

3. They should Drop (Duck) and Cover their heads as they would inside a classroom and report to the evacuation site once the tremors have stopped.
4. Outside personnel may not have all safety materials due to their absence from their classroom. Staff should not go back and get materials if they are outside.
5. Instruct students not to touch power lines or objects touched by the wires. (All wires should be treated as LIVE).
6. Remain outside until further notice.

EARTHQUAKE DRILL

- Signals: An earthquake drill will be signaled by earthquake sounds that will be heard through the intercom.
- Materials: All staff should have on their person the following items during earthquake drills:
 - Walkie talkie on Channel 1
 - Safety Kit Backpack
 - Half Sheet Accountability Form (In Safety Kit Backpack)
- Actions to be Taken:
 - Inside Classrooms/Buildings:
 - Staff will direct students to stop everything to Drop (Duck), Cover and Hold.
 - Move children, and other persons in staff care away from windows, bookcases, file cabinets, heavy mirrors, hanging objects that could fall, and out from under heavy suspended light fixtures.
 - Mobility impaired (wheelchair bound) students and staff should be moved so that the seat of the chair is under a table and then instructed to put their heads down on the table and cover it with their hands.
 - Maintain Drop (Duck) and Cover until it is safe to evacuate.
 - Staff will direct students to line up quietly at the evacuation door in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
 - Proceed to the evacuation site, which is the Rec Center tennis court area.
 - Line up as close to your room number location, away from trees, wires, hazards, etc.
 - **Teachers:** Seat the students, if possible, in their appropriate line spot and take roll call by completing the Accountability Form. Have a student give the Accountability Form to and await further instructions & for dismissal
 -
 - Outside Classrooms/Buildings:
 - Staff will blow the whistle and rally their students on campus in the safest space. They should remain in the most open space available, free of trees, fences, electrical pulls, etc.
 - They should Drop (Duck) and Cover their heads as they would inside a classroom and report to the evacuation site once the tremor sounds have stopped.
 - Outside personnel may not have all safety materials due to their absence from their classroom. Staff should not go back and get materials if they are outside during the drill.
 - IF students are on a bus, just returned from a field trip, without access to a walkie talkie, staff will disembark the bus and proceed immediately to the evacuation site for scheduled earthquake drill.

EXPLOSION OR RISK OF EXPLOSION

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For bomb threats please refer to **Bomb Threats** on pages 36-37.

Procedure:

Scenario 1: **Explosion on School Property**

- In the event of an explosion, all persons should initiate Duck and Cover
- The Principal/Designee will consider the possibility of another imminent explosion and take appropriate action.
- After the explosion, the Principal/Designee will initiate appropriate Immediate Response Actions, which may include shelter-in-place, evacuate building or off-site evacuation.
 - Evacuation may be warranted in some buildings and other buildings may be used as shelter.
- In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the evacuation site.
- In the event of an evacuation, staff will direct students to stop everything and line up quietly at the door to evacuate in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
- All staff will evacuate to the Rec Center tennis court area where they will line up in their evacuation locations. Once in lines, staff members will perform the following duties:
 - Seat the students if possible in their appropriate line spot
 - Take roll call by completing the Accountability Form
 - Have a student give the Accountability Form to the school registrar
 - Await further instructions & for dismissal
- The Principal/Designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
- Check for injuries and provide appropriate first aid.
- Staff should attempt to suppress only small fires with extinguishers.
 - Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
- The Supervision/Custodial Team Leader will inform the Principal/Designee of any damages to water lines, sewers, power lines and other utilities. The Principal/Designee will then call SDG&E Customer Service
- The Supervision/Custodial Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
- When it is determined safe to enter affected areas, the Fire Department will conduct search and rescue activities.

- The Principal/Designee will contact the Barona Fire Department and Tribal Council Representative to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
- Any areas affected by the explosion will not be reopened until the appropriate agency provides clearance and the Principal/Designee gives authorization to do so.
- The Principal/Designee will initiate an off-site evacuation, if warranted by changes in conditions.

Scenario 2: **Risk of Explosion on School Property**

- The Principal/Designee will initiate appropriate Immediate Response Actions, which may include duck and cover, shelter-in-place, evacuate building, or off-site evacuation.
- If the Principal/Designee issues an evacuation of the building, staff and students will evacuate the building using prescribed routes or other safe routes to the evacuation site.
- In the event of an evacuation, staff will direct students to stop everything and line up quietly at the door to evacuate in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
- All staff will evacuate to the Rec Center tennis court area where they will line up in their evacuation locations. Once in lines, staff members will perform the following duties:
 - Seat the students if possible in their appropriate line spot
 - Take roll call by completing the Accountability Form
 - Have a student give the Accountability Form to the school registrar
 - Await further instructions & for dismissal
- The Principal/Designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
- Staff should attempt to suppress only small fires with extinguishers.
 - Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
- The Supervision/Custodial Team Leader will notify the Principal/Designee of any damages to water lines, sewers, power lines and other utilities. The Director/Principle will then call SDG&E Customer Service.
- All affected areas will not be reopened until the appropriate agency provides clearance and the Principal/Designee issues authorization to do so.
- In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
- The Principal/Designee will initiate an off-site evacuation, if warranted by changes in conditions.

Scenario 3: **Explosion or Risk of Explosion in Surrounding Area**

- The Principal/Designee will initiate a Soft Lockdown response action
- The Principal/Designee will notify “911” and will provide the exact location (e.g., building, area) and nature of emergency.

- The Principal/Designee will take further actions as needed.
- The school will remain in a Soft Lockdown condition until the appropriate agency provides clearance and the Principal/Designee issues further instructions.

Scenario 4: **Nuclear Blast or explosion Involving Radioactive Materials**

- The Principal/Designee will initiate the Shelter-In-Place response action.
- When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows and walls.
- The Principal/Designee will notify “911” and provide details on the area and personnel affected at the school.
- After the initial blast, remove students from rooms with broken windows, extinguish small fires, and provide first aid.
- The Supervision/Custodial team will turn off the school’s main gas; supply local fans in the area; close doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
 - Each building has a Circuit Breaker and a Gas Shut-Off valve that is noted. The main water shut-off is in front of the school by the flag.
- The Principal/Designee will monitor radio or television announcements and initiate further actions as appropriate.
- The school will remain in a shelter-in-place condition until clearance and the Principal/Designee issues further instructions.

FIRE SAFETY & DRILL PROCEDURES

Fire in Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure:

1. The Principal/Designee will initiate the appropriate Immediate Response Actions, which may include soft-lockdown, evacuate building or off-site evacuation.
2. The Principal/Designee will notify "911" and will provide the location and nature of the emergency.
3. The Principal/Designee will instruct the Supervision/Custodial team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Incident Commander will contact the fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If the Principal/Designee issues the evacuate building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the evacuation site.
6. In the event of an evacuation, staff will direct students to stop everything and line up quietly at the door to evacuate in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
7. All staff will evacuate to the Rec Center tennis court area where they will line up in their evacuation locations. Once in lines, staff members will perform the following duties:
 - a. Seat the students if possible in their appropriate line spot
 - b. Take roll call by completing the Accountability Form
 - c. Have a student give the Accountability Form to the school registrar
 - d. Await further instructions & for dismissal
8. As appropriate, the Principal/Designee will activate the school communication systems.
9. If needed, the Principal/Designee will request buses for staff and student evacuation.
10. The Principal/Designee will initiate an off-site evacuation, if warranted by changes in conditions.

Fire on School Grounds

- Signals: A fire drill will be signaled by a series of short bells and flashing lights.
- Materials: All staff should have on their person the following items
 - Walkie talkie,
 - Safety Kit Backpack
 - Half Sheet Accountability Form (In Safety Kit Backpack)
- Actions to be Taken:
 - Inside Classrooms/Buildings:

- Staff will direct students to stop everything and line up quietly at the evacuation door in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
 - Outside Classrooms/Buildings:
 - Staff will blow the whistle and rally their students on campus in the safest space. All persons will line up and proceed to the evacuation site.
 - Outside personnel may not have all safety materials due to their absence from their classroom. Staff should not go back and get materials if they are outside.
 - IF students are on a bus, just returned from a field trip, students would remain on the bus.
 - Evacuation Site: All students and staff will evacuate the Rec Center tennis court area where they will line up in their evacuation locations and perform evacuation site duties.
- Evacuation Site Duties:
 - All staff will evacuate to the Rec Center tennis court area where they will line up in their evacuation locations. Once in lines, staff members will perform the following duties:
 - Seat the students if possible in their appropriate line spot
 - Take roll call by completing the Accountability Form
 - Have a student give the Accountability Form to the school registrar
 - Await further instructions & for dismissal

Fire Drill Procedures

- Signals: A fire drill will be signaled by a series of short bells
- Materials: All staff should have on their person the following items during fire drills:
 - Walkie talkie on Channel 1
 - Safety Kit Backpack
 - Half Sheet Accountability Form (In Safety Kit Backpack)
- Actions to be Taken:
 - Inside Classrooms/Buildings:
 - Staff will direct students to stop everything and line up quietly at the door to evacuate in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
 - Outside Classrooms/Buildings:
 - Staff will blow the whistle and rally their students on campus in the safest space. All persons will line up and proceed to the evacuation site.
 - Outside personnel may not have all safety materials due to their absence from their classroom. Staff should not go back and get materials if they are outside during the drill.
 - IF students are on a bus, just returned from a field trip, without access to a walkie talkie, staff will disembark the bus and proceed immediately to the evacuation site for scheduled fire drill.
 - Evacuation Site: All students and staff will evacuate to the lower playing field where they will line up in their evacuation locations and perform evacuation site duties.

