



# BARONA INDIAN CHARTER

1095 Barona Road, Lakeside, CA 92040 • (619) 443-0948 • FAX (619) 443-7280

BaronaIndianCharterSchool.com

## Governing Board of Directors REGULAR BOARD MEETING AGENDA January 22, 2024 — 9:00 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, Danthia Gil- Secretary/Treasurer, Darla Boller- Member, & Melanie Villa- Member
- II. **Approval of Agenda-** changes to the agenda are made at this time
- III. **Approval of Minutes-** December 11, 2023
- IV. **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.
- V. **Action Items**
  - A. **Approve School Accountability Report Card (SARC)-** This required annual report to parents provides parents and the community with valuable information about the overall performance of the school. The SARC is an effective way to report on our progress in achieving our goals.
  - B. **Approval of the Local Control Accountability Plan (LCAP) Mid-Year Monitoring Report Update for 23-24-** This is a mid-year update on the annual update to the 2023-24 Local Control and Accountability Plan (LCAP) and budget overview for parents.
- VI. **Reports-** Principal Julie Cushman will report to the board.
- VII. **Discussion Items-**
- VIII. **Organizational Business**
  - A. Future agenda items and/or Board member comments
  - B. Upcoming meetings
    1. March 11 (4:00 PM), April 22, May 20, June 10 (4:00 PM)
- IX. **Adjournment**

*Accommodating Those Individuals with Special Needs— In compliance with the Americans with Disabilities Act, Barona Indian Charter School encourages those with disabilities to participate fully in the public meeting process. If you require special accommodations to attend or participate in our public meeting, contact our office at (619) 443-0948 or kmjohnson@mybics.org by noon of the business day prior to the regular meeting you wish to attend so that we may make every reasonable effort to accommodate you. At least 72 hours prior to each Board meeting, a copy of all available documents supporting the agenda items is available in the school office at 1095 Barona Road, Lakeside CA. You may also request a packet by contacting our office at (619) 443-0948 or kmjohnson@mybics.org.*

**Governing Board of Directors**  
**REGULAR BOARD MEETING MINUTES**  
**December 11, 2023 — 9:00 AM**

1. **Call to Order** Meeting was called to order at 9:05am  
**Roll Call:** Raymond Welch Chairman, Tawnya Phoenix- Vice Chair, Danthia Gil-Secretary/Treasurer, Darla Boller- Member, & Melanie Villa- Member  
**Other Members in attendance:** Julie Cushman, Principal/Director, Kathy Clenney, Legal Counsel, Samantha Orahood, Lakeside Union School District, and Beverly Jimenez, Lakeside Union School District
2. **Approval of Agenda-** Motion to approve the agenda was motioned by Melanie Villa and seconded by Darla Boller. Carried 5, 0, 0.
3. **Public Comment-** No public comments were made
4. **Approval of Minutes:** Motion to approve the minutes was made by Darla Boller and seconded by Tawnya Phoenix. Carried 5, 0, 0.
5. **Action Items**
  - A. **Approve the First Interim Budget-** Samantha Orahood from Lakeside USD presented the First Interim Budget to the Board for approval. LEAs are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second interim report is due March 17 for the period ending January 31.  
Motion to approve was made by Darla Boller and seconded by Tawnya Phoenix. Carried 5, 0, 0.
  - B. **Approval of SPED Consulting Agreement with Carolyn Nunes -** The Board considered utilizing the professional educational advisory services of Carolyn Nunes for the remainder of the 2023-2024 school year.  
Motion to approve was made by Melanie Villa and seconded by Darla Boller. Carried 5, 0, 0.
6. **Reports – Principal’s Report** by Julie Cushman
  - A. **School Secretary** - Effective December 8, Katy Riel has resigned as the School Secretary. She will be moving to another state. We wish her the very best. The former secretary, Kristi Johnson, will be coming back once a week to help with the secretary duties.
  - B. **School Media** – Videographer, Ron Cook, will be working on a video for our school. This will help with promotion of our school. This will be available on our school website and social media.
  - C. **School Play** – The K-2 students will be performing a play for the holidays. Board members are invited to attend.

- D. **Smart Boards** - STS Education will be coming to talk about Smart Boards in the classrooms
- E. **Math Transformations Update** – Math Transformations is going very well.
- F. **Community Events** – Spirit of Christmas was a success again this year. BICS shared a booth with the Barona Museum. Thank you to all the hands that helped. The school is hoping to have a float for the Western Days parade in April 2024.

