



BARONA INDIAN CHARTER SCHOOL

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

BaronaIndianCharterSchool.com

Governing Board of Directors ANNUAL ORGANIZATIONAL MEETING AGENDA June 21, 2022 — 4:00 PM

Barona Community Center Meeting Room at 1095 Barona Rd. Lakeside, CA 92040

- I. **Call to Order/Roll Call**
 - **Ray Welch-** Chairman, **Tawnya Phoenix-** Vice Chair, **Danthia Gil-** Member, **Melanie Villa-** Member, & **Darla Boller-** Member
- II. **Approval of Agenda-** any changes to the agenda must 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. **Installation of Newly Appointed Board Members-** The Board of Directors welcomes Darla Boller and Melanie Villa as members. Danthia Gil has been re-selected to serve on the Board. The term of office for all three members shall end June 30, 2026.
- V. **Election of Board Officers**
 - A. Chairperson
 - B. Vice Chairperson
 - C. Secretary/Treasurer
- VI. **Selection of Day, Time, & Place of Regular Monthly Meetings**
 - A. All meetings, unless posted otherwise, shall be held on the third Monday of each month at 8:30 AM in the Barona Community Center Meeting Room. The Board shall designate meetings held in the afternoon for community expediency.

Board Calendar: Staff recommends the following dates for the 2022-2023 regularly scheduled meetings of the Board for approval.

2022	2023
August 15 (12:00PM)	January 23
September 19	March 20 (4PM)
November 14	April 24
December 12	June 20 (Tuesday at 4PM)
	June 26

VII. **Adjournment of the Annual Organizational Meeting**

Accommodating 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 ylachappa@barona-nsn.gov 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 ylachappa@barona-nsn.gov.



BARONA INDIAN CHARTER SCHOOL

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Governing Board of Directors REGULAR BOARD MEETING AGENDA

June 21, 2022 — 4:15 PM

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

- I. Call to Order/Roll Call**
 - **Ray Welch**- Chairman, **Tawnya Phoenix**- Vice Chair, **Danthia Gil**- Member, **Melanie Villa**- Member, & **Darla Boller**- Member
- II. Approval of Agenda**- Any changes to the agenda must be made at this time
- III. Approval of Minutes**- May 23, 2022 and June 13, 2022
- 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. Presentation of the 2022-23 Budget**- Lisa Davis, Assistant Superintendent of Lakeside USD, will present the next fiscal year budget to the Board. This budget features similar staffing needs with an increase in revenue due to federal and state funding.
 - B. PUBLIC HEARING**- At this time the Board shall conduct a public hearing on the 2022-2023 proposed budget. The public has had the opportunity to inspect the proposed budget at the Charter Office, 1095 Barona Rd. Lakeside, CA since June 13, 2022, and online at www.baronaindiancharterschool.com. Any member of the public may comment on the proposed budget at this time.
 - C. CLOSE OF PUBLIC HEARING**
 - D. Approval of the 2022-23 Budget**- The Board shall consider approval of the 22-23 fiscal year budget. This budget features similar staffing needs with an increase in revenue due to additional federal and state funding. The budget shall be filed with the San Diego County Superintendent of Schools by July 1, 2022.
 - E. Approval of Increase to Staff Salary Schedule**- Staff recommends an increase to the salary schedule for both the classified staff and the certificated staff. The new salary schedule approved August 2021 simplified accounting procedures and created a path for the administration to attract, retain, and motivate employees. Combined with our other benefits, this new schedule provides a well-rounded employee pay philosophy focusing on benefits and work life. The proposed increases will range from 4.8% to 7.4% across the schedule. The new salary schedule will take effect for the 2022-23 fiscal year and is included in the new budget.

- F. Presentation and Approval of the Local Control Accountability Plan (LCAP)–**
The LCAP is a three-year plan that describes how the school plans to support student outcomes through goals and actions built around ten state priority areas. A Public Hearing was held on June 13, 2022 to acquire public comment and feedback. This LCAP will be submitted to the state before July 1st.
- G. Approval of the 2022-23 Food Services Agreement-** The Board shall consider approval of a Food Services Agreement with Lakeside Union School District who will provide breakfast and lunch meals. BICS staff will pick up the meals at LUSD’s central kitchen. BICS will be responsible for compliance with the meal guides mandated by the state and federal National School Lunch Program and School Breakfast Program.
- H. Approval of the 2023 Lease-** This is the annual agreement between the Barona Band of Mission Indians and BICS for use of the facilities. The fee for the leased premises is \$66,500 per year, payable quarterly in advance. No significant changes have been made in this year’s agreement.
- I. Approval of Declaration of Need (DON)-** In order to employ an individual on an emergency permit, all LEAs must have a valid DON on file with the Commission on Teacher Credentialing. This is proof that in an emergency there may be a need to hire a teacher who does not hold a valid credential.
- J. Recognition of Ed Code Sections 45203, 45205, & 45206.5-** The Board understands that Education Code section 47610(a) states that charter schools, with certain exceptions, are generally “exempt from the laws governing school districts.” The Board also recognizes the tremendous support that classified employees provide to a student’s academic and social experience, as well as providing to the overall wellbeing of all staff. Therefore, the Board recognizes EC Sections 45203, 45205, & 45206.5 and directs the administration to implement those sections for the 2022-2023 school year and all years following.
- K. Approval of Julie Cushman as Principal/Director-** The Board will consider offering the position of Principal/Director to Assistant Principal Julie Cushman from July 1, 2022 through June 30, 2023.
- L. Approval of Consulting Agreement with Jeffrey Felix as Advisor-** The Board will consider utilizing the professional educational advisory services of Dr. Felix for the 2022-2023 school year.

VI. Reports

A. Principal/Director- Assistant Principal Julie Cushman will report to the Board

VII. Organizational Business

A. Future agenda items and/or Board member comments

B. Upcoming meetings

1. No meeting for July

VIII. Adjournment

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**Barona Indian Charter School
Board of Directors Regular Meeting
May 23, 2022**



1. Call to Order: Chairman Raymond Welch called the meeting to order at 8:34 AM.

Roll Call: Raymond Welch, Chairman, Tawnya Phoenix, Vice-Chair, Mandy Curo de Quintero, Secretary/Treasurer, and Danthia Gil, Member. **Absent** Shirley Ruis, Founder/Member. **Others in attendance:** Jeff Felix, Interim Principal, Julie Cushman, Asst. Principal, and Kathy Clenney, Legal Counsel.

2. Approval of Agenda: **Motion** by Danthia, Second by Mandy to approve the agenda. Carried 4, 0, 0.

3. Approval of Minutes, April 18, 2022. **Motion** by Danthia, Second by Mandy to approve the minutes of April 18, 2022. Carried 4, 0, 0.

4. Public Comment – There was no request for public comment

5. Action Items

A. Approval of New Staff – Information was shared with the board regarding two new teacher hires for the next school year for second grade, and fifth/sixth grade. **Motion** by Mandy, second by Danthia to approve the hire of two new teachers for next school year. Carried 4, 0, 0.

B. Approve SB740 Charter School Facility Grant Program Application – This grant provides annual grants to offset on-going facility costs for charter schools that service a high-percentage of students eligible for free or reduced-price meals. BICS receives approximately \$50K from this grant as a reimbursement for rent of the school facility. **Motion** by Danthia, second by Mandy to approve the SB 740 Charter School Facility Grant Program Application. Carried 4, 0, 0.

C. Approval to Proceed with Increase to Staff Salary Schedule – Staff recommends an increase to the salary schedule for both classified and certificated staff. Combined with other benefits, this new schedule provides a well-rounded employee pay philosophy focusing on benefits and work life. The proposed increase will range from 3.8% to 5.4% across the schedule. The proposed salary schedule will be presented for approval at the June regular meeting and will take effect for the 2022 fiscal year. **Motion** by Mandy, Second by Danthia to have staff proceed with a new salary schedule increase for certified and classified employees and bring to the June regular board meeting for approval. Carried 4, 0, 0.

D. Approval of Memorandum of Understanding with Lakeside Union School District – This MOU outlines the agreement with LUSD regarding fiscal and administrative responsibilities, joint legal relationships, and operational details. Jeff and Julie have worked on a new MOU with the help of Kathy Clenney. The new MOU commences on the Effective Date and runs through June 30, 2024, and will line-up with the new Charter term. **Motion** by Danthia, second by Mandy to approve the MOU with Lakeside Union School District. Carried 4, 0, 0.

E. Approve “Suspension and Expulsion Policy” – The Board will consider approving a new policy that reflects the policies currently in place, current practices of the school, and those state requirements mandated of all charter schools in California. **Motion** by Danthia, second by Mandy to approve changes to the current Suspension. Carried 4, 0, 0.

6.Reports – Julie Cushman

- Report on Parking Lot Repairs from Julie Cushman - Julie explained that there was a leak in the parking lot near the school office. Repairs were completed by the tribe.
- Eighth grade students will be going to the Mingei International Museum at Balboa Park on May 21 and again on May 26. The fifth through seventh grade will attend on May 26, 2022. Board members are invited to attend to see the project on display from our eighth grade students. Julie explained that Laurie has done an outstanding job working with the students in the garden, and classroom teaching, Kumeyaay cultural. She has collaborated with the Audubon Society to create a seed library. The students aim to increase their knowledge, and use of native plants in the community. Indigenous seeds will be available to the community, in the cultural center. Laurie is excited that the Heritage Project exhibit won an award for their display. An award will be presented, and Julie asked that Laurie except the award on behalf of the school. It was suggested that Julie also attend. This will take place September 2022 in New York. Julie will bring more information to the board
- Julie would like to extend the Heritage Garden out toward the playground area. She will make a plan and present to the board
- Eighth Grade Promotion will be held in the Gym on June 9, at 6:00 PM
- Kindergarten Promotion will be held on June 10, at 9:00 AM in the Community Center Room
- Staff will present BICS Annual Presentation to the Lakeside Union School Board on June 16, 2022 at 4:00 PM. It would be nice to have Board members attend for support
- Upcoming elections for board members were discussed. For those current board members term that is up and want to be considered for another term they will have to apply at the tribal office as stated in the By-Laws
- Board calendared in the new school year board meetings from August 2022 to June 2023. A copy of the calendar will be available at the next board meeting.
- At the August 15th board meeting staff suggests the board meet the new staff and have lunch with them before or after the board meeting

No further business, by **Motion** of Mandy and Second by Danthia the meeting was adjourned at 9:45 AM. **Motion** carried 4, 0, 0.