- Evacuation Site Duties:
 - All staff will evacuate the Rec Center tennis court area where they will line up in their evacuation locations. Once in lines, staff members will perform the following duties:
 - Seat the students if possible in their appropriate line spot
 - Take roll call by completing the Accountability Form
 - Have a student give the Accountability Form to the school registrar
 - Await further instructions & for dismissal

FLOODING

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man made dam.

Procedure:

1. The Principal/Designee will initiate appropriate Immediate Response Actions, which may include shelter-in-place, evacuate building or off-site evacuation (for all students to include the after school program).
2. The Principal/Designee will notify “911” and will describe the nature and extent of the flooding.
3. If the Principal/Designee issues the evacuate building or off-site evacuation action, staff/after school staff and students will evacuate affected buildings using prescribed routes or other safe routes to the evacuation site.
4. In the event of an evacuation, staff will direct students to stop everything and line up quietly at the door to evacuate in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
5. All staff will evacuate to the Rec Center tennis court area where they will line up in their evacuation locations. Once in lines, staff members will perform the following duties:
 - a. Seat the students in an orderly fashion
 - b. Take roll call by completing the Accountability Form
 - c. Have a student give the Accountability Form to the school registrar
 - d. Await further instructions & for dismissal
6. The Principal/Designee will notify the local authorities of the emergency situation.
7. As appropriate, the Principal/Designee will alert parents using the messaging system.

LOSS OR FAILURE OF UTILITIES

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure:

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the Principal/Designee immediately.
2. Upon notice of loss of utilities, the Principal/Designee will initiate appropriate Immediate Response Actions, which may include soft lockdown or evacuate building.
3. The Principal/Designee will notify SDG&E Customer Service and will provide the location and nature of the emergency. Appropriate personnel will also be notified at the discretion of the Principal/Designee.
4. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
5. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to **Explosion or Risk of Explosion** on pages 47-49.
6. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

GAS LEAK

EMERGENCY INFORMATION ACCORDING TO SDG&E

If you suspect a gas leak, leave the area immediately. From a safe location, call 911 or call us at 1-800-411-7343. Also call us if you have questions about a gas odor or carbon monoxide.

AT BARONA INDIAN CHARTER SCHOOL, IF YOU SUSPECT A GAS LEAK--CONTACT THE Principal/Designee IMMEDIATELY.

- The Administration will make an intercom announcement and a Radio Channel 1 announcement directing all staff and students to evacuate to the evacuation site.
- Staff will direct students to line up quietly at the door to evacuate in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
- Students should be walked in their lines down to the Rec Center tennis court area where they will be lined up in their evacuation locations.
- Teachers: Seat the students, if possible, in their appropriate line spot and take roll call by completing the Accountability Form. Have a student give the Accountability Form to
- Await for Further Instruction: Staff will remain on Radio Channel 1 where they will await further instruction.
- The principal will determine whether students will be released for early dismissal from the school evacuation site or whether an additional evacuation off school grounds will be necessary.

ELECTRICAL MALFUNCTION/POWER OUTAGE

1. Principal/Designee contacts campus Custodian/Maintenance Supervisor.
2. Principal/Designee notifies teachers of Soft Lockdown in class until "All Clear ".
3. Principal/Designee accompanies the custodian to locate the problem and report findings.
4. Principal/Designee calls 911 if concerned about a fire or safety hazard.
5. Principal/Designee contacts the Tribal Office to inform about the situation, and indicates assistance needed. Possible considerations by the Administration:
 - a. Should the school remain open or be closed early?
 - b. Can cafeteria food be maintained, prepared and served safely?
 - c. Is there an alternative site or rally point to move students to?
 - d. Can parents be notified for an early dismissal?
 - e. What will students and teachers do until they can be reunited with parents/guardians?
6. Principal/Designee calls SDG&E customer service.
7. Principal/Designee calls an "All Clear" or makes an announcement with alternate instructions.

MOTOR VEHICLE CRASH

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to **Biological or Chemical Release Shelter-In-Place** on pages 34-35. If a crash results in a utility interruption, refer to **Loss or Failure of Utilities** on pages 53-55.

Procedure:

1. The Principal/Designee will initiate appropriate Immediate Response Actions, which may include duck and cover, soft lockdown, evacuate building or off-site evacuation.
2. If the Principal/Designee issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the evacuation site.
3. In the event of an evacuation, Staff will direct students to line up quietly in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
4. Proceed to the evacuation site
 - a. Line up as close to your evacuation location, away from trees, wires, hazards, etc.
 - b. Seat the students, if possible, in their appropriate line spot and take roll call by completing the Accountability Form. Have a student give the Accountability Form to and await further instructions.
5. The Principal/Designee will call "911" and will provide the exact location (e.g., building, area) and nature of emergency.
6. The Supervision/Custodial Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill refer to that section. If the crash results in a utility interruption, refer to section.
7. The First Aid & Search Team will check for injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the Fire Department provides clearance and the Principal/Designee issues authorization to do so.
9. The Principal/Designee will initiate an off-site evacuation, if warranted by changes in conditions.

PANDEMIC

Please refer to the [2021-2022 BCS COVID-19 Safety Plan](#). To access document:

- Go to <https://www.baronaindiancharterschool.org/>
- Scroll over to the "Information" tab and click on "Covid Info"
- Once there, click on 2021-2022 COVID Safety Plan and Checklist

PSYCHOLOGICAL TRAUMA CRISIS

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure:

1. The Principal/Designee will have the First Aid & Search or Student Release & Accountability Teams to provide necessary assistance after all types of crises.
2. They will assess the range of crisis intervention services needed during and following an emergency and provide direct intervention services.
3. They will provide ongoing assessment of needs and follow-ups services as required.
4. They will advise and assist the Principal/Designee to restore regular school functions as efficiently and as quickly as possible.
5. In performing their duties, the First Aid & Search members will limit exposure to scenes of trauma, injury and death.
6. If there is a need for additional assistance, the Principal/Designee will notify the American Red Cross.

SUSPECTED CONTAMINATION OF FOOD OR WATER

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by BCS or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The Principal/Designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The Principal/Designee will notify "911", County Department of Health Services, and the Office of Environmental Health and Safety if any contaminated food or water has been ingested.
3. The Principal/Designee will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid & Search Team will assess the need for medical attention and provide first aid as appropriate.
5. The Principal/Designee will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Principal/Designee will call the Fire Department which will conduct an onsite review to determine necessary follow-up actions.
7. The Principal/Designee will confer with the County Department of Health Services before the resumption of normal operations.
8. If tampering is evident, notify the police.
9. The Principal/Designee will notify parents of the incident, as appropriate.

TACTICAL RESPONSES TO CRIMINAL INCIDENTS

SOFT LOCKDOWN PROCEDURE

ALL Communication will be via intercom and radio, channel 1

- **Radio Announcement:** Channel 1 (Non-Emergency Radio Channel)
“Turn your radios to Emergency Channel 2”
- **Intercom Announcement:**
“Safety Alert, Safety Alert”
“Soft Lockdown is now in effect-- Remain in class, continue instruction”
- **Radio Announcement:** Channel 2 (In Class; Emergency Radio Channel)
“Safety Alert, Safety Alert”
“Soft Lockdown is now in effect-- Remain in class, continue instruction”

Responsibilities during a Soft Lockdown

- **Teachers:**
 - Lock classroom doors
 - Roll Call, make sure all students are present and accounted for
 - Teachers email Principal/Designee with the subject line: “Grade __all accounted for” or “Grade __missing students.” Within the body of the email list the names of the missing students
 - Radio on channel 2 names of unaccounted for students
 - Do not send students to the office, bathroom, nurse, etc.
 - Continue classroom instruction/activities until “All Clear”
- **Administrative Staff**
 - Lock all office and interior doors
 - Roll Call by classroom, report missing staff members via channel 2
 - Refrain from using restrooms or leaving the room
 - Carry on with duties as assigned until “All Clear”
- **Nurse, Library, SPED & Any Other Unaddressed Campus Location**
 - Lock all doors
 - Roll Call, report unaccounted for students on channel 2
 - Continue activities inside; or refrain from transitioning students until “All Clear”
- **P.E., Recess out on the Playground & Lunch**
 - The PE teacher will transition PE classes to the gym, where the door will be locked and the teacher will carry on the lesson inside.
 - Recess supervisors will transition students from outside play areas to play in the MultiPurpose Room if available--locking doors; or return students to their respective classrooms for indoor recess with locked doors.
 - Students eating lunch at the time of a “Soft Lockdown” will be directed by lunch supervision staff, to relocate to inside the MultiPurpose Room and

the doors can be locked.