**7. Discussion Items**

- A. **TV's for Classrooms:** Melanie suggested looking into having TVs installed in the classrooms as an additional learning tool. This may not be necessary if Smart Boards are utilized.

**8. Organizational Business**

- A. **Future agenda items and/or Board member comments:** No comments
- B. **Upcoming meetings**
  - January 22, March 18 (4pm), April 22, May 20, June 10 (Budget 4pm)

**9. Adjournment:** Meeting adjourned at 9:45am.

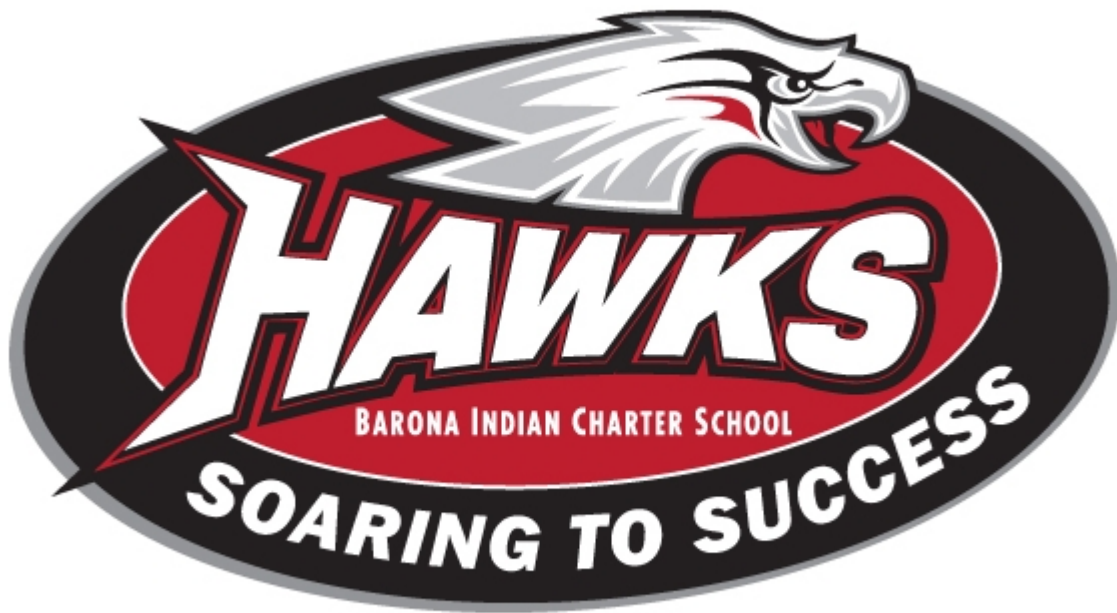
Motion was made by Tawnya Phoenix and seconded by Melanie Villa. Carried 5, 0, 0.

*Accommodating Those Individuals with Special Needs– In compliance with the Americans with Disabilities Act, Barona Indian Charter School encourages those with disabilities to participate fully in the public meeting process. If you require special accommodations to attend or participate in our public meeting, contact our office at (619) 443-0948 or kmjohnson@mybics.org by noon of the business day prior to the regular meeting you wish to attend so that we may make every reasonable effort to accommodate you. At least 72 hours prior to each Board meeting, a copy of all available documents supporting the agenda items is available in the school office at 1095 Barona Road, Lakeside CA. You may also request a packet by contacting our office at (619) 443-0948 or kmjohnson@mybics.org.*

*Respectfully submitted by Danthia Gil, Secretary/Treasurer*

# Barona Indian Charter School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Barona Indian Charter School
<b>Street</b>	1095 Barona Road
<b>City, State, Zip</b>	Lakeside, California, 92040
<b>Phone Number</b>	619-443-0948
<b>Principal</b>	Julie Cushman
<b>Email Address</b>	<a href="mailto:jcushman@mybics.org">jcushman@mybics.org</a>
<b>School Website</b>	<a href="https://www.baronaindiancharterschool.com/">https://www.baronaindiancharterschool.com/</a>
<b>County-District-School (CDS) Code</b>	37-68189-6120901

## 2023-24 District Contact Information

<b>District Name</b>	Barona Indian Charter School
<b>Phone Number</b>	619-443-0948
<b>Superintendent</b>	Julie Cushman
<b>Email Address</b>	<a href="mailto:jcushman@myBICS.org">jcushman@myBICS.org</a>
<b>District Website</b>	<a href="http://www.baronaindiancharterschool.org">www.baronaindiancharterschool.org</a>