Respectfully submitted by Yvonne LaChappa, Recording Secretary

**Barona Indian Charter School
Board of Directors Virtual Meeting
June 13, 2022**



1. **Call to Order/Roll Call:** Chairman Raymond Welch called the meeting to order at 8:30 AM
Board members in attendance: Raymond Welch- Chairman, Tawnya Phoenix, Mandy Curo Quintero, and Danthia Gil.
Others in attendance: Jeffery Felix, Julie Cushman, and Kristi Johnson
2. **Approval of Agenda: Motion** by Danthia Second by Tawnya to approve the agenda. Carried 4, 0, 0.
3. **Public Comment:** There was no request for public comment
4. **Action and Information Items**
 - A. **Public Hearing on LCAP for 2022-2023** – The Barona Indian Charter School Governing Board of Directors is holding a virtual public hearing on the 2022-2023 Local Control Accountability Plan (LCAP) pursuant to CA Ed Code, Section 52062. All interested stakeholders may make comment on the LCAP at this time. The LCAP is on file and available for public review in the Barona Indian Charter School Office, located at 1095 Barona Rd, Lakeside, CA 92040 or on the school website at www.baronaindiancharterschool.com
 - B. **Ed Public Hearing** - Julie will provide a copy to the Board members.
 - C. **Notice of Proposed Annual Budget Availability** – Per Section 42103 of the CA Ed Code the governing board announces the availability of the proposed annual budget for public inspection in the Barona Indian Charter school office, and on the school website. The proposed budget shows expenditures, cash balance, and all revenues as required and an estimate of those figures, unaudited, for the preceding fiscal year. A public hearing of the proposed annual budget will be held on June 21, 2022 beginning at 4:15 P.M.. At the hearing any resident in the Lakeside Union School District may appear and object to or comment on the proposed budget or any item in the budget.
5. **Adjournment – Motion** by Mandy, Second by Danthia to adjourn the meeting at 8:35 A.M. Carried 4, 0, 0.

Respectfully submitted,

Kristi Johnson

	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUE					
1) LCFF Sources		8010-8099	957,924.00	1,121,704.00	17.1%
2) Federal Revenue		8100-8299	184,291.00	211,097.86	14.5%
3) Other State Revenue		8300-8599	355,546.86	363,791.14	2.3%
4) Other Local Revenue		8600-8799	145,827.00	132,615.00	-9.1%
5) Total Revenue			1,643,588.86	1,829,208.00	11.3%
B. EXPENSES					
1) Certificated Salaries		1000-1999	649,657.42	715,079.00	10.1%
2) Classified Salaries		2000-2999	237,445.58	188,282.00	-20.7%
3) Employee Benefits		3000-3999	437,442.01	453,462.00	3.7%
4) Books & Supplies		4000-4999	112,238.37	67,400.00	-39.9%
5) Services and Other Operating Expenses		5000-5999	382,099.31	302,572.00	-20.8%
6) Depreciation		6000-6999	0.00	0.00	0.0%
7) Other Outgo - (excluding Transfers of Indirect Costs)		7100-7299	0.00	0.00	0.0%
		7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfer of Indirect Cost		7300-7399	0.00	0.00	0.0%
9) TOTAL EXPENSES			1,818,882.69	1,726,795.00	-5.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES			-175,293.83	102,413.00	-158.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
		8900-8929	155,000.00	0.00	-100.0%
		7600-7629	155,000.00	0.00	-100.0%
2) Other Sources/Uses					
		8930-8979	0.00	0.00	0.0%
		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION			-175,293.83	102,413.00	-158.4%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,444,474.65	1,269,180.82	-12.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited			1,444,474.65	1,269,180.82	-12.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position			1,444,474.65	1,269,180.82	-12.1%
2) Ending Net Position, June 30			1,269,180.82	1,371,593.82	8.1%

	Resource Codes	Object Codes	2021-22 Estimated Actutals	2022-23 Budget	Percent Difference
LCFF SOURCES					
Principal Apportionment					
State Aid-Current Year		8011	419,356.00	470,782.00	12.3%
Education Protection Account State Aid - Current Year		8012	309,159.00	430,410.00	39.2%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	229,409.00	220,512.00	-3.9%
Property Taxes Transfer		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF RESOURCES			957,924.00	1,121,704.00	17.1%
FEDERAL REVENUE					
Maintenance and Operations		8110	125,703.00	125,703.00	0.0%
Special Education Entitlement		8181	26,294.01	26,294.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
NCLB: Title I, Part a, Basic Grants	3010	8290	3,630.00	4,500.00	24.0%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
NCLB: Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
NCLB: Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
NCLB: Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB/Every Student Succeeds Act	3040, 3045, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630, 4128, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3699	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	28,663.99	54,600.86	90.5%
TOTAL, FEDERAL REVENUE			184,291.00	211,097.86	14.5%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Year	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		6520	0.00	0.00	0.0%
Mandated Cost Reimbursements		8550	1,787.00	1,657.00	-7.3%
Lottery - Unrestricted and Instructional Materials		8560	24,852.00	20,600.00	-17.1%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	98,821.00	50,000.00	-49.4%
Drug/Alcohol/Tabacco Funds	6690	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	230,086.86	291,534.14	26.7%
TOTAL, OTHER STATE REVENUE			355,546.86	363,791.14	2.3%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	10,000.00	10,000.00	0.0%
Net Increase (Decrease) in the Fair Market Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From					
Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	12,000.00	12,000.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfer of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	123,827.00	110,615.00	-10.7%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionment					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers in from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER REVENUE			145,827.00	132,615.00	-9.1%
TOTAL, REVENUES			1,643,588.86	1,829,208.00	11.3%

	Resource Codes	Object Codes	2021-22 Estimated Actutals	2022-23 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teacher's		1100	588,885.66	579,229.00	-1.6%
Certificate Pupil Support		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators'		1300	0.00	95,000.00	0.0%
Other Certificated		1900	60,771.76	40,850.00	-32.8%
TOTAL, CERTIFICATED SALARIES			649,657.42	715,079.00	10.1%
CLASSIFIED SALARIES					
Classified Instructional		2100	50,834.03	48,549.00	-4.5%
Classified Support		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators'		2300	0.00	0.00	0.0%
Clerical, Technical and Office		2400	136,721.14	71,698.00	-47.6%
Other Classified		2900	49,890.41	68,035.00	36.4%
TOTAL, CLASSIFIED SALARIES			237,445.58	188,282.00	-20.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	245,750.22	274,543.00	11.7%
PERS		3201-3202	42,321.83	34,499.00	-18.5%
OASDI/Medicare		3301-3302	29,914.98	26,324.00	-12.0%
Health and Welfare Benefits		3401-3402	103,274.81	95,589.00	-7.4%
Unemployment Insurance		3501-3502	4,400.73	4,520.00	2.7%
Workers' Compensation		3601-3602	11,779.44	17,987.00	52.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			437,442.01	453,462.00	3.7%
BOOKS AND SUPPLIES					
Textbooks and Core Curricula Materials		4100	4,085.00	3,000.00	-26.6%
Books and Other Reference Materials		4200	5,000.00	5,000.00	0.0%
Materials and Supplies		4300	86,479.90	43,900.00	-49.2%
Noncapitalized Equipment		4400	16,673.47	15,500.00	-7.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			112,238.37	67,400.00	-39.9%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	12,700.00	18,000.00	41.7%
Dues and Memberships		5300	3,892.29	5,000.00	28.5%
Insurance		5400-5450	6,494.00	6,872.00	5.8%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	156,500.00	76,500.00	-51.1%
Transfer of Direct Cost		5710	0.00	0.00	0.0%
Transfer of Direct Cost - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	201,863.02	195,700.00	-3.1%
Communication		5900	650.00	500.00	-23.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			382,099.31	302,572.00	-20.8%
DEPRECIATION					
Depreciation Expenses		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
TOTAL, DEPRECIATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfer of Indirect Costs)					
Tuition		7110-7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7299	0.00	0.00	0.0%
All Other Transfers Out to All Others			0.00	0.00	0.0%
Debt Services					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfer of Indirect Cost)			0.00	0.00	0.0%
OTHER OUTGO TRANSFERS OF INDIRECT COSTS					
Transfer of Indirect Costs		7310	0.00	0.00	0.0%
Transfer of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			1,818,882.69	1,726,795.00	-5.1%

	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers in		8919	155,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			155,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	155,000.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			155,000.00	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfer from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfer of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a+b+c+d+e)			0.00	0.00	0.0%

Barona Indian Charter School
Certificated Employees Salary Schedule
 Effective July 1, 2022

STEP	CLASS A BA	CLASS B BA + 15	CLASS C BA + 30	CLASS D BA + MA	CLASS E BA + EdD
1	52,000	54,600	57,330	60,197	63,206
2	52,520	55,146	57,903	60,798	63,838
3	53,576	56,254	59,067	62,021	65,122
4	55,199	57,959	60,857	63,900	67,095
5	57,440	60,312	63,328	66,494	69,819
6	58,015	60,915	63,961	67,159	70,517
7	59,181	62,140	65,247	68,509	71,935
8	60,974	64,023	67,224	70,585	74,114
9	63,450	66,622	69,953	73,451	77,124
10	64,084	67,289	70,653	74,186	77,895
11		68,641	72,073	75,677	79,461
12		70,721	74,257	77,970	81,868
13			77,272	81,136	85,193
14			78,045	81,947	86,045
15			79,614	83,594	87,774
16			82,026	86,127	90,434
17			85,357	89,624	94,106
18			86,210	90,521	95,047
19			87,943	92,340	96,957
20			90,608	95,138	99,895
21				99,001	103,951
22				99,991	104,991
23				102,001	107,101
24				105,092	110,346
25				109,359	114,827

1. The following employees will be paid from the Certificated Salary Schedule plus 5%:
 (a) Nurse (b) School Counselor (c) Speech Language Pathologist
2. The following employees will be paid from the Certificated Salary Schedule plus 7%:
 (a) Psychologists
3. An additional stipend of \$5,150 annually will be paid to Teaching Assistant Principals or SPED Directors.
4. Steps do not necessarily correspond to years of service.
5. All employees shall progress one step annually on July 1st.