- **Support Staff & Otherwise Assigned Classroom Aides/Specialist**
 - Support Staff serves as Supervision Team Members
 - Report to rally point at lunch tables in front of the school office for assignments

Supervision Team Responsibilities During a Soft Lockdown

- Team members will go to each classroom to make sure that doors are locked
- Team members will record unaccounted for student names as radioed by classroom teachers on channel 2
- Team members will monitor channel 2 for classroom disciplinary issues
- Team members will check each bathroom for unaccounted for students
- Team members will escort unaccounted for students to their classroom or a designated safe place
- Team members will check the inside perimeter of the school for students or persons of interest
- Team members will bring unaccounted for students found during sweeps to the MultiPurpose Room.
 - After the “All Clear” a Roll Call can be taken of reported unaccounted for students by teachers during the “Soft Lockdown” so that they can be marked safe, it can be communicated to teachers and they can be returned to class
- Team members will search for any remaining unaccounted-for students once the “All Clear” has been signaled.

Supervision Team Assignments

Supervision Team leader will organize Supervision team members and match team members to assignments; the Supervision Team Leader will also be responsible for verifying that all exterior doors are locked along the outside perimeter of the school site.

- Assignment 1: Verify all exterior doors are locked along the outside perimeter of the primary classroom/preschool wing. Check for locked gates at Kinder/Preschool playground; check for locked doors in Kindergarten, clear male bathroom by lost & found; female bathroom by lost & found; search & recovery of unaccounted for kindergarten, library & PE students.
- Assignment 2: Check for locked doors in front entry gates; search & recovery of unaccounted for staff members.
- Assignment 3: Check for locked doors in Main Hallway: First Grade; Second Grade; Boys Bathroom; Girls Bathroom; Double Doors out Stairway; Down stairs -- check that lower offices by tether ball on the playground are locked; Search & Recovery of unaccounted for First & Second Grade Students.
- Assignment 4: Check playground for remaining students; check that the gate by the upper playground is locked; check for locked doors in Third, Fourth Grade & SPED; Check playground bathrooms for students; Search & Recovery of unaccounted for Third, Fourth Grade & SPED students.
- Assignment 5: Check for locked doors in Fifth Grade; Library door facing Fifth Grade classrooms; and the Middle School AVID portable, Room 15 on

the lower blacktop; and the dismissal gate; Search & Recovery of unaccounted for Fifth Grade & Middle School Students.

- Assignment 6: Check for locked doors in Middle School, Rooms 13, 14, 16, 17, 18; Search & Recovery of unaccounted for Middle School Students.
- Assignment 7: Check that the Garden perimeter gate is locked; and that the remaining 3 lower blacktop perimeter gates are locked; Search & Recovery of unaccounted for Middle School Students.

Once sweep assignment is completed, Supervision Team Members will report back to the rally point, the MultiPurpose Room, to await further instruction.

ALL CLEAR Announcement

- Message will be broadcasted on the intercom and on radio channel 1
 “Safety Alert, Safety Alert”
 “ALL CLEAR”
 “THIS IS AN ALL CLEAR -- MOVEMENT IS NO LONGER RESTRICTED”
- School business will resume as normal
- If any students remain unaccounted for after the “All Clear”, contact the supervision team on Radio Channel 2 ASAP.

Soft Lockdown Debrief

- Families will be informed as soon as appropriate by the Principal or Administrative Designee via an automated phone call and/or written notice home.
- The lockdown will be reviewed and debriefed with the entire staff in the most timely means possible (email, impromptu meeting, etc.). The debriefing format will be at the discretion of the Principal or Designee as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

An unlawful demonstration or walkout is an unauthorized assemblage on the school grounds with the potential to

- disrupt school activities
- cause injury to staff and students
- and/or damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

- Staff Actions:
 - Report disruptive circumstances to Principal/Designee. Avoid arguing with participant(s). Have all students and employees leave the immediate area of disturbance. Lock doors. Account for all students and remain in the classroom unless instructed otherwise by the principal or law enforcement. Shut window coverings. Stay away from windows and exterior doors.
- Principal/Designee Actions:
 - The Principal/Designee may invoke a Soft Lockdown to promote the general welfare of uninvolved students. Students will be held in class until the Principal calls an "All Clear".
 - If the students are engaging in an unlawful demonstration or walkout, keep the students confined to one room in the school building. Set up a communication exchange with the students, staff and principal. Try to restore order. If unable to calm students and violent or uncontrolled behavior is probably, notify police of the situation and request assistance.
 - Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.
 - The Principal/Designee will complete an Incident Report (See Appendix F) send courtesy copies as necessary and debrief the staff when possible.

RIOT: LARGE GROUP DISTURBANCE/ALTERCATION

The goal is to mitigate and minimize riot-like behaviors, to promote overall staff/student safety until law enforcement can arrive.

The Principal/Designee:

1. Will call 911: In the report, make sure to include clear and concise details.
2. Assign support staff and any other available staff to assist in helping to secure the environment in a safe manner.
3. Assign staff members to meet law enforcement and escort them to the location of the disturbance.
4. The Principal/Designee may invoke a Soft Lockdown to promote the general welfare of uninvolved students. Students will be held in class until the Principal calls an "All Clear".
5. School Personnel, under the direction of the Principal/Designee will:
 - a. Clear bystanders and encourage students to "go about their business" and not get involved.
 - b. Diffuse the situation to the extent possible without threatening the safety of the students or staff.
 - c. Cooperate with law enforcement so that they may do their jobs without interference once they arrive
6. The Principal/Designee will complete an Incident Report (See Appendix F) send courtesy copies as necessary and debrief the staff when possible.

DEATH ON CAMPUS

1. Secure the area to maximize student safety (disturb as little as possible, limit access until police and emergency personnel).
2. Call 911
3. Inform Principal/Designee of situation and that 911 has been called
4. Soft Lock down the campus until the Principal/Designee announces the "All Clear"
5. The Principal/Designee may determine that it appropriate to send students home in an impromptu early dismissal day
6. If an early dismissal day is determined, parents will be notified via automated phone calls home, text messaging, and emails.
7. Students not picked up will be supervised by support staff in an appropriate space until their parents/guardians arrive.
8. Separate all witnesses until police arrive. (To the extent possible; witnesses should not speak with each other nor anyone else.) Document any statements made by witnesses. **Do not conduct interviews with witnesses. It is imperative that teachers, administrators, & support staff not interfere in the investigation.**
9. The Principal/Designee will contact school stakeholders.
10. The Principal/Designee contacts parents at an appropriate time *when/if* given permission by law enforcement or the administration.
11. Staff members should not speak to the media, but should refer them to the Principal/Designee to comment as appropriate.
12. Principal/Designee completes Incident Report (See Appendix H) at the earliest opportunity and sends a copy to school stakeholders.
13. Implement Crisis Response Follow-up Steps:
 - a. Letter to parents
 - b. After school staff meeting
 - c. Set-up aftercare, provide for assistance from approved counselors, clergy, and mental health professionals
 - d. Morning after staff meeting
 - e. Crisis Response Team debriefing

DRUG OVERDOSE/POISONING/ALLERGIC REACTION

At the beginning of the school year, the Health Clerk will provide stakeholders with a list of students and allergies. They will also list if that student has medicine on file.

- Check the student's medical file, and 911 (if appropriate)
- Inform the Principal/Designee of the situation and whether emergency services have been called.
- Call Poison Control if the substance is known or potentially poisonous.

San Diego Division Poison Control:

200 West Arbor Drive

San Diego, CA 92103

Main Phone: 800-222-1222

Emergency/After Hours: 800-876-4766

www.calpoison.org

- Principal/Designee contacts parents to advise of the situation and measures taken.
- Barona Charter School employees will direct all questions by the media to the Principal.
- The Principal/Designee completes Incident Report (See Appendix F) at the earliest opportunity and sends copies to appropriate stakeholders

SELF-HARM: SUICIDE THREATENED

If the person is in immediate danger:

1. Stabilize the Situation:
 - a. Notify Principal/Designee.
 - b. Under no circumstances is a suicidal student to be left alone.
 - c. If the student will allow, immediately remove any dangerous instrumentalities (weapons, substance or other material capable of inflicting a mortal wound) from the student.
 - d. If the person is not in immediate danger, but has expressed the thought of suicide escort the student or staff member to a trained school counselor/psychologist or have the counselor/psychologist come to escort person to their office for appropriate intervention.
 - e. Principal/Designee assigns someone to call 911. Ask that law enforcement or emergency response be made without sirens. Implement a Hard or Soft Lockdown Drill Procedure as determined by the Principal/Designee.
2. Assess the Risk:
 - a. Talk calmly with the person until appropriate personnel arrive. Remember to keep conversation light; engage them in conversation without giving them advice or addressing topics that may cause distress; avoid fast movements that may startle the person.
 - b. Remain in an un-threatening posture; i.e., not standing over the person with crossed arms,
3. Take Appropriate Action
 - a. When trained personnel arrive, defer to their expertise on the course of action to be taken.
 - b. Contact the student's parents and inform them of what has transpired and of the actions taken.
4. Communicate
 - a. Inform stakeholders of incident facts and actions taken.
5. Follow-up
 - a. Principal/Designee completes Incident Report (See Appendix H) at the earliest opportunity and files accordingly.