## 2023-24 School Description and Mission Statement

Barona Indian Charter School strives to educate all students to reach the highest level of academic achievement through individualized teaching, small classroom settings, and culturally rich programs. BICS mission is to empower and equip students with the skills to achieve success in a rapidly changing world while maintaining the unique traditions and character of the Kumeyaay people. Our children soar to success, while standing on a culturally rich foundation with a global perspective, to become leaders that shape our future.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	9
Grade 1	6
Grade 2	13
Grade 3	14
Grade 4	8
Grade 5	10
Grade 6	12
Grade 7	4
Grade 8	5
<b>Total Enrollment</b>	<b>81</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.6%
American Indian or Alaska Native	44.4%
Black or African American	2.5%
Hispanic or Latino	25.9%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	8.6%
White	16%
English Learners	2.5%
Socioeconomically Disadvantaged	46.9%
Students with Disabilities	25.9%

**A. Conditions of Learning State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.00	100.00	212.80	86.65	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.81	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	3.50	1.46	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.50	1.87	12115.80	4.41
<b>Unknown</b>	0.00	0.00	22.60	9.20	18854.30	6.86
<b>Total Teaching Positions</b>	6.00	100.00	245.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.70	97.00	217.30	90.52	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.80	0.77	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.20	2.86	1.10	0.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.70	2.40	11953.10	4.28
<b>Unknown</b>	0.00	0.00	13.90	5.81	15831.90	5.67
<b>Total Teaching Positions</b>	7.00	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.



## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	50
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Barona Indian Charter School adheres to curriculum and materials that align to the California State standards and all students have access to textbooks and instructional materials.

**Year and month in which the data were collected** 2023 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	2017 - McGraw Hill Wonders K - 6th McGraw Hill Study Sync 7th - 8th; 2022 -Read Naturally 1st - 8th grade	Yes	10 of 37
<b>Mathematics</b>	2020- EnVision Mathematics Common Core 2020 Edition K-8th	Yes	0
<b>Science</b>	2023- Mystery Science, Generation Genius K-8th	No	0
<b>History-Social Science</b>	2019- Studies Weekly K-8th	Yes	0

## School Facility Conditions and Planned Improvements

The Barona Indian Charter School utilizes the facilities furnished by the Barona Tribal Council located at the Barona Community Center, 1095 Barona Rd., Lakeside, CA. This facility includes seven classrooms, a library, multi-purpose room and office space for the Principal/Director and office staff. The school is entirely fenced, and the entire facility, including restrooms, is ADA compliant. There are also existing sprinkler and fire alarm systems in each room. Adjoining the school, and available to the students is the recreation center's gymnasium. All charter school facilities comply with applicable law.

**Year and month of the most recent FIT report**

11/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No formal maintenance schedule. Quarterly maintenance by licensed HVAC personnel. Any issues found during these inspections are usually addressed immediately. Sewer: No formal maintenance schedule
<b>Interior:</b> Interior Surfaces	X			We have a cleaning contract with a qualified company to clean interior surfaces 5x a week at all buildings in the Learning Center Complex (Charter School, Pre School/Tutoring, High School). This cleaning contract extends to bathrooms, mirrors, light switches, flooring.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			We have a weekly maintenance contract to control rodents, pests, and other vermin at the school by a licensed pest control company. We have a carpet/floor cleaner on contract to clean the Charter School once a year.
<b>Electrical</b>	X			No formal maintenance schedule. We look for issues during building surveys.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			We have a cleaning contract with a qualified company to clean interior surfaces 5x a week at all buildings in the Learning Center Complex (Charter School, Pre School/Tutoring, High School). This cleaning contract extends to bathrooms, mirrors, light switches, flooring.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			We have an annual inspection of all fire alarms. We have a quarterly inspection of all fire sprinklers. We have an annual inspection of all fire extinguishers.
<b>Structural:</b> Structural Damage, Roofs	X			No formal maintenance schedule for structural damage. Staff look for these issues during our building surveys. No formal maintenance schedule for roofs. A qualified roofing company inspects each roof twice a year.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No formal maintenance schedule. We handle issues as they are reported by teachers and administration. Windows/doors/gates/fences: no formal maintenance schedule. We handle issues as they are reported, and also look at these structural items when we do building surveys.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	24	25	44	44	47	46
<b>Mathematics</b> (grades 3-8 and 11)	4	19	32	34	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	54	53	98.15	1.85	24.53
<b>Female</b>	27	26	96.30	3.70	30.77
<b>Male</b>	27	27	100.00	0.00	18.52
<b>American Indian or Alaska Native</b>	20	20	100.00	0.00	20.00
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	15	14	93.33	6.67	50.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	25	25	100.00	0.00	16.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	14	100.00	0.00	0.00