Governing Board Approved on

Barona Indian Charter School Classified Employees Salary Schedule

Effective July 1, 2022

STEP	POSITION A HOURLY	POSITION B HOURLY	POSITION C HOURLY
1	15.50	15.76	16.03
2	15.66	16.08	16.52
3	15.92	16.52	17.14
4	16.35	17.14	17.96
5	16.97	17.25	17.55
6	17.78	18.26	18.76
7	18.08	18.76	19.46
8	18.57	19.46	20.39
9	19.27	19.59	19.93
10	20.19	20.74	21.30
11	20.53	21.30	22.10
12	21.09	22.10	23.15
13	21.88	22.25	22.63
14	22.92	23.55	24.19
15	23.31	24.19	25.09
16	23.95	25.09	26.29
17	24.84	25.27	25.70
18	26.03	26.74	27.47
19	26.47	27.47	28.49
20	27.19	28.49	29.86
21	28.21	28.69	29.18
22	29.56	30.36	31.19
23	30.06	31.19	32.36
24	30.88	32.36	33.90
25	32.04	33.90	35.88
26	33.57	34.14	34.72
27	35.52	36.49	37.48
28	36.13	37.48	38.88
29	37.11	38.88	40.74
30	38.50	40.74	43.12

All employees shall progress one step annually on July 1st.
Steps do not necessarily correspond to years of service.

Governing Board Approved on



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Barona Indian Charter School

CDS Code: 37-68189-6120901

School Year: 2022-23

LEA contact information:

Jeffrey Felix

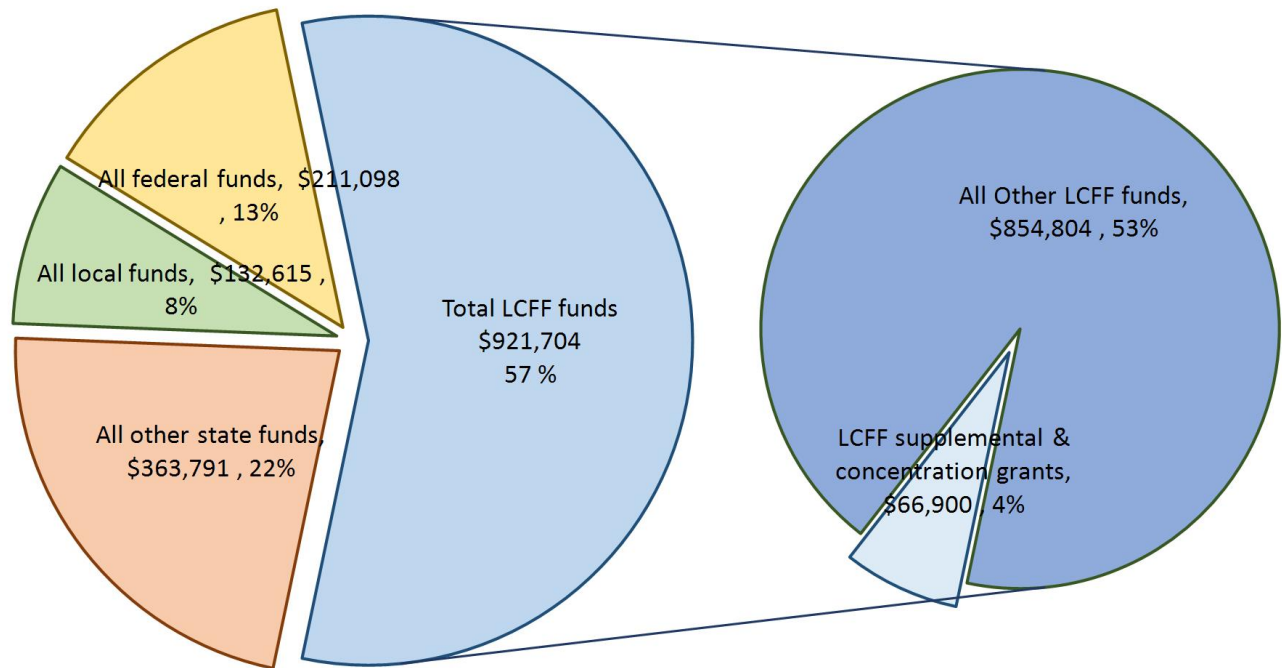
Interim Principal

(619) 443-0948

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

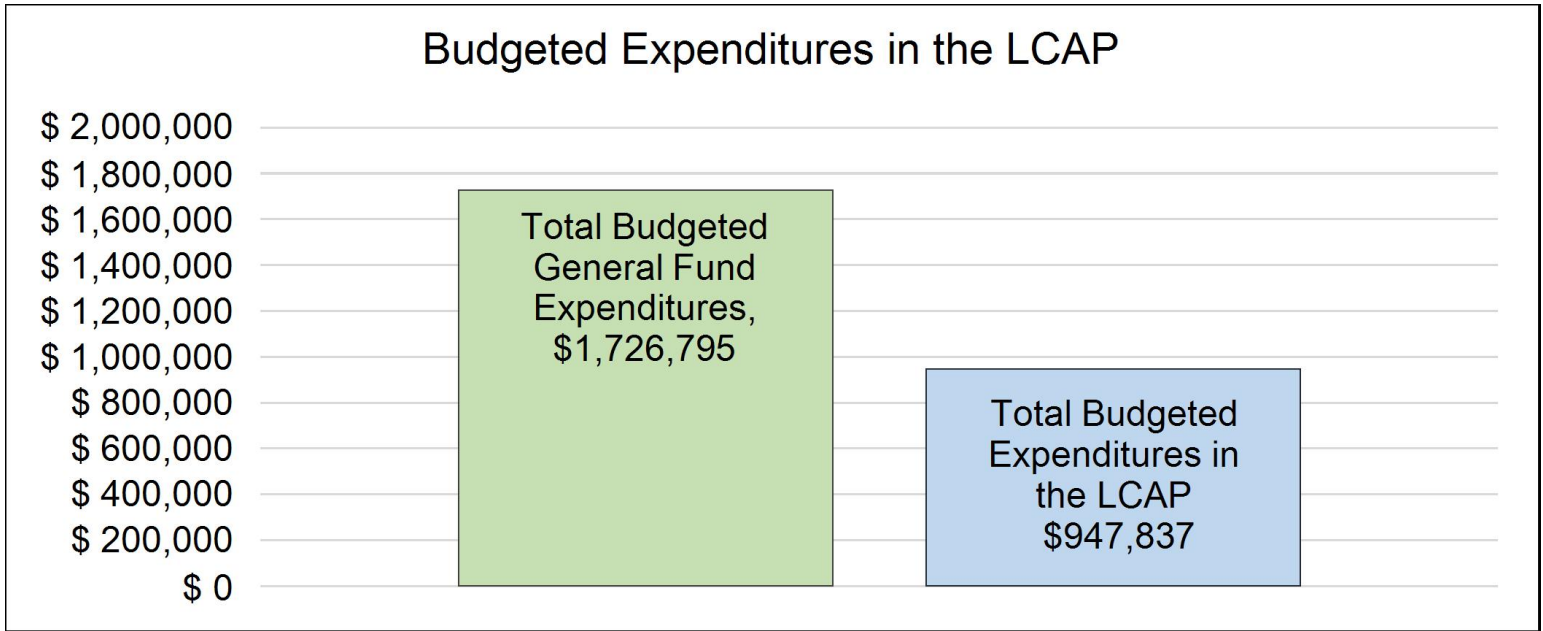


This chart shows the total general purpose revenue Barona Indian Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Barona Indian Charter School is \$1,629,208.00, of which \$921,704.00 is Local Control Funding Formula (LCFF), \$363,791.00 is other state funds, \$132,615.00 is local funds, and \$211,098.00 is federal funds. Of the \$921,704.00 in LCFF Funds, \$66,900.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Barona Indian Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Barona Indian Charter School plans to spend \$1,726,795.00 for the 2022-23 school year. Of that amount, \$947,837.00 is tied to actions/services in the LCAP and \$778,958.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