FIRST AID

Students Sent to Health Clerk in Office During Class

Staff member in charge of the student requiring Health Clerk services should write the student a pass including the following at the least:

- Student first & last name
- Reason for the visit
- Date & Time Sent
- Staff signature

The Health Clerk will address the student and their needs, and communicate the visit to the student's parent/guardian via a phone call home.

If the student is able to return to class, the Health Clerk will send the student back to class with a pass.

For Sensitive Situations including, but not limited to clothes soiled by bodily fluids, etc.

Staff members should handle situations quietly to mitigate shaming and embarrassment of the student in front of their peers. Students should still however be sent with a pass and or a direct phone call to the Health Clerk informing them of the situation.

Staff member in charge of the student requiring health technician services should write the student a pass including the following at the least:

- Student first & last name
- Reason for the visit
- Date & Time Sent
- Staff signature

Soiled students without changes of clothing should NOT be left in class to await changes of clothing in any situation.

FIRST AID: EMERGENCY

1. Assess the scene for remaining or on-going hazards.
2. Determine if the person in need of medical assistance:
3. is unconscious
4. is not breathing
5. has signs of circulation, i.e., a pulse, bleeding, etc.
6. Call out for help and have someone notify the school office.
7. Principal/Designee calls 911
8. Begin First Aid or CPR if certified and continue until help arrives.
9. Principal/Designee notifies stakeholders of situation as appropriate
10. Principal/Designee notifies staff to implement a Soft Lockdown if needed
11. Principal/Designee assigns someone to meet the emergency personnel and escort them to the person in need of assistance.
12. Principal/Designee calls an "All Clear" and completes the Incident Report (See Appendix F) which will be distributed and filed appropriately. The Principal/Designee will debrief staff when possible.

MEDICAL EMERGENCY

The American Heart Association indicates the following First Aid and Emergency Treatment Plan for schools.

First Aid and Emergency Treatment

- First aid shall be provided to students, school staff, and campus visitors by any school staff member designated by the principal to render care since all school staff must complete training in CPR and First Aid.
- First aid supplies shall be kept in central locations in the schools, where they will remain clean, dry, and available to all personnel.
- Since students may have epileptic seizures and/or asthma attacks or other health conditions at school, teachers shall be made aware of appropriate procedures for handling these conditions and for calling 911, Emergency Medical Services (EMS).
- Each year, student's parents or guardians will be requested to update the Student Emergency Card (or other school form name) with the student's current health condition and any known major health conditions or allergies that may require school personnel to provide emergency care.
- When an emergency exists, school staff members will implement appropriate emergency procedures, "activating the school's Emergency Response Plan (ERP)."
- Any staff member can contact 911, EMS.

Emergency Injections

- Emergency Injections: epinephrine auto-injectors prescribed for students with identified allergies:
- When a health professional believes that epinephrine to treat an allergic reaction is necessary during school hours, it will be administered in SCHOOL by the Health Clerk. In the absence of the Health Clerk, Barona Charter School Staff should call 911 if appropriate and yield to the principal's judgment.
- Only pre-measured doses of epinephrine (Epi-Pen or Epi-Pen Jr.) may be given.
- The injection will be given immediately after report of exposure to the allergen or at the prescribed student's request due to onset of allergic reaction by the Health Clerk.
- The parent or guardian and licensed medical professional, as indicated, must complete the appropriate authorization form.
- The school shall contact EMS IMMEDIATELY (if available, send another staff person to dial 911) and the parent or guardian when a student has been given epinephrine.

Inhalers

- With a diagnosis of asthma, and orders from a licensed medical professional, a student may be permitted by the principal to carry and use an inhaler for asthmatic conditions.
- At least three school employees shall be taught to assist in the administration of the inhaler.
- A second inhaler, to be used as a back-up, may be kept in the health office or other school-approved location accessible by the student with appropriate staff supervision as required.

Field Trips

- For field trips that are considered an extension of the school's program, arrangements for management of injury and medical emergencies shall be provided in accordance with the procedures described in this policy.
- First aid supplies shall be available on all school buses and vans during field trips.
- At least one school staff person shall be trained in first aid and age-appropriate CPR, including adult CPR.

EXTREME HEAT PROCEDURES

According to the American Red Cross, there are three types of Extreme Heat Advisories:

Excessive Heat Watch—Conditions are favorable for an excessive heat event to meet or exceed local Excessive Heat Warning criteria in the next 24 to 72 hours.

Excessive Heat Warning—Heat Index values are forecast to meet or exceed locally defined warning criteria for at least 2 days (daytime highs=105-110° Fahrenheit).

Heat Advisory--Heat Index values are forecast to meet locally defined advisory criteria for 1 to 2 days (daytime highs = 100-105 Fahrenheit).

Heat Safety Considerations

During times of excess heat, precautions will be taken for all outdoor physical activities. Staff should encourage students to stay hydrated by drinking plenty of fluids even if they do not feel thirsty. Have students slow down, stay indoors and avoid strenuous exercise during the hottest part of the day

Heat Cramps: Heat Cramps are Muscular Pains or Spasms that usually occur in the legs or abdomen caused by exposure to high heat and humidity and loss of fluids and electrolytes. Heat cramps are often an early sign that the body is having trouble with the heat

Heat Exhaustion: typically involves the loss of body fluids through heavy sweating during strenuous exercise or physical labor in high heat and humidity.

- Signs of heat exhaustion include cool, moist, pale or flushed skin; heavy sweating; headache; nausea; dizziness; weakness; and exhaustion
- Move the person to a cooler place. Remove or loosen tight clothing and apply cool, wet cloths or towels to the skin. Fan the person. If the person is conscious, give small amounts of cool water to drink. Make sure the person drinks slowly. Watch for changes in condition.
- If the person refuses water, vomits or begins to lose consciousness, call 9-1-1 or the local emergency number.

Heat Stroke: (also known as sunstroke) is a life-threatening condition in which a person's temperature control system stops working and the body is unable to cool itself.

- Signs of heat stroke include hot, red skin which may be dry or moist; changes in consciousness; vomiting; and high body temperature.
- Heat stroke is life-threatening. Call 9-1-1 or the local emergency number immediately.
- Move the person to a cooler place. Quickly cool the person's body by giving care as you would for heat exhaustion. If needed, continue rapid cooling by applying ice or cold packs wrapped in a cloth to the wrists, ankles, groin, neck and armpits.

KIDNAPPING WITNESSED OR CONFIRMED ABDUCTION

1. Notify the Principal/Designee IMMEDIATELY.
2. Principal/Designee notifies law enforcement (911) IMMEDIATELY.
3. Provide student information:
 - a. name, sex, age, address, dress, general physical description
 - b. any suspect information, vehicle information, direction of travel
4. Principal announces a Soft or Hard Down Lockdown at their discretion.
5. Principal/Designee notifies parents and informs them of the incident and steps being taken.
6. Have student information including a picture, if possible, available to law enforcement upon arrival.
7. Barona Charter School staff are not authorized to speak to the media, refer all inquiries to the Principal.
8. Principal/Designee completes Incident Report (See Appendix F) sends courtesy copies as appropriate and debriefs staff when possible.

SEXUAL ASSAULT RAPE/SUSPECTED RAPE

- Move the victim to a private office free from any disruptions.
- Do not leave the victim alone.
- Notify the Principal/Designee IMMEDIATELY; the Principal/Designee contacts law enforcement (911)
- Do not attempt to interview the victim as you may compromise the investigation; DO take note of any statements made by the victim
- The Principal/Designee secures the area of the assault using their best judgment so as to preserve potential evidence.
- Do not allow the victim to wash or remove any items of clothing.

IF VICTIM HAS REMOVED CLOTHING, BAG EACH PIECE IN ITS OWN PAPER BAG USING LATEX GLOVES.

- Do not apprehend the alleged perpetrator, take down the information for law enforcement to act on.
- Obtain permission from law enforcement if directed to contact parents.
- Barona Charter School employees are not authorized to speak to the media; refer all inquiries to the Principal/Designee
- The Principal/Designee completes an Incident Report (See Appendix H) and distributes copies accordingly, and debriefs the staff at the earliest opportunity.

MISSING CHILD

1. Notify the Principal/Designee/school office IMMEDIATELY.
2. The Sweep Team and any other available staff sweeps school grounds in search of the missing child.
3. Principal/Designee may invoke a Soft Lockdown.
4. Principal/Designee notifies parents of the missing child and informs them of the situation and the steps taken.
5. Principal/Designee provides law enforcement (Call 911) with the following information:
 - a. Child's name
 - b. Address
 - c. Physical and clothing description
 - d. Medical status, if appropriate
 - e. Time last seen.
6. Principal/Designee completes Incident Report (See Appendix F) distributes courtesy copies as required, and debriefs staff when possible.

SAFETY PLAN REVIEW, EVALUATION, AND AMENDMENT PROCEDURES

The safety plan is reviewed once per year by the designated safety committee. Professional development and drills are planned out for each semester of the school year. Revisions and updates are made to the plan at that time. Law enforcement, fire department, and professionals in the safety and security field are consulted about the plan.