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	54	53	98.15	1.85	18.87
<b>Female</b>	27	26	96.30	3.70	11.54
<b>Male</b>	27	27	100.00	0.00	25.93
<b>American Indian or Alaska Native</b>	20	20	100.00	0.00	15.00
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	15	14	93.33	6.67	35.71
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	25	25	100.00	0.00	12.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	14	100.00	0.00	7.14

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	5.00	14.29	31.33	33.02	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	14	14	100.00	0.00	14.29
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	100%	100%	100%	100%	100%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parent and community members are assured the right to participate in the governance of the school through open access to the Charter School Board of Directors monthly meetings and availability for stakeholder input. Barona Indian Charter School is actively seeking out ways to connect with families. We are encouraging parent volunteers for campus events, provide opportunities for parent interaction with our Back To School Night, Parent Teacher Conferences and monthly "coffee" meetings with the principal. Parents are encouraged to become active participants in developing their child's learning path and the school's curriculum, evaluation process, and other programs.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	86	85	13	15.3
Female	43	43	8	18.6
Male	43	42	5	11.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	37	37	8	21.6
Asian	1	1	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	23	22	3	13.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	7	7	0	0.0
White	14	14	2	14.3
English Learners	3	3	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	40	40	8	20.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	27	27	4	14.8

## C. Engagement

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.42	1.66	2.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

Barona Indian Charter School is dedicated to providing students with a safe and secure campus to create a successful learning environment. BICS has a comprehensive School Safety Plan, that was updated with input from stakeholders, staff, local law enforcement and other emergency services, during the 2021-2022 school year. The CSSP was approved by our school board on the March 2022 meeting. This plan is reviewed and revised on an annual basis. BICS partners with our local fire and law officials to conduct assemblies on safety and emergency protocols annually. The safety plan was reviewed with local authorities and staff members in a safety training meeting in September 2022. BICS has invested in updated security gates and signage to limit the public access to our campus. All visitors to our campus must register at the front office by requesting a name tag and signing in to the visitor log. We continue to use a secure drop-off and pick-up procedure with the health and safety of the students and staff in mind. The School conducts fire or disaster drills monthly. BICS employs a campus supervisor to maintain the safety of our students and ensure our facilities are in proper working condition. Our campus and playground supervisors are assigned communication devices so that they are in constant communication with teachers and the school office staff.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	9	1		
Other	19	2	2	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	4		
1	15	2		
2	14	2		
3	9	2		
4	11	2		
5	13	2		
6	10	2		

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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### 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21,032	\$6,554	\$14,478	\$62,525
District	N/A	N/A		\$80,999
Percent Difference - School Site and District	N/A	N/A		-25.7
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	62.2	-34.2

## Fiscal Year 2022-23 Types of Services Funded

Barona Indian Charter School receives state and federal funds to strengthen our students' education. These funds are used annually to support our school's vision and learning outcomes for all students. Examples of recent expenditures include: extended learning opportunities, technology upgrades and campus improvements.

BICS operates from several different financial categories. The largest group of monies at our school is our LCFF funds. These are funds provided to schools by the state. These monies are used for supplies, equipment, programs, technologies, and professional development that are servicing the general population of students in a regular classroom setting. BICS provides professional development to staff based on learning from research-based best practices in the core instructional areas. Personnel costs include additional substitute teachers to support teacher release time. Supplemental materials to address needs were also purchased to support English/Language Arts, Mathematics, Science, Technology, English Language Development, Social-Emotional Supports and School/Community Partnerships. BICS has fully implemented the Leader in Me program, which teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

Additional grants funded our summer school program, Summer Impact, which offered extra support to students in an effort to reduce loss of learning during school closure due to the pandemic. In addition, BICS offers an after-school program to provide extended academic services to all students, with emphasis on the students needing social or academic support.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,461	\$54,046
<b>Mid-Range Teacher Salary</b>	\$76,571	\$84,515
<b>Highest Teacher Salary</b>	\$114,736	\$110,867
<b>Average Principal Salary (Elementary)</b>	\$119,201	\$136,841
<b>Average Principal Salary (Middle)</b>	\$138,823	\$141,477
<b>Average Principal Salary (High)</b>	\$0	\$137,985
<b>Superintendent Salary</b>	\$210,405	\$217,473
<b>Percent of Budget for Teacher Salaries</b>	33.49%	32.43%
<b>Percent of Budget for Administrative Salaries</b>	4.42%	5.62%

## Professional Development

Barona Indian Charter School meets on a monthly basis for an All-Staff meeting to ensure both our faculty and staff are working together to meet the need of the entire school. In addition, primary and secondary teachers meet regularly to share best practices and design learning activities. A Math Coach was employed to work with teachers to formulate a pacing guide and curriculum mapping to improve student math score and to meet achievement standards.