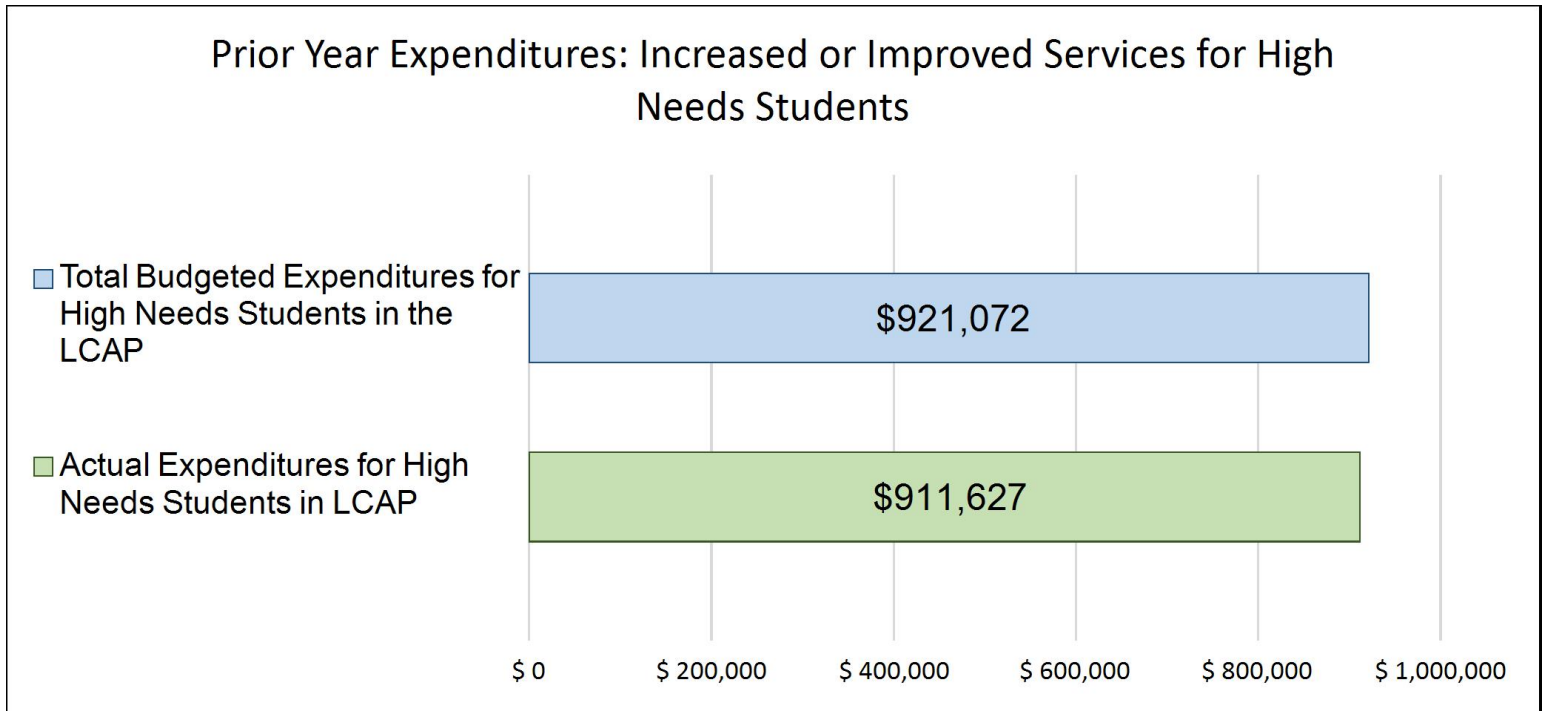
Visual and Performing Arts program; financial literacy, career and work readiness program, Outdoor and Kumeyaay cultural education program would increase access to and enhance the quality of education and a learning experience for all students, including English learners, low income, Foster Youth, and Special Education students.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Barona Indian Charter School is projecting it will receive \$66,900.00 based on the enrollment of foster youth, English learner, and low-income students. Barona Indian Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Barona Indian Charter School plans to spend \$789,500.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Barona Indian Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Barona Indian Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Barona Indian Charter School's LCAP budgeted \$921,072.00 for planned actions to increase or improve services for high needs students. Barona Indian Charter School actually spent \$911,627.00 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Barona Indian Charter School	Dr. Jeffrey Felix Interim Principal	jfelix@mybics.org (619) 443-0948

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The mission of Barona Indian Charter School is to invest in children as our future providing K-8 students with a small, nurturing educational environment that is culturally rich and academically rigorous. Leadership, academic excellence; social and community awareness, cultural appreciation and character are the focus each and every day. BICS understands those goals cannot be met without the feedback from our educational partners. We routinely obtain feedback in the following ways - surveys, monthly meetings designed to foster open discussion, feedback gathered during teacher/staff communications. BICS utilizes the feedback to gain perspectives to targeted recommendations. Priorities and goals, including LCAP goals and additional funding, were developed within the context of our overall mission. The increase in funding to support students, teachers, staff, and our community in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students has enabled BICS to continue to work toward our goals and advance our students academically, and address the socio-emotional needs of both students and families. Specifically, we met with our educational partners, staff, and administrators in June, August and September as we prepared to return to in-person learning. Our focus groups discussed the health and safety of our students, staff and families as we began the school year, In addition, discussion focused around how to mitigate learning loss. Our educational partners 2021-22 LCAP Supplement for Barona Indian Charter School emphasized the need to support related LCAP actions by increasing personnel to ensure the safety and well-being of staff and students. BICS has used funds to adopt a school-wide leadership program to focus on the social emotional needs of students, building confidence and life skills, as they work toward academic advancement.

BICS will continue to meet regularly with our educational partners through several venues to monitor our efforts and gather feedback

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Our vision and core values remain central to decisions and actions for our school. As additional funds became available we used outreach to obtain input from all aspects of our community- students, staff, parents, and community members.

Additional staff will accomplish the following.

1. Personnel to increase access to summer school and summer meal services.
2. Increase mental health support for students through improved social-emotional curriculum.
3. Increase professional development, including onsite training for all staff for leadership development.
4. Ensure we serve students safely and optimally through additional staff for health screening and campus safety.
5. Personnel to provide academic support for students, including low-income, English learners, and/or foster youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

As noted earlier, we routinely obtain feedback in the following ways- surveys, monthly meetings and feedback from teacher-staff communications- to incorporate our educational partners' feedback that guide our efforts to targeted recommendations. Since the pandemic began, we have focused on physical and emotional safety for our students.

Throughout this emergency response, we surveyed families (October 2021) ,students (September 2021) ,staff (September 2021), and corresponded via web-based tools (Zoom, See Saw, Infinite Campus) as we began the school year in person.

Our focus groups, meetings, and safety planning targeted the impact of school closures, distance learning and on-campus modifications on families, students, and staff including social emotional issues as well as academics. In the 2021-22 LCAP Supplement for Barona Indian Charter School, it was especially important to ensure our community felt safe with the requirements for in-person instruction. We knew from feedback, that our community members were impacted emotionally by the conditions of the COVID-19 pandemic. We dedicated time and financial support for increased access to support services through our Family Resource Coordinator. We worked to mitigate student learning loss through additional support staff as well as adding intervention programs, (Lexia, iStation, Reflex Math, DRA). We have also added after school tutoring to help provide academic supports for students in grades 5-8.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

BICS worked very hard in 2020-21 to provide full time, in-person instruction, that prioritized social emotional learning, math and literacy instruction, and small group learning cohorts in order to differentiate for student needs and adhere to safety guidelines. We also built a strong attendance intervention program to support our students and families with class attendance by utilizing a Family Resource Coordinator. All of our staff and students were provided with the necessary equipment (partitions, masks, sanitizing materials) to hold in person instruction safely.

BICS also provided consistent intervention, (ex. additional instructional coaches, DRA) to keep students on their academic path. Despite additional funds, the most challenging area is staffing. It is difficult to hire for critical areas already in short supply. The availability of qualified personnel is limited, and many people are hesitant to return to the workforce, thereby reducing the pool of candidates. The substitute pool was difficult pre-pandemic for all districts. The situation is made worse by an increase in pandemic related absences. When staff members or their family members get COVID, absences are extended until it is safe to return. As a result of staffing issues, it is difficult to reach our goals to completion. As such, we have extended a timeline of spending funds over the three years allotted. This first year will focus on social emotional issues, and supporting our students, staff and families. We are hopeful that future years will ease the pressure of hiring qualified staff, as well as increasing the ability to return to pre-pandemic goals.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

As noted, we use our core values of leadership, academic excellence; social and community awareness, cultural appreciation and character to guide our plans and daily decisions. Our LCAP reflects our core values as does our Safe Return and Continuity of Services, ESSER 2021-22 LCAP Supplement for Barona Indian Charter School Expenditure Plan, and this Supplement. It is crucially important to align all plans and consequently, our spending to the same purpose, as our vision, mission, and core values. Our core values, mission statement and our foundational documents can be found at <https://baronaindiancharterschool.com>

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Barona Indian Charter School	Jeffrey Felix Interim Principal	jfelix@myBICS.org (619) 443-0948

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Barona Indian Charter School is located on the Barona Indian Reservation and serves the Native American population, students from surrounding communities, the Barona work community and other children who reside or choose to attend the school. BICS values its culturally-rich, nurturing educational environment and strives to build confident and innovative learners. The school serves students in grades TK through 8. It is a small school with low student to teacher ratios. Approximately 23% of the student population is in Special Education, and 44% are socioeconomically disadvantaged. The school’s mission is to foster the academic and social development of all students, while maintaining the important cultural aspects of our native community. BICS strives to create an individualized learning environment through the use of 1:1 ratio of technology (iPads and Chromebooks) with reliable connectivity to all of our classrooms. This year we worked towards learning beyond the classroom by offering technology and hotspots to families lacking these crucial learning resources. Curriculum geared toward individual student learning levels assisted teachers in providing differentiated instruction. BICS recognizes the crucial aspect of student success linked to a whole-child approach. BICS emphasizes a climate of leadership, culture, and academics. BICS is committed to a continuous improvement process, including promoting a strong, whole-student learning environment to support high student achievement in school and beyond.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Barona Indian Charter School's greatest success for 2020-2021 was our ability to open full-time, in-person instruction for the entire school year. With creative class scheduling, and health and safety monitoring, we were able to provide a safe environment while maintaining face-to-face instruction. We maintained a ready-stance with technology, learning platforms and teacher preparedness to pivot to distance-learning should the need arise. Our commitment to in-person learning showed minimal learning loss for our students based on local data from NWEA/MAPS assessments. Data shows students with learning disabilities had less learning loss than anticipated. This demonstrates that we maintained satisfactory student outcomes during the pandemic. We were able to compare our local data from Trimester 1 and Trimester 2. Results indicate that at least 60% of our Students with Learning Disabilities were able to meet or exceed expected growth. This data is an indicator that Socioeconomically disadvantaged students are performing on par with their peers and BICS will continue to support their successes. California Dashboard for 2019 indicates local standards in the areas of Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study are being met. BICS showed marked improvement in school climate as indicated by a decline in Suspension Rate from 6.6% to 0%. We continue to get excellent buy-in from students, teachers, counselors, classified staff and parents to create a positive and supportive learning environment.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the last California Dashboard data released in Fall of 2019, which reflects 2018-19 state data, BICS does not have any red indicators for English Language Arts (ELA) or Mathematics. The Orange indicator for Mathematics has emphasized the need for focus in this area. BICS has adopted a new math curriculum and employed a Math Coach. BICS will continue providing ongoing professional development around conceptual mathematics to improve student outcomes for all learners, including students with learning disabilities and socioeconomically disadvantaged students. Chronic absenteeism fell in the Red indicator range for 2019. BICS recognizes this as an area of concern, and is working hard to decrease the number of students with chronic absenteeism. BICS has employed a Family Resource Coordinator that works directly with families to overcome obstacles leading to chronic absenteeism. In addition, we are implementing attendance incentives school-wide. We are already seeing positive results from these efforts. BICS will continue to focus this support in the future, knowing consistent attendance contributes to overall academic success for our students. The 2019 Dashboard indicates Suspension Rate in the Red range. BICS has already seen drastic improvement in this area with a decrease in Suspension rates from 6.6% to 0%. We will continue to work to maintain this rate.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-22 LCAP includes Actions and Services to address a variety of needs identified by stakeholder groups and to achieve the LCAP goals. Our goals were based on very small numbers due to the student population at BICS.