Activity Description (i.e., review steps, meetings conducted, approvals, etc.)	Date and Time	Attached Document (description and location)
Initial Safety Plan Review Team Meeting	10/6/2021	Zoom
Safety Plan Review Team Meeting - Approvals of Revisions	11/12/2021	Zoom
Safety Plan Review Team Meeting - Planning	12/07/2021	Zoom
School Wide Drills Staff Meeting and Safety Plan Presentation	02/2022	Zoom & In-person

SAFETY PLAN APPENDICES

Appendix A

EMERGENCY CONTACTS

Barona Fire Department	(619) 390-2794 or 9-1-1
Tribal Enforcement	(619) 442-8976
Ambulance/Paramedics	9-1-1
American Red Cross	(858) 309-1200
Hospital: Grossmont Hospital	(619) 740-6000
SD Sheriff's Dept	(619) 938-1360 or 9-1-1
SD Co. Office of Emergency Services	(858) 565-3490
SD Gas & Electric Emergency Line	1-800-611-7343
Poison Control	1-800-222-1222
CA Highway Patrol	9-1-1
Emergency Broadcast System	FM89.5

BARONA INDIAN CHARTER SCHOOL STAFF CELL PHONE DIRECTORY

****If phone numbers of an employee are abused by another employee and perceived as harassment, disciplinary action will be taken with administration as necessitated.****

Position	School Phone Extension	Personal Cell Phone
Ex: Kindergarten Teacher	1234	(123) 456-7891

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

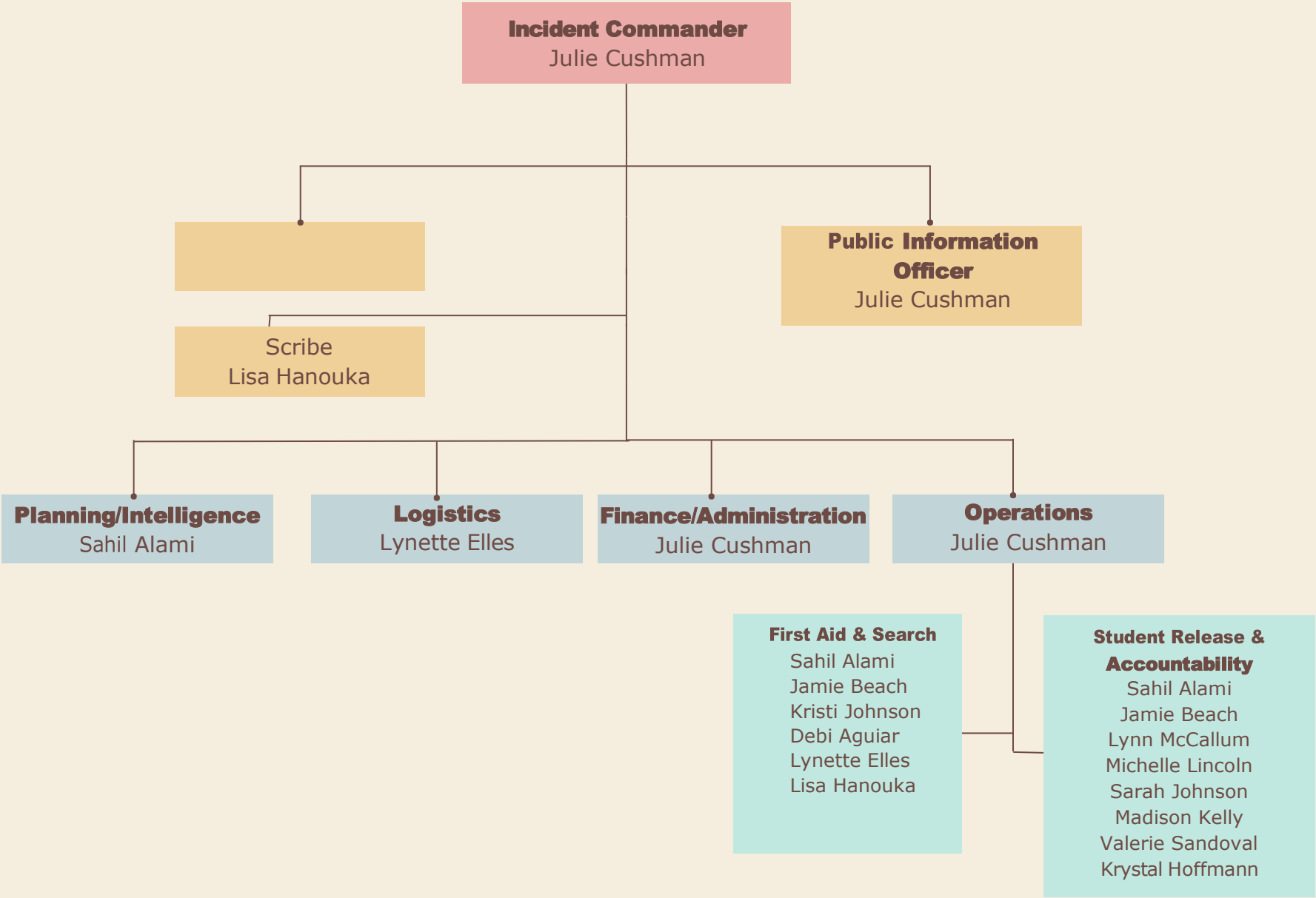
- Management
 - During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.
- Planning & Intelligence
 - Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.
- Operations
 - All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.
- Logistics
 - Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.
- Finance & Administration
 - Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

- Step One: Identify the Type of Emergency
- Step Two: Identify the Level of Emergency
- Step Three: Determine the Immediate Response Action
- Step Four: Communicate the Appropriate Response Action

Barona Charter School Command System

Appendix C



SWEEP TEAMS/SUPERVISION TEAMS

To be filled by hand by each employee in the beginning of the year Safety Plan Training Session

Support Staff Sweep Team Designees	Teacher Sweep Team Designees	Teacher Grade Level Supervision Team Designees
Support Staff:	Grade K:	Grade K:
Support Staff:	Grade 1:	Grade 1:
Support Staff:	Grade 2:	Grade 2:
Support Staff:	Grade 3/4:	Grade 3/4:
Support Staff:	Grade 5/6:	Grade 5/6:
Support Staff:	Grade 7/8:	Grade 7/8:

Admin Team Designees	Security Team Designees	First Aid Station Designees
	Behavior Dean:	Health Clerk:
	Groundskeeper:	Support Staff:
	Support Staff:	Support Staff:
	Support Staff:	Support Staff:
	Support Staff:	Support Staff



BARONA INDIAN CHARTER SCHOOL

1095 Barona Rd., Lakeside, CA 92040 ♦ (619) 443-0948 ♦ baronaindiancharterschool.com/



FAMILY REUNION FORM FOR EMERGENCIES

Student Name	Gender (Check One)	Grade/Teacher
	<input type="checkbox"/> Male <input type="checkbox"/> Female	
	<input type="checkbox"/> Male <input type="checkbox"/> Female	
	<input type="checkbox"/> Male <input type="checkbox"/> Female	
	<input type="checkbox"/> Male <input type="checkbox"/> Female	
	<input type="checkbox"/> Male <input type="checkbox"/> Female	
	<input type="checkbox"/> Male <input type="checkbox"/> Female	
	<input type="checkbox"/> Male <input type="checkbox"/> Female	

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

Contact Phone Number: _____

Date: _____ Time: _____



BARONA INDIAN CHARTER SCHOOL

1095 Barona Rd., Lakeside, CA 92040 ♦ (619) 443-0948 ♦ baronaindiancharterschool.com/



INCIDENT REPORT FORM

Teacher: _____

Date: _____

Signature: _____

Grade level: TK/K 1 2 3/4 5/6 7/8

Location of Incident: _____ Approximate Time: _____

Student's Name: _____

☐ Parent/Guardian Meeting Requested ☐ Parents/Guardians Notified ☐ Principal Notified

☐ Witnesses Involved

List Names:

Summary

INCIDENT INVESTIGATION PROCEDURES

Prior to Investigation

- All Barona Charter School employees will complete a detailed incident report when involved directly or indirectly in an incident.
- Depending on the severity or sensitivity of the situation, administration may be contacted prior to completing an incident report.
- Submit completed incident report to the principal, keep a copy for your personal records

Investigation Process

- The principal and/or any pertinent administrative personnel will interview and take statements from participants in the incident and contact parents/guardians immediately.
- Depending on the severity or sensitivity of the situation, administration may pull some, any or all of the involved students from class and have them work from an alternative location or on an independent study contract as appropriate during the investigation.
- A Teacher may also request a student be removed from their classroom during the investigation if done so in writing.
- Law enforcement will be contacted in occurrences of criminal activity..