With the full implementation of the Northwest Evaluation Association MAPS system, our efforts will be focused on interpreting results and designing learning activities that will have the goal of all students performing at the Advanced and Proficient levels. Our school frequently assesses the current needs of our students and the climate of our school in planning the Professional Development opportunities for our faculty and staff. BICS recognizes the importance of providing training to both teachers, administrative and support staff to ensure we are all doing the best for our students and families.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	25	30



## Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 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 Indian Charter School	Julie Cushman Principal/Director	jcushman@myBICS.org (619) 443-0948

### Goal 1

Goal Description
<b>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 low-income and Special Education populations.</b>

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP English Language Arts	2018-2019 All Students: 47.9 points below standard	2020-2021 All Students: 72% below standard	2021-2022 All Students: 68.5 points below standard	2022-2023 All Students: 47.9 points below standard	All students: 38 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Measured by points distance from standard	Socioeconomically disadvantaged: 42.1 points below standard  Students with disability (N=12): 129 points below standard	Socioeconomically disadvantaged: 85% below standard  Students with disability (N=16): 100% below standard	Socioeconomically disadvantaged: 39.7 points below standard  Students with disability (N=14): 121.1 points below standard	Socioeconomically disadvantaged: 55.3 points below standard  Students with disability (N=16): 85 points below standard	Socioeconomically disadvantaged: 32 points below standard  Students With Disabilities: establish baseline in 2021-2022
CAASPP Math Measured by points distance from standard	2018-2019 All Students: 87.8 points below standard  Socioeconomically disadvantaged: 67.6 points below standard  Students with disability (N=12): 135 points below standard	2020-2021 All Students: 89% below standard  Socioeconomically disadvantaged: 100% below standard  Students with disability (N=16): 94% below standard	2021-2022 All Students: 106.2 points below standard  Socioeconomically disadvantaged: 106.3 points below standard  Students with disability (N=14): 143.6 points below standard	2022-2023 All Students: 73.7 points below standard  Socioeconomically disadvantaged: 79.6 points below standard  Students with disability (N=16): 131.6 points below standard	All students: 72 points below standard  Socioeconomically disadvantaged: 52 points below standard  Students With Disabilities: establish baseline in 2021-2022
NWEA/MAPS Language Arts scores Measured by Percent of students growth met or exceeded	2020-2021 All Students: 49.1%  Socioeconomically disadvantaged: 59%  Students with disability: 41%	2021-2022 All Students: 30.36%  Socioeconomically disadvantage 50%  Students with disability: 58%	2022-2023 All Students: 34.08%  Socioeconomically disadvantage 74%  Students with disability: 58%		70% in all subgroups
NWEA/MAPS Math scores	2020-2021 All Students: 37.5%	2021-2022 All Students: 51%	2022-2023 All Students: 46.54%		70% in all subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Measured by Percent of students growth met or exceeded	Socioeconomically disadvantaged: 67% Students with disability: 24%	Socioeconomically disadvantaged: 64% Students with disability: 75%	Socioeconomically disadvantaged: 74% Students with disability: 63%		
NWEA/MAPS Reading scores Measured by Percent of students growth met or exceeded	2020-2021 All Students: 50% Socioeconomically disadvantaged: 50% Students with disability: 59%	2021-2022 All Students: 34% Socioeconomically disadvantaged: 57% Students with disability: 33%	2022-2023 All Students: 47.28% Socioeconomically disadvantaged: 70% Students with disability: 72%		70% in all subgroups
Envision Math Implementation Measured by classroom observation and students enrolled	2020-2021 109 students enrolled in Envision Math Curriculum	2021-2022 All students enrolled in Envision Math Curriculum	2022-2023 All students enrolled in Envision Math Curriculum	2023-2024 All students enrolled in Envision Math Curriculum	All students are using Envision Math Curriculum
Envision Teacher Professional Development Measured by hours of completed PD	2020-2021 1 Hour of PD in Envision Math per Teacher completed	2021-2022 0.5 Hours of PD in Envision Math per Teacher completed due to virtual only format.	2022-2023 0.5 Hours of PD in Envision Math per Teacher completed due to virtual only format.	2023-2024 1.0 Hours of PD in Envision Math per Teacher completed due to virtual only format. Completing all PD Training.	All staff fully trained
Full Implementation of Developmental Reading Assessment (DRA) Measured by students fully assessed	2020-2021 DRA assessments complete for Grade 1	2021-2022 DRA assessments complete for all grades (K-8)	2022-2023 DRA assessments complete for all grades (K-8)	2023-2024 DRA assessments complete for all grades (K-8)	All Grades K-8 utilizing DRA assessments