These include:

1. BICS will provide rigorous instruction and curriculum to promote excellence in student learning and demonstrate annual growth in California Standards.
 - a) BICS will employ credentialed and highly qualified teachers for grades Pre-K-8 to maintain small class sizes.
 - b) BICS will employ Instructional Assistants to support instruction in General Education classrooms.
 - c) BICS will employ Math and Reading Specialists to provide intervention services for struggling students.
 - d) BICS will provide various software programs for intervention including IStation and Lexia.
 - e) BICS will offer a 4 week Summer Program for identified students to accelerate learning recovery.
 - f) BICS will expand tutoring services with an after school program for additional support for socioeconomically disadvantaged, students with disabilities, and students below grade level achievement.
 - g) BICS will increase Professional Development for its teachers and staff, including the use of consultants, additional days/hours for teachers, release time, and stipends for engaging in professional learning activities.

2. The Pandemic has highlighted the need for a focus on the well-being of the whole child. This would include the social, emotional and physical needs of our students.
 - a) BICS will address social-emotional learning, equity, achievement gaps, resilience and trauma-informed practices, self-directed learning with the implementation of a new SEL program, promoting leadership development in students, staff and families.
 - b) BICS will retain a Family Resources Coordinator to address the issue of Chronic Absenteeism and build positive relationships with our families.
 - c) BICS will design incentive programs to reduce absent and tardy rates.
 - d) BICS will continue work in conjunction with local agencies to provide Social-emotional Services.
 - e) BICS will enhance our Physical Education program to promote regular physical activity of our students. All grades will work towards high achievement on the Physical Fitness Testing (PFT), with Grades 5 and 7 completing the assessment.
 - f) BICS will offer nutritious snack and lunch options to promote healthy bodies.

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Barona Indian Charter School was limited in its ability to hold face-to-face meetings with stakeholders due to the pandemic, therefore BICS relied on feedback via surveys, IEP meetings, monthly board meetings, parent/teacher conferences and Meet the Teacher Night. Multiple staff meetings were used to obtain faculty and staff feedback and input. Student feedback was useful in the decision making process. A public hearing was held on June 14, 2021 to obtain feedback on the draft of this LCAP, in order to finalize.

A summary of the feedback provided by specific educational partners.

BICS encourages stakeholder input in the strategic and comprehensive planning of the LCAP goals. Responses from surveys, parent feedback, student and staff members input resulted in prioritizing efforts in the areas of meeting the social-emotional needs of our students, expanding after school tutoring and reading and math intervention. Another area of discussion was the school's rate of chronic absenteeism and how it affects the achievements of students.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Stakeholder feedback and the noticeable effects of the Pandemic has highlighted the need for a focus on the well-being of the whole child. This would include the social, emotional and physical needs of our students. Chronic absenteeism is an issue that affects both the socio-emotional and academic success of children. BICS will focus on building relationships with our families as a means to help with this issue. A call for additional support with math and reading intervention will prompt BICS to examine the need to expand tutoring services in an afterschool program. Stakeholder surveys indicate that parents and students feel safe at the school and BICS is committed to maintaining this environment through the adoption of additional services that promote a positive school culture.

Goals and Actions

Goal

Goal #	Description
1	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.

An explanation of why the LEA has developed this goal.

This goal supports our vision as part of our strategic action planning process in years prior to the LCAP 2021-24 term. The following areas were considered in the development of the focused goal:
 BICS is committed to the highest level of academic achievement through effective implementation of the California Standards in ELA, mathematics, and all other content areas. With supports and strategies in place, we will see an increase in state and local student assessment data, especially in the area of literacy and math, with the long term goal of all students reaching Standard Achievement. Academic Performance is measured by MAPS/CAASPP data and demonstrates growth for each student group. Supplemental supports will be provided to economically disadvantaged students and students with learning disabilities by maintaining 100% fully credentialed teachers in appropriate assignments as measured by credential audits. This goal supports Priority 1: (Conditions of Learning), Priority 2: (Implementation of State Standards, Priority 4: (Pupil Achievement) and Priority 7: (Course Access).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts Measured by points distance from standard	2018-2019 All Students: 47.9 points below standard Socioeconomically disadvantaged: 42.1 points below standard Students with disability (N=12):	2020-2021 All Students: 72% below standard Socioeconomically disadvantaged: 85% below standard Students with disability (N=16): 100% below standard			All students: 38 points below standard Socioeconomically disadvantaged: 32 points below standard Students With Disabilities:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	129 points below standard				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			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%			70% in all subgroups
NWEA/MAPS Math scores Measured by Percent of students growth met or exceeded	2020-2021 All Students: 37.5% Socioeconomically disadvantaged: 67%	2021-2022 All Students: 51% Socioeconomically disadvantaged: 64%			70% in all subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with disability: 24%	Students with disability: 75%			
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%			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			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.			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)			All Grades K-8 utilizing DRA assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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			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			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			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%			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	Year 3 Outcome	Desired Outcome for 2023–24
		Students with disability: 14%			
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			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			Maintain staffing of specialized faculty

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Improve Math Program	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. Math Coach will provide bi-weekly consultations with teachers by grade level to support the implementation of Envision Math to keep	\$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p>		
1.2	Instructional Specialist	<p>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 sufficient training in DRA for the purpose of full implementation of the DRA program for all grade levels.</p>	\$19,700.00	Yes
1.3	Summer School/ After School Support for ELA/Math	<p>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>	\$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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.	\$637,655.00	Yes
1.5	Academic and Behavior Supports for Students(MTSS)	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.	\$42,072.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Like many school districts nationwide, staffing was a bigger challenge than expected this year. As such, we were unable to hire a math coach due to availability. We were able to hire a reading specialist well after the school year began.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

At the onset of the school year, we hired a math coach. Due to unexpected issues, the coach was unable to fulfill the commitment for the year. We were not able to secure another math coach. We look forward to filling that position in the upcoming school year.

An explanation of how effective the specific actions were in making progress toward the goal.

BICS has been successful in fully implementing the DRA assessment school-wide. We now have a platform for more intense reading interventions, knowing that reading is the foundation for all other academic skills. The hiring of a dedicated SPED aide was instrumental in the amount of growth observed in students with disabilities. Students who attended the summer school program showed consistency in growth, when many students show learning loss during the summer months. BICS continued to maintain small class sizes, with fully credentialed teachers to meet the individual needs of all of our students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Due to the Modified CAASPP testing, percentages were used instead of points (for baseline).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	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.

An explanation of why the LEA has developed this goal.

This goal supports our vision as part of the strategic action planning process prior to the LCAP 2021-24 term. The following areas were considered important when considering the development of learning goal with a focus on the whole child:
 BICS is dedicated to the improvement of overall school attendance rates, chronic absenteeism and tardy rates. Consistent tracking and follow up with chronically absent students will show a decrease in chronic absenteeism rates as measured by the California School Dashboard. BICS will maintain/decrease Pupil Suspension and Expulsion rates as measured by the California School Dashboard through the implementation of MTSS strategies. BICS will launch a new SEL program to increase the percentage of students and families that report a sense of safety and school connectedness as well as developing life-ready leaders. Through the expansion of our physical education program and provision of nutritious snacks and lunches BICS will see an increase in the percentage of students meeting the Physical Fitness Test. Qualified and trained staff will support students who require more behavioral, and/or emotional interventions. BICS will partner with the community to increase collaboration between school, student and families to promote a positive whole child approach. This goal supports Priority 3: (Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement) and Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rates	2018-2019 All students:93%	2021-2022 All students: 89%			All students 95%
Chronic Absenteeism rates (10% or more enrolled school days)	2018-2019 All students: 27.2% Socioeconomically disadvantaged: 20.5%	2021-2022 All students: 50.5% Socioeconomically disadvantaged: 17%			17% Chronic Absenteeism rate for all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with disability: 21.1%	Students with disability: 15%			
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%			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: 88% Socioeconomically disadvantaged: 85% Students with disability: 87%			3.5% Tardy Rate for all student groups
California Healthy Kids Survey School Measured by % of student Connectedness	No Baseline Established				TBD
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			75% meeting at least 5 out of 6 HFZ standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)			48 Hours per year (Grades 3-8)
Adopt new SEL program	No Baseline Established	2021-2022 Adopted Leader in Me Program Began Core 1			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			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)	2020-2021 11 opportunities/events for family engagement			Increase engagement opportunities to 15 per year

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Improve Overall Attendance	<p>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>	\$30,953.00	Yes
2.2	Maintain Suspension and Expulsion rate of < 1%	<p>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.</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

Action #	Title	Description	Total Funds	Contributing
2.3	Student and Staff Well-Being Initiative	<p>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. 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>	\$19,000.00	Yes
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.	\$1,400.00	No
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	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Fitness Test in grades 5 and 7, for the purpose of helping students start life-long habits of regular physical activity.		
2.6	Mental Health and Counselling Services	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
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.	\$4,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The difference in planned actions stemmed from the ever-changing Covid guidelines in regards to quarantining and exposure. Families were more like to hold their children back from school with the slightest of symptoms. This led to a higher than expected rate of absenteeism.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some Budgeted Expenditures and Estimated Actual Expenditures were incongruent. In Action 2.4 California Healthy Kids Survey was not administered this year. We plan to administer it in the coming year.