Disciplinary Proceedings

- Upon completion of the investigation, the principal or administrative designee will contact and/or meet with the involved parent/guardians
- Disciplinary action will be taken in accordance with the school discipline plan dependent upon the findings of the investigation

[illegible]

Appendix I



BARONA INDIAN CHARTER SCHOOL

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LEADERSHIP EXPECTATION PLAN

2021-2022

Violation (see definitions below)	First Offense Step 1	Second Offense Step 2	Repeated Offenses Step 3
Academic Dishonesty (Plagiarism)	<p>Teacher in-class interventions during the task:</p> <ul style="list-style-type: none"> -Redirection -Reminder of Expectations -Private Conversation -Break -Moved Seat (Separate) -Parent phone call <p>If the assignment is submitted to the teacher, go to Step 2.</p>	<ul style="list-style-type: none"> -Zero on the assignment -Text/email to Parents - Parent phone call <p>-50% taken off assignment from the student allowing to cheat</p> <p>- Respect agreement (parent and student both sign) provided by counselors</p>	Referral to Principal.
<p>Cell Phone/Tablet Violation</p> <p>(Multiple offenses= Defiance)</p> <p>**All phones must be placed in a teacher-secured pouch at the beginning of</p>	<p>Teacher in-class interventions:</p> <ul style="list-style-type: none"> -Redirection -Reminder of Expectations -Private Conversation -Parent phone call <p>*If the student refuses to hand over= the phone, call the office immediately.</p>	<p>Teacher confiscation and return to the student at the end of the day.</p> <p>Parent phone call. Parent meeting/conference</p> <p>*If the student refuses to hand over the phone, call the Principal immediately.</p>	Referral to Principal. The student will not be allowed to bring a cell phone on campus.

school/class period.**	*Place phone(s) in the classroom phone storage area- <u>all Middle School classes</u>	If phone is found, confiscate and return only to parent	
Defiance to Adult	Teacher in-class interventions: -Redirection -Reminder of Expectations -Private Conversation -Break -Moved Seat -Parent communication **ALL intervention items must be tried before Step 2	-Teacher phone call to parent -Parent notification and document *Attempt as many Best Teaching Practice strategies as possible before moving to Step 3. -Teacher contacts counselor for restorative practices - Respect agreement & conference (parent and student both sign) from Principal	Referral to Principal. -2 hour Parent Shadow
Disruption (in class or during school event)	Teacher in-class interventions: -Redirection -Reminder of Expectations -Private Conversation -Break -Moved Seat -Parent notification and document	-Parent phone call. -Parent notification and document *Attempt as many Best Teaching Practice strategies as possible before moving to Step 3. -Teacher contacts counselor for restorative practices - Respect agreement & conference (parent and student both sign) from Principal	Parent phone call. Referral to Principal. **ALL intervention items must be tried before a call to the Principal with a Referral Form. -2 hour Parent Shadow
Food During Instructional Time (outside of breakfast) Food should be put in a bin inside classroom at the beginning of the day	-Redirection -Reminder of expectations (put it away/throw it away) Recess or Nutritional Break	-Confiscated and returned at end of day with teacher Discretion in TK-3rd -Parent notification and document	Parent phone call
Unsafe recess/lunch behavior	Teacher/Supervision interventions: -Redirection -Reminder of Expectations -Private Conversation -Break/time-out -Loss of Privilege Communication slip will be given by supervising staff to teachers if behavior happens during lunch and/or	-Parent notification and document	Loss of activity for the day -- If refusal to accept, loss of activity, will receive a referral.

	lunch recess.		
<p>Fighting/Assault</p> <p>Student(s) involved will be placed in alternative setting</p>	<p>Walkie Code 415 & Location</p> <p>Intervene if possible</p> <p>Incident Report filled out by Staff involved (turn into Principal by next school day)</p> <p>Immediate referral to Principal.</p> <p>-Primary TK-2; Peer mediation to include student(s) involved, return to class after de-escalation)</p> <p>-Primary 3-5: Referral to Principal (Peer mediation to include student(s) involved, character reflection, possible return to class after de-escalation and/or resolution)</p> <p>-Middle School: Referral to Principal (Peer mediation to include student(s) involved, character reflection, possible return to class after de-escalation and/or resolution depending on severity of actions)</p> <p>Parent Phone Call (by Admin Staff)</p>	<p>Immediate referral to the Principal</p>	<p>*NOTES: No Suspension for K-2 Communicate with teacher and update in Infinite Campus (suspension)</p>
<p>Profanity/Vulgarity</p>	<p>Teacher in-class interventions:</p> <ul style="list-style-type: none"> -Redirection -Reminder of Expectations -Private Conversation -Break -Moved Seat 	<ul style="list-style-type: none"> - Parent notification and document - Have students fill out Respect Agreement and have parent sign - Have student call parent and explain what they said - Meet with Principal to work on character development 	<p>Parent phone call</p> <p>*If a student refuses to comply, at least 2 hour Parent Shadow (student is not allowed back on campus until parent shadow)</p>
<p>Threatening Harm/Hate Speech/Sexual Harassment/Bullying /Cyberbullying</p>	<p>Refer to Principal</p> <p>Depending on severity, Principal may recommend referral to SDCOE counseling</p> <p>-Follow Title IX policies and</p>	<p>Following zero tolerance bullying admin to determine possible consequences following first offense, consequences could include:</p> <ul style="list-style-type: none"> - Community service 	

	<p>procedures</p> <p>*Teacher in-class interventions skipped, straight to Principal</p>	<ul style="list-style-type: none"> - Parent shadow - Suspension - Possible expulsion 	
Theft/Vandalism	<p>Referral to Principal.</p> <p>*Teacher in-class interventions skipped, straight to Principal</p>		
Dress Code	<p>Communicate Dress Code Slip to parent/guardian</p> <p>Send to Front Office</p> <p>Receive a Out of Uniform Slip</p> <p>Phone Call Home for change of clothes</p> <p>Sent back to class</p>	Follow Step 1 & Community Service	Follow Step 1 & Parent conference
Drugs/Vaping/Tobacco	<p>Referral to Principal</p> <p>*Teacher in-class interventions skipped, straight to Principal</p>	5 Days out of School Suspension. Pending investigation, may result in additional action not excluding expulsion.	
Weapons	<p>Referral to Principal</p> <p>*Teacher in-class interventions skipped, straight to Principal</p>	5 Day out of School Suspension. Pending investigation, may result in additional action not excluding expulsion.	

Appendix J



BARONA INDIAN CHARTER SCHOOL

1095 Barona Rd., Lakeside, CA 92040 ♦ (619) 443-0948 ♦ baronaindiancharterschool.com/



Barona Charter School Uniform Complaint Procedure Form		
Complainant's Information		
Complainant's Full Name:		
Street Address:	State:	Zip Code:
Student's Name (if applicable):	Grade:	Date of Birth:
Phone:	Email:	
Details of Complaint		
<p>Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator.</p> <hr/> <hr/> <hr/> <p>Have you discussed your complaint or brought your complaint to the attention of a School staff or administrator? If so, please state their name and title and the result.</p> <hr/> <p>Did the alleged action occur at School or during a School activity? If so, please describe below:</p> <hr/> <p>Did this incident interfere with your ability to access or participate in School programs or activities? If so, please describe below:</p> <hr/> <p>List the individuals involved in the relevant incident(s):</p> <hr/> <p>List any witnesses to the incident(s):</p> <hr/> <p>Do you have any written documents/evidence that you can provide that may be relevant/supportive of your complaint?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes, copies of the documents/evidence are attached to this complaint</p>		
Acknowledgement		
<div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="width: 45%; text-align: center;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature of Complainant </div> <div style="width: 45%; text-align: center;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date </div> </div> <p>Once you have completed this form, please submit it to the Principal/Director – 1095 Barona Road – Lakeside, CA 92040 – (619) 443-0948</p>		



Bomb Threat Checklist

To be completed by person receiving the call:

Call Received by: _____ **Date:** _____ **Time:** _____

REMAIN CALM! Notify other staff while the caller is on the line. Listen. Do not interrupt the caller except to ask:

1. Where is the bomb? _____
2. What time/how will it go off? _____
3. What kind of bomb is it? _____
4. Who are you? _____
5. Why is this going to happen? _____

Words used by the caller: _____

Description of caller:

- Male
- Female
- Adult
- Juvenile

Estimated age of caller: _____

Is the voice familiar? If so, who does it sound like? _____

Voice characteristics:

- Loud
- Soft
- Deep
- High Pitched
- Raspy
- Pleasant
- Intoxicated
- Nasal
- Other

Speech:

- Rapid Slow
- Disguised
- Normal

- Stutter
- Laughing
- Slurred

- Lisp
- Other

Manner:

- Calm
- Angry
- Irrational
- Excited
- Coherent

- Incoherent
- Deliberate
- Crying
- Emotional
- Righteous

- Laughing
- Foul
- Other

Language:

- Excellent
- Good
- Fair

- Poor
- Use of certain phrases:

- Other

Accent:

- Local
- Foreign
- Regional

- Other

Background Noise:

- Airplane
- Animals
- Industrial Machines
- Voices
- Static

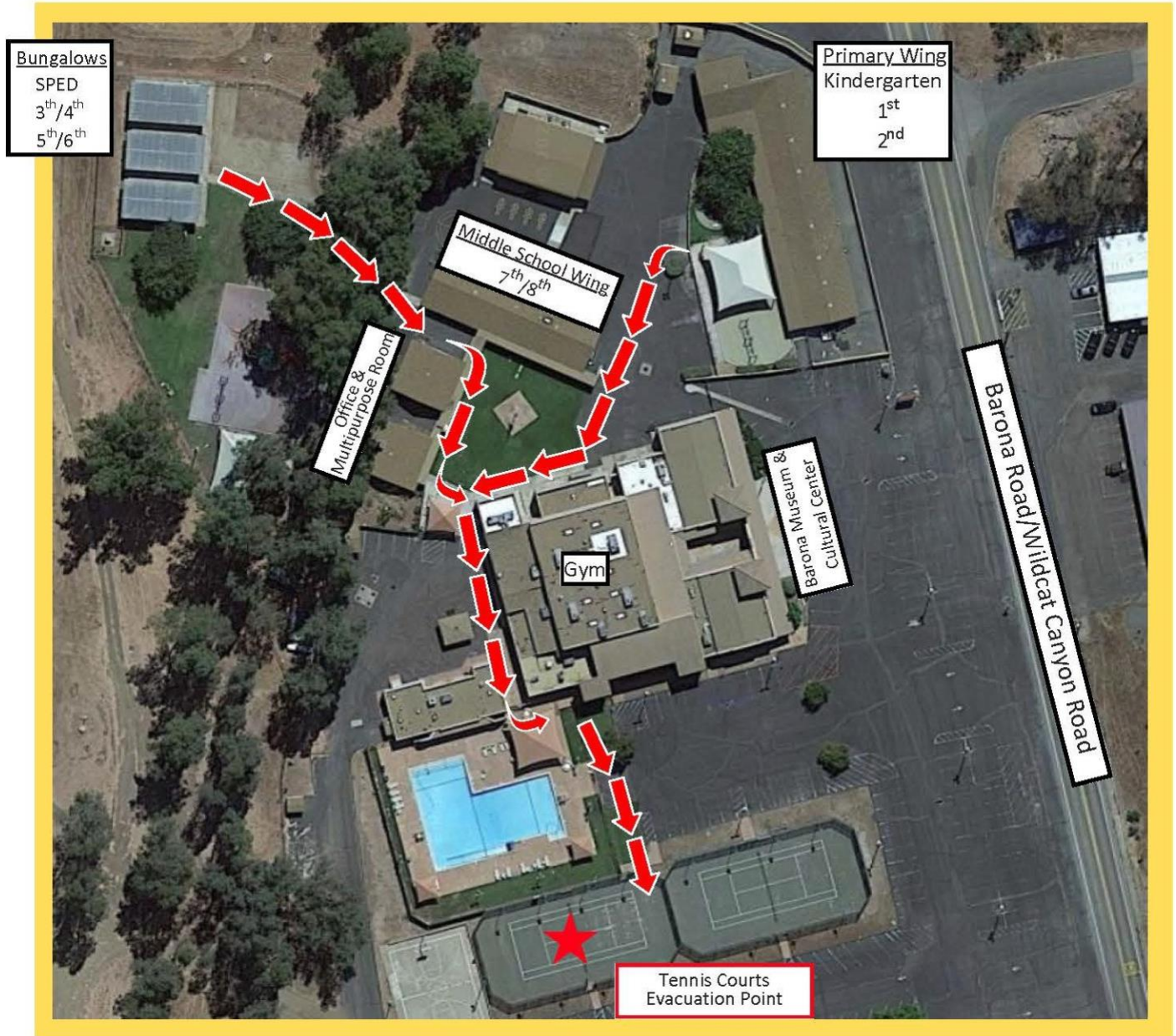
- Motors
- Office Machines
- Street Traffic
- Quiet
- Music
- Party Scene

- Trains
- PA System
- TV
- Other

Other notes:

AppendixL

EVACUATION MAP



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Barona Charter School	Julie Cushman Principal/Director	jcushman@myBICS.org (619) 443-0948

Goal 1

Goal Description

Provide rigorous instruction and curriculum to improve student learning and demonstrate annual growth in California Standards in the areas of math and ELA, particularly in socioeconomically disadvantaged students and students with disabilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	CAASPP English Language Arts Measured by points distance from standard	2022-2023 All Students: 47.9 points below standard Socioeconomically disadvantaged: 55.3 points below standard Students with disability: 85 points below standard			2023-24 CAASPP Scores All Students: (N=46) 21.2 points below standard Socioeconomically disadvantaged: (N=27) 4.9 points below standard Students with disabilities: (N=20) 50.2 points below standard	All Students: 40 points below standard Socioeconomically disadvantaged: 42 points below standard Students with disability: 70 points below standard
1.2	CAASPP Math Measured by points distance from standard	2022-2023 All Students: 73.7 points below standard Socioeconomically disadvantaged: (N=24) 79.6 points below standard Students with disability (N=16): 131.6 points below standard			2023-2024 All Students: 74.8 points below standard Socioeconomically disadvantaged: (N=27) 69.3 points below standard Students with disabilities: (N=20) 104.2 points below standard	All Students: 62 points below standard Socioeconomically disadvantaged: 70 points below standard Students with disability: 120 points below standard
1.3	iReady Language Arts/Reading Scores Measured by Annual Typical Growth of Median Progress	2023-2024 All Students: 85% of Annual Typical Growth			2024-2025 All Students: 92% of Annual Typical Growth	All Students: 100% of Annual Typical Growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Socioeconomically disadvantaged: 100% of Annual Typical Growth</p> <p>Students with disability: 65% of Annual Typical Growth</p>			<p>Socioeconomically disadvantaged: 80% of Annual Typical Growth</p> <p>Students with disability: 80% of Annual Typical Growth</p>	<p>Socioeconomically disadvantaged: 100% of Annual Typical Growth</p> <p>Students with disability: 100% of Annual Typical Growth</p>
1.4	iReady Math Scores Measured by Annual Typical Growth of Median Progress	<p>2023-2024 All Students: 76% of Annual Typical Growth</p> <p>Socioeconomically disadvantaged: 100% of Annual Typical Growth</p> <p>Students with disability: 83% of Annual Typical Growth</p>			<p>2024-2025 All Students: 53% of Annual Typical Growth</p> <p>Socioeconomically disadvantaged: 51% of Annual Typical Growth</p> <p>Students with disability: 57% of Annual Typical Growth</p>	<p>All Students: 100% of Annual Typical Growth</p> <p>Socioeconomically disadvantaged: 100% of Annual Typical Growth</p> <p>Students with disability: 100% of Annual Typical Growth</p>
1.5	Summer School Measured by enrolled students	<p>2022-2023 Baseline established at: All Students: 16 enrolled</p> <p>Socioeconomically disadvantaged: 12 (75%)</p> <p>Students with disability: 5 (31.25%)</p>				All Students: 25 enrolled
1.6	After School Measured by participation	<p>2023-2024 Baseline established for participation in grades K-8 Total enrollment = 84</p>			<p>Baseline established for participation in grades K-8 Total enrollment = 84</p>	All Students: 50% participated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>All Students:35 participated (42%)</p> <p>Socioeconomically disadvantaged: 17 (49%)</p> <p>Students with disability: 9 (26%)</p>			<p>All Students:35 participated (42%)</p> <p>Socioeconomically disadvantaged: 17 (49%)</p> <p>Students with disability: 9 (26%)</p>	
1.7	Maintain Staffing to support small class sizes Measured by Teacher to Student Ratio	<p>Grades TK-2: 1:16 teacher to student ratio</p> <p>Grades 3-8: 1:24 teacher to student ratio</p>			<p>Grades TK-2: 1:16 teacher to student ratio</p> <p>Grades 3-8: 1:24 teacher to student ratio</p>	<p>Grades TK-2: 1:16 teacher to student ratio</p> <p>Grades 3-8: 1:24 teacher to student ratio</p>

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Improve Programs</p> <p>Classroom teachers will fully adopt approved Curriculum and Supplemental Material for all grade levels. Teachers will review student achievement data to determine progress. Teachers will utilize curriculum tools and assessments to support student achievement, including students with disabilities and socioeconomically disadvantaged students.</p> <p>Math Coach will provide bi-weekly consultations with teachers by grade level to support the implementation of Envision Math to keep them on track with pacing and reviewing student achievement data to determine when students need additional support and interventions. Teachers will be able to fully implement the program with fidelity for all students.</p>	Yes				\$71,525.00	\$66,492.90

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	BICS will utilize Project ARISE (Accelerating Reading Intervention for Systemic Excellence). This program provides evidence-based resources and support to educators with literacy instruction. Teachers will have access to online and in-person guidance to support students with disabilities, students with dyslexia, multilingual learners, and students who are dually identified.						
1.2	Instructional Specialist BICS will employ fully qualified Instructional Specialists for intervention services to improve student learning and academic achievement by increasing monitoring and support for students needing additional math and reading help. The Instructional Specialists will support students with disabilities and socioeconomically disadvantaged students. Students who receive interventions will show increased achievement levels in Math and Reading.	Yes				\$22,158.00	\$10,020.18
1.3	Summer School/After School Support for ELA/Math BICS will offer a Summer School program that is designed for all students, giving priority to below grade level, student with disabilities and socioeconomically disadvantaged students, for extended support and intervention during the summer break. Our program will focus primarily on Math and ELA skills and also include STEAM activities for a broad learning experience. Progress will be measured by local assessment data to show academic progress for these students.	No				\$19,320.00	\$43,846.06