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Developmental Reading Assessment (DRA) Measured by students at grade level or above	Baseline to be established in 2021-2022	Baseline established at 54.5% of students at grade level or above for grades K-8	Baseline established at 55.5% of students at grade level or above for grades K-8	Baseline established at 55.5% of students at grade level or above for grades K-8	TBD after baseline is established *Updated 2021-22 - 61% of students at grade level or above for grades K-8
DRA Teacher Professional Development Measured by hours of completed PD	2020-2021 1 Hour of PD in DRA per Teacher completed	2021-2022 All teachers K-8 completed 1 Hour of PD in DRA	2022-2023 All teachers K-8 completed 1 Hour of PD in DRA	2023-2024 All teachers K-8 completed 1 Hour of PD in DRA	All teachers fully trained in DRA
Summer School Measured by enrolled students	No Baseline Established  All Students:  Socioeconomically disadvantaged:  Students with disability:	Baseline established at: All Students: 23  Socioeconomically disadvantaged: 6  Students with disability: 9	Baseline established at: All Students: 11  Socioeconomically disadvantaged: 11  Students with disability: 11		TBD after first summer school session *Updated 2021-22 - 30 enrolled students
After School Measured by participation	No Baseline Established  All Students:  Socioeconomically disadvantaged:  Students with disability:	Baseline established at 68% participation in grades 5-8  All Students: 68% participated  Socioeconomically disadvantaged: 27%  Students with disability: 14%	Baseline established at 68% participation in grades 5-8  All Students: 62% participated  Socioeconomically disadvantaged: 26%  Students with disability: 18%		TBD after assessing After School program *Updated - 2021-22 - All Students: 70% participation in grade 3-8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Maintain Staffing to support small class sizes Measured by Teacher to Student Ratio	Grades TK-2: 1:16 teacher to student ratio Grades 3-8: 1:24 teacher to student ratio	In 2021-2022 BICS maintained staffing to support small class sizes Grades TK-2: averaged 1:12 teacher to student ratio Grades 3-8: averaged 1:18 teacher to student ratio	In 2022-2023 BICS maintained staffing to support small class sizes Grades TK-2: averaged 1:10 teacher to student ratio Grades 3-8: averaged 1:18 teacher to student ratio	In 2023-2024 BICS maintained staffing to support small class sizes Grades TK-2: averaged 1:11 teacher to student ratio Grades 3-8: averaged 1:18 teacher to student ratio	Grades T K-2: 1:16 teacher to student ratio Grades 3-8: 1:24 teacher to student ratio
Specialized Staff: Math Coach Reading Specialist	Retain one Math Coach Consultant	Did not retain Math Coach. Plan to retain for the 2022-2023 school year. Hired a part-time Reading Specialist for 2021-2022 school year	Did not retain Math Coach. Plan to retain for the 2023-2024 school year. Hired a part-time Reading Intervention Specialist for 2022-2023 school year	We have retained Math Transformations as a onsite math coaching/workshop for teaching staff as well as participating in a Literacy Reading Intervention program.	Maintain staffing of specialized faculty

### 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><b>Improve Math Program</b> Classroom teachers will fully adopt Envision Math 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</p>	Yes	Partially Implemented			\$7,425.00	\$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
	keep them on track on 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.						
1.2	<p><b>Instructional Specialist</b> BICS will hire a fully qualified Instructional Specialist for intervention services to improve student learning and academic achievement by increasing monitoring and support for students needing additional math help. The Instructional Specialist will support students with disabilities and socioeconomically disadvantaged students. Students who receive interventions will show increased achievement levels in Math and Reading.</p> <p>BICS will fully implement the Developmental Reading Assessment (DRA) program in all grades. Classroom teachers will administer assessments in all classes K-8. Teachers will create student portfolios to follow students through the grade levels. Teachers will use DRA intervention tools to support students including students with disabilities and socioeconomically disadvantaged students.</p> <p>The Lead DRA (Developmental Reading Assessment) Coordinator will provide all teachers with</p>	Yes	Fully Implemented			\$32,553.00	\$20,847.25