An explanation of how effective the specific actions were in making progress toward the goal.

BICS began our first year of the Leader in Me (LIM) program that focuses on student emotional and academic success. BICS staff completed PD in the implementation process. LIM was integral in increasing student engagement and creating leadership opportunities on campus. The addition of a Physical Ed teacher had a positive effect on the health our students, as evidenced by a growth on the Physical Fitness Test. We increased opportunity for family engagement through several events throughout the school year. This allowed for reconnection with families after the difficult Covid restrictions.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

BICS plans on improving the nutrition program as well as increasing the art curriculum in the upcoming year. Additionally, BICS will look for new ways to measure student and family involvement utilizing the LIM leadership program as an indicator of connectivity to the school.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

BICS understands that students will have a more positive school experience if they learn and grow in an environment that is safe and clean. Our stakeholder groups have identified the importance of the safety and cleanliness of our campus when considering the development of this goal. This goal supports Priority 5: Pupil Engagement (Engagement) and Priority 6: School Climate (Engagement).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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				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				Maintain Baseline

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$66,500.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$30,000.00	No
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.	\$60,437.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences between planned and actual actions under Goal 3.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

BICS succeeded in the implementation of campus improvements to ensure the safety and well-being of students and staff while here on campus.

An explanation of how effective the specific actions were in making progress toward the goal.

The consistency of facilities inspections and repairs has provided all with a campus that is conducive to learning, a sense of pride and a safe place to land.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Due to recent events of school safety, BICS will focus some additional attention on campus safety by improving the school communication system, adding additional fencing and increasing safety training for all staff.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
68,022	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.20%	0.00%	\$0.00	8.20%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Goal 1:
 Achievement data for Socioeconomically Disadvantaged students at BICS has indicated that this group tends to be our higher achieving students. This actions in Goal #1 are based on our need to maintain and continue to improve outcomes for this student group. BICS will continue to maintain small class sizes and provide instructional aides to support low-income students in their academic progress and help with behavioral interventions. BICS will also created additional extended learning opportunities with a summer and after school program. This will assist working parents that may not have the time and resources to provide extra support for their children. The free Before and After School Care programs that are offered by our school allow low-income families to choose BICS as a place for their children to thrive.

Goal 2:
 The actions in Goal #2 support our low-income children in the socio-emotional and physical health areas. Many students are facing social, emotional and physical health challenges at school and at home. BICS will expand the focus on SEL with the adoption of a schoolwide initiative, as a way to increase and improve services for low-income students, that may have experienced some educational challenges due

to the COVID-19 pandemic over the last two school years. Free snack and lunch options will allow this student group to access healthy and nutritious food while at school. Over 20% of our low-income students are chronically absent. Our Family Resource Coordinator will work to improve Chronic Absenteeism rates by working closely to build relationships with families, and assist low-income students with obstacles leading to chronic absenteeism. Low-income students in grades 6th through 8th will have access to mental health supports on a bi-weekly basis, free of charge. BICS will work hard to build relationships with families, to partner in the achievement of our students' academic achievement and overall well-being.

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

Barona Indian Charter School will continue and increase support for socioeconomically disadvantaged students, specifically in our Goals 1 and 2. The original design of our school model meets many of the needs our low-income families face. Free before and after school care provides supervision and activities for students of working parents that may need this extended time support. Small class sizes provide extra attention for these students, and the ability for teachers to recognize when students may need interventions very quickly. BICS looks forward to increasing the extended learning times with a summer school program and also an after school program to provide low-income students the opportunity to get direct support with teachers, in order to close achievement gaps and advance academic progress. Our nutrition program provides snack and lunch options too, at no cost to our low-income families. Data has shown a higher than expected achievement in this student group as a result of our school model. BICS services for low-income students goes far beyond the increased percentage budgeted. We are proud to provide a school choice for many low-income families that may not otherwise exist.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:26	

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	1:15	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$739,924.00	\$129,094.14		\$78,698.86	\$947,717.00	\$777,217.00	\$170,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Improve Math Program	Low Income	\$13,000.00				\$13,000.00
1	1.2	Instructional Specialist	Low Income	\$500.00	\$19,200.00			\$19,700.00
1	1.3	Summer School/ After School Support for ELA/Math	Low Income				\$13,000.00	\$13,000.00
1	1.4	Maintain Small Class size	Low Income	\$558,015.00	\$54,445.00		\$25,195.00	\$637,655.00
1	1.5	Academic and Behavior Supports for Students(MTSS)	Low Income	\$37,572.00			\$4,500.00	\$42,072.00
2	2.1	Improve Overall Attendance	Low Income	\$8,500.00			\$22,453.00	\$30,953.00
2	2.2	Maintain Suspension and Expulsion rate of < 1%	Low Income					
2	2.3	Student and Staff Well-Being Initiative	Low Income		\$5,449.14		\$13,550.86	\$19,000.00
2	2.4	California Healthy Kids Surveys (Grades 5 to 8)	All	\$1,400.00				\$1,400.00
2	2.5	Physical Education and Nutrition	Low Income	\$10,000.00				\$10,000.00
2	2.6	Mental Health and Counselling Services	Low Income					
2	2.7	Partner with Families	Low Income	\$4,000.00				\$4,000.00
3	3.1	Facilities	All	\$16,500.00	\$50,000.00			\$66,500.00
3	3.2	Campus Improvements	All	\$30,000.00				\$30,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Campus supervisor and attendants	All	\$60,437.00				\$60,437.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
829332	68,022	8.20%	0.00%	8.20%	\$631,587.00	0.00%	76.16 %	Total:	\$631,587.00
								LEA-wide Total:	\$631,587.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$631,587.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Improve Math Program	Yes	LEA-wide Schoolwide	Low Income		\$13,000.00	
1	1.2	Instructional Specialist	Yes	LEA-wide Schoolwide	Low Income		\$500.00	
1	1.3	Summer School/ After School Support for ELA/Math	Yes	LEA-wide Schoolwide	Low Income	Grades 2-8		
1	1.4	Maintain Small Class size	Yes	LEA-wide Schoolwide	Low Income		\$558,015.00	
1	1.5	Academic and Behavior Supports for Students(MTSS)	Yes	LEA-wide Schoolwide	Low Income		\$37,572.00	
2	2.1	Improve Overall Attendance	Yes	LEA-wide Schoolwide	Low Income		\$8,500.00	
2	2.2	Maintain Suspension and Expulsion rate of < 1%	Yes	LEA-wide Schoolwide	Low Income			
2	2.3	Student and Staff Well-Being Initiative	Yes	LEA-wide Schoolwide	Low Income			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Physical Education and Nutrition	Yes	LEA-wide Schoolwide	Low Income		\$10,000.00	
2	2.6	Mental Health and Counselling Services	Yes	LEA-wide Schoolwide	Low Income			
2	2.7	Partner with Families	Yes	LEA-wide Schoolwide	Low Income		\$4,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,202,581.15	\$1,144,191.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Improve Math Program	Yes	\$15,913.00	\$1,560
1	1.2	Instructional Specialist	Yes	\$21,360.00	\$15,428
1	1.3	Summer School/ After School Support for ELA/Math	Yes	\$20,103.15	\$21,747
1	1.4	Maintain Small Class size	Yes	\$582,735.00	\$633,821
1	1.5	Academic and Behavior Supports for Students(MTSS)	Yes	\$75,523.00	\$84,793
2	2.1	Improve Overall Attendance	Yes	\$25,547.00	\$30,789
2	2.2	Maintain Suspension and Expulsion rate of < 1%	Yes	\$77,920.00	\$22,982
2	2.3	Student and Staff Well-Being Initiative	Yes	\$30,015.00	\$25,585
2	2.4	California Healthy Kids Surveys (Grades 5 to 8)	No	\$1,400.00	\$1,000
2	2.5	Physical Education and Nutrition	Yes	\$67,956.00	\$70,322

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Mental Health and Counselling Services	Yes		
2	2.7	Partner with Families	Yes	\$4,000.00	\$3,600
3	3.1	Facilities	No	\$155,000.00	\$66,500
3	3.2	Campus Improvements	No	\$72,736.00	\$86,742
3	3.3	Campus supervisor and attendants	No	\$52,373.00	\$79,322

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
66,900	\$722,755.00	\$911,027.00	(\$188,272.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Improve Math Program	Yes	\$2,000.00	\$1,560.00		
1	1.2	Instructional Specialist	Yes	\$500.00	\$15,428		
1	1.3	Summer School/ After School Support for ELA/Math	Yes		\$21,747		
1	1.4	Maintain Small Class size	Yes	\$494,856.00	\$633,821		
1	1.5	Academic and Behavior Supports for Students(MTSS)	Yes	\$75,523.00	\$84,793		
2	2.1	Improve Overall Attendance	Yes		\$30,789		
2	2.2	Maintain Suspension and Expulsion rate of < 1%	Yes	\$77,920.00	\$22,982		
2	2.3	Student and Staff Well-Being Initiative	Yes		\$25,585		
2	2.5	Physical Education and Nutrition	Yes	\$67,956.00	\$70,322		
2	2.6	Mental Health and Counselling Services	Yes				
2	2.7	Partner with Families	Yes	\$4,000.00	\$4,000		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
805,241	66,900	0.00%	8.31%	\$911,027.00	0.00%	113.14%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

**FOOD SERVICES AGREEMENT BY AND BETWEEN
THE LAKESIDE UNION SCHOOL DISTRICT
AND BARONA CHARTER SCHOOL**

THIS FOOD SERVICES AGREEMENT (“Agreement”) is entered into as of the **1st day of July 2022** by and between the **Lakeside Union School District** (“DISTRICT”), having its principal place of business at 12335 Woodside Ave., Lakeside, CA 92040 and the Barona Indian Charter School (“BICS”), located at 1095 Barona Rd., Lakeside, CA 92040. District and BICS are collectively referred to herein as the “Parties.”