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	BICS will provide After school support for struggling students and students requiring structured time for homework, support and intervention, for those students with learning disabilities, and support for socioeconomically disadvantaged students. In addition, our after school programs are designed to engage and enrich our students' educational experience.						
1.4	Maintain Small Class Size BICS will hire sufficient, qualified staff to maintain small class sizes with a maximum of a teacher to student ratio as follows: Grades TK-2: 1:16 teacher to student ratio Grades 3-8: 1:24 teacher to student ratio Small class size will allow more individualized attention and provide students with quality academic support, to address the specific needs of each students, including socioeconomically disadvantaged. - both in the Special Ed and General Ed settings.	Yes				\$621,955.00	\$292,102.16
1.5	Academic and Behavior Supports for Students (MTSS) Classroom instructional aides will provide focused academic interventions utilizing data analysis from local assessments from iReady, ESGI and Reflex Math, to enhance learning outcomes for all students, including socioeconomically disadvantaged pupils and students with disabilities. Classroom instructional aides will also provide behavior support to contribute to positive class culture.	Yes				\$31,211.00	\$18,530.23

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 2

Goal Description

To support the social, emotional, and physical well-being of our students and staff, and promote self-awareness, self-management, responsible decision-making, and relationship skills.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	School Attendance Rates Measured by percentage of students present of enrolled school days	2023-2024 All students: 94.% attendance rate			2024-2025 All students: 93.% attendance rate	All students: 95% attendance rate
2.2	Chronic Absenteeism Rates Measured by students absent 10% or more of enrolled school days	2023-2024 Based on Infinite Campus data All students: 25.6% Socioeconomically disadvantaged: 29% Students with disability: .08% Native American Students: 45%			2024-2025 Based on Infinite Campus data All students: 8.02% Socioeconomically disadvantaged: 19.62% Students with disability: 16.4% Native American Students: 16%	All students: 15% Socioeconomically disadvantaged: 18% Students with disability: 5% Native American Students: 20%
2.3	Suspension and Expulsion Rates Measured by Percentage of Students Suspended at Least One Time	2023-2024 All students: 0% Socioeconomically disadvantaged: 0% Students with disability: 0%			2024-2025 All students: 0% Socioeconomically disadvantaged: 0% Students with disability: 0%	Maintain 0% Suspension/ Expulsion Rate for all students
2.5	California Healthy Kids Survey School Measured by % of student connectedness	No Baseline Established				TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.6	Physical Fitness Test Grades 5 Measured by number of students participating in the Physical Fitness Test	2023-2024 100% participation				100% participation
2.7	Southern Indian Health - Mental Health Services and Counseling Measured by hours served per year	2023-2024 46 hours served			2024-2025 24 hours served	60 Hours per year (Grades 3-8)
2.8	Adopt new SEL program Measured by school-wide implementation	No Baseline Established				Full implementation school-wide
2.9	Maintain staffing to support small class size Measured by qualified and credentialed staff employed	6 General Education teachers, 1 Physical Education Teacher, 1 Special Education Teacher			6 General Education teachers, 1 Physical Education Teacher, 1 Special Education Teacher	Maintain fully credentialed and qualified staff to support small class size
2.10	Provide opportunities to partner with families Measured by number of school events, workshops, volunteer opportunities and parent/family meetings	2023-2024 27 opportunities/events for family engagement			2024-2025 18 opportunities/events for family engagement	35 opportunities/events for family engagement

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Improve Overall Attendance BICS understands consistent attendance contributes to higher academic achievement and a positive school climate. We will approach the issue of chronically absent students with multiple strategies. ATTENDANCE RATE: BICS will improve attendance rates with systematically monitoring attendance. BICS will continue with Infinite Campus, to monitor and track students	Yes				\$21,873.00	\$2,631.25

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	attendance data and communicate with families. CHRONIC ABSENTEEISM: BICS will retain a Family Resource Coordinator to build positive relationships with families and create systems to reduce the barriers leading to chronic absenteeism. Our Family Resource Coordinator will increase monitoring and support for socioeconomically disadvantaged students, and students with disabilities with the goal of decreasing Chronic Absenteeism rates. BICS will strategically focus on building trusting relationships and providing supports to our Native American students through outreach from our family resource coordinators, as well as services through Southern Indian Health Services.						
2.2	Maintain Suspension and Expulsion rate of < 1% BICS will maintain Suspension and Expulsion rates of <1% by continuing to build a positive school culture and utilize a behavioral intervention program to promote student well-being. BICS will provide behavioral improvement programs; school connectedness plan; and other student well-being initiatives. Teachers and staff will participate in professional development to fully implement our SEL program to provide social and emotional support services for all students.	No				\$14,073.00	\$2,631.25
2.3	Student and Staff Well-Being Initiative The adoption and full implementation of a new schoolwide SEL program will address social-emotional learning, equity, achievement gaps,	No				\$20,000.00	\$25,195.62

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	resilience and trauma-informed practices for our school. Teachers and staff will receive training to integrate strategies and systems into classrooms and across campus. Improve and/or increase services to support the social, emotional, and physical well-being of students and promote compassionate care for self, others, and the community. Provide social and emotional supports for students with disabilities and socioeconomically disadvantaged student groups. Improve staff communication through multiple strategies including SEL program implementation and assessments for positive work place culture. BICS will conduct an annual student survey to determine the level of safety and connectedness felt by students.						
2.4	California Healthy Kids Surveys (Grades 5 to 8) BICS will administer student, faculty and/or parent survey, to improve school climate, pupil engagement, parent involvement, and academic achievement, using data from California Healthy Kids Survey, to identify the needs of vulnerable subgroups. Improve and/or increase services to support the social, emotional, and physical well-being of students and promote compassionate care for self, others, and the community.	No				\$1,000.00	\$0.00
2.5	Physical Education and Nutrition BICS will enhance its Physical Education program to promote increased physical activity and healthy nutrition for our all students. The Physical Education teacher will administer annual the Physical Fitness Test in grades 5	Yes				\$161,414.00	\$97,791.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and 7, for the purpose of helping students build habits of regular physical activity. In addition, weekly health classes will help students to develop healthy lifestyle habits.						
2.6	Mental Health and Counseling Services Southern Indian Health Counsellors will hold bi-weekly diversity group meetings with students in grades 3rd thru 8th to strengthen social connections and emotional wellness.	No				\$18,000.00	\$18,112.50
2.7	Partner with Families BICS will provide opportunities for school - family interactions (school events, parent in-put meetings, volunteer opportunities, community involvement) in order to create stronger relationships between parents, students, community and school to strengthen the students overall academic achievement and emotional wellbeing.	Yes				\$10,000.00	\$9,000.00

Goal 3

Goal Description

Barona Indian Charter school will provide a safe and well-maintained campus to promote a better learning environment for our students and faculty.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Routine inspection of buildings and grounds and replacement of broken furniture and equipment	Annual inspection of all building and grounds				Tri-annual inspection of all buildings and grounds to support a well-maintained campus
3.2	Daily cleaning and sanitizing of all classrooms and offices	Classrooms and offices are cleaned on a daily basis			Classrooms and offices are cleaned on a daily basis	Maintain Baseline

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Facilities BICS will conduct routine inspections of our facilities to ensure all buildings and structures are in excellent condition and free from safety hazards. Repairs to grounds, playground structure and facilities will be completed as necessary by the Facility Maintenance Crew. This will ensure a healthy and safe environment for our students.	No				\$115,000.00	\$27,401.98
3.2	Campus Improvements BICS will provide adequate furniture, equipment and structures to maintain a campus that is efficient and effective for all students and staff to learn and work.	No				\$10,000.00	\$6,383.40

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	Campus supervisor and attendants BICS will fully staff our school with a Campus Supervisor and Campus Attendants that are trained to oversee the safety of our students and the conditions of our facility, which will create a sense of well-being with all of our students and staff.	No				\$38,414.00	\$18,623.71

Goal 4

Goal Description

Equitable Access to Arts Education for All Students TK-8th Grade.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Staff for Arts Instruction	No Baseline Established				Qualified Arts teachers for instruction in Visual Arts, Performing Arts and Music
4.2	Number of hours for all students to participate in arts education	No Baseline Established			28 Hours of Art Education	288 Hours of Arts education per year school-wide
4.3	Number of opportunities for families and community members to engage in the Arts program	No Baseline Established			2 opportunities to include classroom volunteers and arts events/performance per year	10 opportunities to include classroom volunteers and arts events/performance per year
4.4	Hours of professional development for classroom (non-arts) teachers	No Baseline Established				10 hours of professional development per year

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Hire arts instructor to serve all grade levels TK-8 BICS will hire a qualified Arts Instructor to launch the Arts program for students in TK-8th Grade.	No				\$43,000.00	\$0.00
4.2	Ensure access to high-quality arts instruction in dance, music, theatre, visual arts, for all students, in all grade levels BICS will develop a structured, well-rounded Arts Program, accessible to all students, including socioeconomically disadvantaged and students with disabilities.	No				\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.3	Build stronger ties with parents, students, staff and community through the Arts program. BICS will utilize the "Meet The Masters" Arts Program to increase classroom and after-school arts programming through partnerships with parent volunteers, community members, and local arts organizations.	No				\$0.00	\$0.00
4.4	Professional development for classroom (non-arts) teachers. Provide professional learning opportunities for teachers to learn arts integration strategies to use across curriculum and instruction.	No				\$0.00	\$0.00

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	952,926	944,651
LCFF Supplemental/Concentration Grants	89,796	86,180