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
	sufficient training in DRA for the purpose of full implementation of the DRA program for all grade levels.						
1.3	<p><b>Summer School/ After School Support for ELA/Math</b>            BICS will offer a Summer School program that is designed for all students, especially below grade level, special education 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</p> <p>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.</p>	Yes	Fully Implemented			\$13,000.00	\$25,127.96
1.4	<p><b>Maintain Small Class size</b>            BICS will hire sufficient, qualified staff to maintain small class sizes with a maximum of a teacher to student ratio as follows:</p>	Yes	Fully Implemented			\$575,069.00	\$220,441.78

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
	<p>Grades TK-2: 1:16 teacher to student ratio</p> <p>Grades 3-8: 1:24 teacher to student ratio</p> <p>Small class sizes will allow more individualized attention and provide all students with quality academic support, and also to address the specific needs of our students with disabilities - both in the Special Ed and General Ed settings.</p>						
1.5	<p><b>Academic and Behavior Supports for Students(MTSS)</b></p> <p>Dedicated classroom instructional aides will provide focused academic interventions utilizing data analysis from local assessments from NWEA, Lexia, IStation 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.</p>	Yes	Fully Implemented			\$34,392.00	\$11,421.73

## Goal 2

<p><b>Goal Description</b></p> <p>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.</p>
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## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School Attendance Rates	2018-2019 All students:93%	2021-2022 All students: 89%	2022-2023 All students: 91.2%	2023-2024 All students: 94.18%	All students 95%
Chronic Absenteeism rates (10% or more enrolled school days)	2018-2019 All students: 27.2%  Socioeconomically disadvantaged: 20.5%  Students with disability: 21.1%	2021-2022 All students: 50.5%  Socioeconomically disadvantaged: 17%  Students with disability: 15%	2022-2023 All students: 41%  Socioeconomically disadvantaged: 12%  Students with disability: .08%	2023-2024 All students: 6.77%  Socioeconomically disadvantaged: 12%  Students with disability: .08%	17% Chronic Absenteeism rate for all student groups
Suspension and Expulsion rates Measured by Percentage of Students Suspended at Least One Time	2020-2021 All students: 0%  Socioeconomically disadvantaged: 0%  Students with disability: 0%	2021-2022 All students: 2%  Socioeconomically disadvantaged: 1%  Students with disability: 0%	2022-2023 All students: 0%  Socioeconomically disadvantaged: 0%  Students with disability: 0%	2023-2024 All students: 0%  Socioeconomically disadvantaged: 0%  Students with disability: 0%	Maintain 0% Suspension/ Expulsion Rate for all students
Tardy rates Measured by percentage of students with unexcused late arrival	2020-2021 All students: 4.55%  Socioeconomically disadvantaged: 7.6%  Students with disability: 4.25%	2021-2022 All students: 18.8%  Socioeconomically disadvantaged: 18.5%  Students with disability: 18.7%	2022-2023 All students: 18.75%  Socioeconomically disadvantaged: 24%  Students with disability: 11%	2023-2024 All students: 18.75%  Socioeconomically disadvantaged: 24%  Students with disability: 11%	3.5% Tardy Rate for all student groups
California Healthy Kids Survey School Measured by % of student Connectedness	No Baseline Established				TBD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Physical Fitness Test Grades 5 Measured by number of students meeting at least five (5) of six (6) Healthy Fitness Zone Standards	69% meeting at least 5 out of 6 HFZ standards	2021-2022 92% meeting at least 5 out of 6 HFZ standards	2022-2023 100% participation	2023-2024	75% meeting at least 5 out of 6 HFZ standards
Southern Indian Health - Mental Health Services and Counseling Measured by hours served per year	36 hours per year (Grades 6-8)	2021-2022 22 Hours (due to COVID restrictions)	2022-2023 27 Hours	2023-2024	48 Hours per year (Grades 3-8)
Adopt new SEL program	No Baseline Established	2021-2022 Adopted Leader in Me Program Began Core 1	2022-2023 Adopted Leader in Me Program Began Core 2	2023-2024 Adopted Leader in Me Program Began Core 3	Full implementation school-wide
Maintain staffing to support small class size	6 General Education teachers, 1 Physical Education Teacher, 1 Special Education Director/Teacher	2021-2022 6 General Education teachers, 1 Physical Education Teacher, 1 Special Education Director/Teacher	2022-2023 6 General Education teachers, 1 Special Education Director/Teacher	2023-2024 6 General Education teachers, 1 Special Education Director/Teacher	Maintain fully credentialed and qualified staff to support small class size
Provide opportunities to partner with families Measured by number of school events, workshops, volunteer opportunities and parent/family meetings	2020-2021 5 opportunities/events for family engagement (restricted by COVID)	2021-2022 11 opportunities/events for family engagement	2022-2023 26 opportunities/events for family engagement	2023-2024 14 opportunities/events for family engagement	Increase engagement opportunities to 15 per year