WHEREAS, BICS has a present need for the daily pick-up of meals for children enrolled in the CHARTER SCHOOL;

WHEREAS, the DISTRICT has the capability and is willing to provide the requested food services upon its terms and conditions hereinafter set forth, and

WHEREAS, the DISTRICT and BICS desire to enter into an Agreement, whereby the DISTRICT will act on behalf of BICS with respect to the furnishing of breakfast and lunch meals to CHARTER SCHOOL students.

NOW, THEREFORE, on the basis of respective representations and warranties herein set forth, and of the covenants and agreements herein contained, THE PARTIES HERETO AGREE AS FOLLOWS:

1. THE DISTRICT SHALL:

- a.** Provide meals (breakfast and lunch) for children enrolled in CHARTER SCHOOL according to the following schedule:
 - Breakfast and lunch meals will be picked up at the central kitchen, located at 12335 Woodside Ave., Lakeside, CA 92040 between 8:30 AM – 10:00 AM daily.
- b.** Send breakfast and lunch meals with disposable eating utensils, plates, and napkins with each meal provided by the DISTRICT.
- c.** Be responsible for compliance with the meal patterns applicable to the children enrolled in the Charter School mandated by the state and federal National School Lunch Program (NSLP) and School Breakfast Program (SBP). NSLP and SBP meal patterns will be used for breakfast and lunch. Per NSLP and SBP meal pattern requirements, foods served will be low in saturated fat, sugar, and sodium. Upon BICS request the DISTRICT will provide all Child Nutrition labels, product formulation statements, standardized recipes, nutrition facts panels, and current ingredient labels to BICS.
- d.** Maintain a high standard of hygiene and sanitation during production and ensure that the temperature and quality of meals prepared are in accordance with current state and federal guidelines.
- e.** Plan menus and provide BICS with a copy of the menu one week prior to the beginning of the month in which the meals are to be served.
- f.** Present BICS with an itemized invoice by the tenth (10th) of each month for the number of meals provided in the previous month at the price per student for breakfast and lunch as specified below.

Invoices are due and shall be paid by BICS to the District within thirty (30) calendar days of receipt. Amounts not paid within thirty (30) calendar days from the Charter School's receipt of the invoice may be deducted from the in-lieu-of property taxes, if any, otherwise due from the District to the Charter School.

<u>Meal</u>	<u>Student Price</u>
Breakfast	\$2.25
Lunch	\$3.25

- g.** Provide grab-and-go lunches, which meet the NSLP requirement for students on field trips upon request by BICS five (5) business days in advance.
- h.** In instances where CHARTER SCHOOL requests meals for a CHARTER SCHOOL scheduled school day on a DISTRICT scheduled school holiday or non-school day as listed in the DISTRICT adopted calendar for the school year, the DISTRICT will make a cold breakfast and lunch available to the CHARTER SCHOOL for pick up from the central kitchen on the DISTRICT school day before the planned DISTRICT closure.
- i.** Maintain all necessary records of the nutritional components of meals served and the number of meals provided to CHARTER SCHOOL and make these records available for inspection by appropriate authorities upon request.
- j.** Provide BICS with itemized transport/production records upon meal pick-up showing the number of meals sent, purchasing unit, and number of portions sent per meal component.

2. BICS SHALL:

- a.** Place food orders electronically no later than 8:00 a.m. each Friday, for the following week. Any errors in the meal count submitted by BICS shall be the responsibility of BICS.
- b.** Ensure that an individual is available to pick up meals on behalf of the CHARTER SCHOOL between 8:30 a.m. and 10:00 a.m. each school day to confirm and sign for the requested number of meals and supplies, and to verify the temperature and quality of the meals upon pick-up.
- c.** Provide appropriate food service personnel at CHARTER SCHOOL for daily set-up, serving, and clean-up of meals.
- d.** Provide warming ovens and transport carriers for use and maintenance of meals.
- e.** Ensure that proper sanitation and temperature control of meals is maintained after pick-up. (Proper food temperature is below 40°F degrees for cold; and above 140°F degrees for hot food items).
- f.** Contact DISTRICT's Central Kitchen Lead via email at kginn@lsusd.net or phone at (619) 390-2630 five (5) business days in advance regarding grab and go meals, field trips, and/or other special events requiring a special menu.
- g.** Establish and maintain meal count and collection procedures in accordance with state and federal guidelines.
- h.** If functioning under the National School Lunch Program and School Breakfast Program, prepare all claims for reimbursement under its own agreement number with the state. Distribute, receive, and approve all free and reduced-price meals applications, and maintain all the necessary records to substantiate the above items.
- i.** If functioning under the National School Lunch Program and School Breakfast Program, bear the responsibility of ensuring compliance with all federal and state regulations including, but

not limited, meal counting and claiming procedures, meal access and reimbursement, resource management, professional standards requirements, and all other general areas of the federal meal programs.

- j. The DISTRICT will provide special meal accommodations and will require a minimum of five (5) business days to fulfill the medically approved dietary order. CHARTER SCHOOL personnel are required to authorize the special meal accommodation and provide the DISTRICT with an updated site list with student names and allergies five (5) business days in advance. The DISTRICT will select and prepare substitute items based on the physician prescribed meal substitutions listed on the student's Meal Accommodation Form.

3. Term.

This Agreement shall be effective from the July 1, 2022 and shall remain in effect through June 30, 2023, unless extended by mutual agreement of the Parties.

4. Termination.

This Agreement may be terminated by either party upon giving sixty (60) days written notice to the other party.

5. Rights of the Parties upon Breach.

The failure of either party to carry out any of the terms or conditions of the Agreement shall constitute a default. Should a default occur and the defaulting party fails to remedy such default within fifteen (15) calendar days of written notice thereof, the other party may thereupon cancel this Agreement.

6. Dispute Resolution Process.

The DISTRICT and BICS will work in a collaborative nature and with open communication in an effort to solve program challenges. Shall the need arise, both parties shall work toward identifying the challenges and developing possible solutions, which might include expanding the scope of the program needs. Both parties shall work toward fair agreements that are deemed best for the program, and bring about fair and honest resolution to program challenges.

In the event of a dispute between the parties as to performance of the services, interpretation of this Agreement, or payment or nonpayment for work performed or not performed ("Dispute"), the Parties shall attempt to resolve the Dispute in good faith according to the process outlined below.

Any Dispute will be communicated to the other party in writing ("Written Notification") and forwarded to the CHARTER SCHOOL'S Principal or the DISTRICT'S Child Nutrition Director as applicable. The Parties shall discuss the Dispute within ten (10) business days of receipt of the Written Notification to attempt to resolve the Dispute ("Initial Meeting"), unless otherwise extended by mutual agreement. If the Initial Meeting does not resolve the Dispute, the Parties, represented by the Principal and other Charter School representatives and one or more District representatives shall meet within twenty (20) business days of the Initial Meeting and attempt to resolve the dispute ("Second Meeting"). If this Second Meeting does not resolve the Dispute, the Parties agree to participate in nonbinding mediation within sixty (60) business days of receipt of the Second Meeting before a neutral third-party mediator to be mutually agreed upon by the Parties. The format of the mediation session shall be developed jointly by the Parties. The costs of the mediator shall be split equally between the DISTRICT and the CHARTER SCHOOL. If mediation does not resolve the dispute, then either party may pursue any other remedy available under the

law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

7. Waiver.

The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, or condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

8. Modification.

This Agreement may be modified throughout its term by a written amendment executed by both Parties. No termination hereof or modification or waiver of any of the provisions hereby contained, or any future representation, promise or condition, in connection with the subject hereof shall be binding upon either party unless made in writing and signed on its behalf by one of its officers.

9. Renewal.

This Agreement may be renewed on an annual basis, for up to five (5) years, upon mutual agreement between the DISTRICT and BICS. The renewal may include adjustments in meal rates to reflect increased or decreased costs incurred during the lifetime of the Agreement.

10. Indemnification.

To the furthest extent permitted by California law, BICS shall indemnify and hold harmless the DISTRICT, its Governing Board, agents, representatives, officers, consultants, employees, trustees, and volunteers (the “Indemnified Parties”) from any and all claims arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of BICS. BICS shall, to the furthest extent permitted by California law, defend the Indemnified Parties at BICS own expense, including attorneys’ fees and costs, from any and all claims arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of BICS or CHARTER SCHOOL arising out of or related to this Agreement. The DISTRICT shall have the right to accept or reject any legal representation that BICS proposes to defend the indemnified parties.

11. Force Majeure.

In the event that DISTRICT is unable to perform its obligation hereunder by reason of strikes, accidents, acts of God, weather conditions, restrictions imposed by any governmental agency, pandemic, endemics or other delay beyond its control, it shall be relieved from such obligation only until such disability has been removed. However, DISTRICT shall exercise its best efforts to perform its obligations in the event of such disability.

12. Governing Law.

This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which the DISTRICT’S administrative offices are located.

13. Independent Entities.

The Parties intend that the relationship between BICS and the DISTRICT are separate legal entities. No employee, agent, or subcontractor of BICS shall be deemed to be the employee, agent or subcontractor of the DISTRICT. BICS will be solely and entirely responsible for its acts and for the acts of its employees, agents, and subcontractors.

14. Severability.

If any term, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

15. No Rights in Third Parties.

This agreement does not create any rights in, or inure to the benefit of, any third party unless expressly provided herein.

16. Interpretation.

The language of this Agreement shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, the Parties shall be treated as equally responsible for such ambiguity.

17. Integration/Entire Agreement of Parties.

This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written.

18. Signature Authority.

Each person below warrants and guarantees that she/he is legally authorized to execute this Agreement on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Agreement subject to ratification by the Parties' respective governing boards.

19. Counterparts.

This Agreement may be signed in counterparts such that the signatures may appear on the separate signature pages. Signature pages transmitted by facsimile or electronic mail or by photocopy shall have the same force and effect as signature of the original.

20. Subject to Ratification.

This entire Agreement is subject to the approval/ratification of both the DISTRICT'S Board and the BICS Board of Directors.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the dates indicated below.