## Actions & Measuring and Reporting Results

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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	<p><b>Improve Overall Attendance</b> BICS understands consistent attendance contributes to higher academic achievement and a positive school climate. We will approach the issue of chronically absent and tardy students with multiple strategies.</p> <p>ATTENDANCE RATE: BICS will improve attendance rates with systematically monitoring attendance. BICS will implement a new communication and data tracking program (Infinite Campus) to upgrade the attendance tracking and increase communication with families.</p> <p>CHRONIC ABSENTEEISM: BICS will to employ 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.</p> <p>TARDY RATE: BICS will utilize attendance incentive strategies to increase the overall attendance rate, decrease tardy rates and promote on-time arrivals for all students.</p>	Yes	Fully Implemented			\$23,248.00	\$4,237.53



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
2.2	<p><b>Maintain Suspension and Expulsion rate of &lt; 1%</b> BICS will maintain Suspension and Expulsion rates of &lt;1% by continuing to build a positive school culture and utilize a behavioral intervention program to promote student well-being.</p> <p>BICS will provide behavioral improvement programs; school connectedness plan; and other student well-being initiatives.</p> <p>Teachers and staff will participate in professional development to fully implement our SEL program to provide social and emotional support services for students.</p>	Yes	Fully Implemented			\$14,748.00	\$4,237.52
2.3	<p><b>Student and Staff Well-Being Initiative</b> The adoption and full implementation of a new schoolwide SEL program will address social-emotional learning, equity, achievement gaps, resilience and trauma-informed practices for our school.</p> <p>Teachers and staff will receive training to integrate strategies and systems into classrooms and across campus.</p> <p>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.</p>	Yes	Partially Implemented			\$19,500.00	\$7,600.00

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
	<p>Provide social and emotional supports for students with disabilities and socioeconomically disadvantaged student groups.</p> <p>Improve staff communication through multiple strategies including SEL program implementation and assessments for positive work place culture.</p> <p>Conduct an annual student survey to determine the level of safety and connectedness felt by students</p>						
2.4	<p><b>California Healthy Kids Surveys (Grades 5 to 8)</b> 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.</p>	No	Planned			\$1,400.00	\$0.00
2.5	<p><b>Physical Education and Nutrition</b> BICS will enhance its Physical Education program to promote increased physical activity and healthy nutrition for our all students.</p>	Yes	Fully Implemented			\$97,546.00	\$28,338.86

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
	The Physical Education teacher will administer annual the Physical Fitness Test in grades 5 and 7, for the purpose of helping students start life-long habits of regular physical activity.						
2.6	<b>Mental Health and Counselling Services</b> Southern Indian Health Counsellors will hold bi-weekly diversity group meetings with students in grades 6th thru 8th to strengthen social connections and emotional wellness.	Yes	Partially Implemented			\$2,000.00	\$0.00
2.7	<b>Partner with Families</b> 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	Fully Implemented			\$6,000.00	\$400.00

### 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	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Routine inspection of buildings and grounds and replacement of broken furniture and equipment	Annual inspection of all building and grounds	Annual inspection of all building and grounds	Annual inspection of all building and grounds	Annual inspection of all building and grounds	Tri-annual inspection of all buildings and grounds to support a well-maintained campus
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	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	<b>Facilities</b> 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	Fully Implemented			\$85,000.00	\$24,500
3.2	<b>Campus Improvements</b> 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	Fully Implemented			\$10,000.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	37 of 37 Mid-Year Expenditures
3.3	<b>Campus supervisor and attendants</b> 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	Fully Implemented			\$41,011.00	\$18,370.81