FOR THE DISTRICT:

FOR BICS:

Lisa Davis
Assistant Superintendent
Business Services

Jeffrey Felix
Interim Principal

Dated: _____

Dated: _____

LEASE

This Agreement is entered into between the Barona Band of Mission Indians (“Tribe”) and Barona Indian Charter School, Inc. (“School”) for use of the facilities described in this Agreement.

- 1. Term-** This Agreement shall be in effect for one year, beginning July 1, 2022, unless terminated by either party.
- 2. Premises-** The premises leased shall be as indicated in Exhibit A. School agrees to use the leased premises solely for the purpose of operating a K-8 charter school and for no other purpose without the express written consent of the Barona Tribal Council.
- 3. Fee-** The fee for the leased premises shall be \$66,500 per year, payable quarterly in advance.
- 4. Equipment-** Unless School receives Tribal Council approval, School shall remove all equipment, and other personal property, at its sole expense, upon the termination of this Agreement. Any property left on the leased premises at the time of termination shall become the property of Tribe.
- 5. Notices-** Any notice or payment required to be given must be made by personal delivery or any form of mail that provides a receipt to the sender. Unless written consent is received otherwise, notices will be effective upon receipt.

All notices required or desired to be given hereunder shall be addressed to the parties at their respective addresses set forth below, unless a different address has been designated in writing:

Tribe:	School
Tribal Chairperson	Board of Directors Chairperson
Barona Band of Mission Indians	Barona Indian Charter School, Inc.
1095 Barona Rd.	1095 Barona Rd.
Lakeside, CA 92040	Lakeside, CA 92040

6. Amendments

Any amendments to this agreement must be in writing and approved by the Barona Tribal Council.

Tribe: Barona Band of Mission Indians

Raymond Welch, Chairman

School: Barona Indian Charter School, Inc.

Tawnya Phoenix, Vice-Chairperson



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-2023

Revised Declaration of Need for year: 2022-2023

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Barona Indian Charter District CDS Code: 37 68189 6120901

Name of County: San Diego County CDS Code: 37 10371 0000000

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 20 / 2022 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

Jeffrey P. Felix	<small>Verified by pdf filler</small> <small>05/27/2022</small>	Interim Principal
<i>Name</i>	<i>Signature</i>	<i>Title</i>

(619) 443-7280	(619) 443-0948	06/21/2022
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

1095 Barona Rd., Lakeside, CA 92040

Mailing Address

jfelix@mybics.org

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County San Diego County CDS Code 37 10371 0000000

Name of State Agency Barona Indian Charter

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on 06 / 20 / 2022, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2023.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee: Verified by pdfFiller

Jeffrey P. Felix	 <small>Signature</small>	Interim Principal
<small>Name</small>		<small>Title</small>
(619) 443-7280	(619) 443-0948	06/20/2022
<small>Fax Number</small>	<small>Telephone Number</small>	<small>Date</small>
1095 Barona Rd., Lakeside, CA 92040		
<small>Mailing Address</small>		
jfelix@mybics.org		
<small>E-Mail Address</small>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	1 _____
Bilingual Authorization (applicant already holds teaching credential)	1 _____
List target language(s) for bilingual authorization: <u>Spanish</u>	
Resource Specialist	1 _____
Teacher Librarian Services	1 _____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	0
Special Education	1
TOTAL	2

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. Less than 120 students in a very rural environment

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 0

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

Less than 120 students in a very rural environment

Ed Code § 45203.— All probationary or permanent employees that are a part of the classified service shall be entitled to the following paid holidays **provided they are in a paid status during any portion of the working day immediately preceding or succeeding the holiday:** January 1, February 12 known as “Lincoln Day,” the third Monday in February known as “Washington Day,” the last Monday in May known as “Memorial Day,” July 4, the first Monday in September known as “Labor Day,” November 11 known as “Veterans Day,” that Thursday in November proclaimed by the President as “Thanksgiving Day,” December 25, every day appointed by the President, or the Governor of this state, as provided for in subdivisions (b) and (c) of Section 37220 for a public fast, thanksgiving or holiday, or any day declared a holiday under Section 1318 or 37222 for classified or certificated employees. School recesses during the Christmas, Easter, and mid-February periods shall not be considered holidays for classified employees who are normally required to work during that period. However, this shall not be construed as affecting vacation rights specified in this section.

Regular employees of the district who are not normally assigned to duty during the school holidays of December 25 and January 1 shall be paid for those two holidays provided that they were in a paid status during any portion of the working day of their normal assignment immediately preceding or succeeding the holiday period.

When a holiday listed in this section falls on a Sunday, the following Monday shall be deemed to be the holiday in lieu of the day observed. When a holiday listed in this section falls on a Saturday, the preceding Friday shall be deemed to be the holiday in lieu of the day observed. When a classified employee is required to work on any of these holidays, he or she shall be paid compensation, or given compensating time off, for such work, in addition to the regular pay received for the holiday, at the rate of time and one-half the employee’s regular rate of pay.

The provisions of Article 3 (commencing with Section 37220) of Chapter 2 of Part 22 shall not be construed to in any way limit the provisions of this section, nor shall anything in this section be construed to prohibit the governing board from adopting separate work schedules for the certificated and the classified services, or from providing holiday pay for employees who have not been in paid status on the days specified herein. Notwithstanding the adoption of separate work schedules for the certificated and the classified services, on any school day during which pupils would otherwise have been in attendance but are not and for which certificated personnel receive regular pay, classified personnel shall also receive regular pay whether or not they are required to report for duty that day.

In addition to the other paid holidays specified in this section, the classified service may be entitled to a paid holiday on March 31 known as “Cesar Chavez Day,” and a paid holiday on the fourth Friday in September known as “Native American Day,” provided they are in a paid status during any portion of the working day immediately preceding or succeeding the holiday, if the governing board, pursuant to a memorandum of understanding reached pursuant to Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, agrees to the paid holiday. (*Amended by Stats. 1998, Ch. 637, Sec. 3. Effective January 1, 1999.*)

Ed Code § 45205.— Prior to July 1 of any school year, the governing board of any school district may designate other days during such year as the holidays to which classified employees are entitled in lieu of the holidays on February 12 known as “Lincoln Day,” the third Monday in February known as “Washington Day,” the last Monday in May known as “Memorial Day,” or November 11 known as “Veterans Day” as specified in Section 45203, provided that such designated days will provide for at least a three-day weekend. Classified employees shall be required to work on the regular holiday for which another day is designated pursuant to this section, and for work of eight hours or less, shall be paid compensation at their regular rate of pay.

If any classified employee would be entitled to the regular paid holiday but would not be in a paid status during any portion of the working day immediately preceding or succeeding the day so designated in lieu of such holiday and therefore would not be entitled to such day in lieu of the holiday, he shall be entitled to the regular holiday; however, if he is required to work on such holiday, he shall be paid compensation at the rate of time and one-half of his regular rate of pay in addition to the regular pay received for the holiday.

This section shall not be construed to authorize the maintenance of schools on holidays other than as provided in Article 3 (commencing with Section 37220) of Chapter 2 of Part 22 of this division. (*Amended by Stats. 1977, Ch. 36.*)

Ed Code § 45206.5.— Notwithstanding any other provision of law, if the governing board of a school district does not designate September 9 known as “Admission Day” as a paid holiday for classified employees pursuant to Section 37222, the school district shall provide a substitute holiday for such employee. Such substitute holiday shall be provided as specified in Section 45205. (*Amended by Stats. 1978, Ch. 992.*)

AT-WILL EMPLOYMENT AGREEMENT BETWEEN
BARONA INDIAN CHARTER SCHOOL
AND
Julie Cushman
EMPLOYEE

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above-named employee (“Employee”) and the Governing Board (“Board”) of the Barona Indian Charter School (“BICS”), a California public charter school approved by the Lakeside Union School District (“District”). **Your contract will begin service on July 1, 2022, ending on June 30, 2023. Your title will be the full-time position of Principal/Director. ALL OTHER EMPLOYEE AGREEMENTS ARE NULL AND VOID.** The Board desires to hire employees who will assist BICS’s Governing Board in achieving the goals and meeting the requirements of the BICS’ charter. The parties recognize that the provisions of the California Education Code do not govern BICS, except as expressly set forth in the Charter Schools Act of 1992 and its successors. The Board desires to engage the services of the Employee for purposes of assisting BICS in implementing its purposes, policies, and procedures.

WHEREAS, BICS and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. BICS has been established and operates pursuant to the California Charter Schools Act of 1992, Education Code section 47600 et seq. BICS has been duly approved by the Lakeside Union School District, according to the laws of the State of California.
2. Pursuant to Education Code section 47604, BICS has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 et seq. of the Corporations Code). As such, BICS is considered a separate legal entity from the Lakeside Union School District, which granted the charter. The District shall not be liable for any debts and obligations of BICS, and the employee signing below expressly recognizes that he/she is being employed by BICS and not the District.
3. Pursuant to Education Code section 47610, BICS must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. BICS shall be deemed the exclusive public school employer of the employees at BICS for purposes of Government Code section *3540.1*.

B. EMPLOYMENT TERMS AND CONDITIONS

1. **Duties-** Employee will perform such duties as BICS may reasonably assign and Employee will abide by all BICS's policies and procedures as adopted and amended from time to time. Employee further agrees to abide by the provisions of BICS's charter.
2. **Work Schedule-** The work schedule for this position shall be for the period of July 1, 2022, through June 30, 2023, with workdays being full-time throughout the school year.

Workdays for the Employee shall be consistent with the applicable calendar of workdays for this position and for the times BICS is open for business. Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with BICS.

3. **Compensation-** Employee will receive a salary of \$90,000 per year and will be paid monthly from which the Board shall withhold all statutory and other authorized deductions.
4. **Employee Benefits-** Employee will be entitled to participate in designated employee benefit programs and plans established by BICS (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by BICS.
5. **Employee Rights-** Employment rights and benefits for employment at BICS shall only be as specified in this Employment Agreement, BICS's charter and the Charter Schools Act, which from time to time may be amended and modified by BICS. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with BICS.
6. **Credentials-** Employee must maintain a California Administrative Credential at all times during the term of this agreement. If employee's credential is suspended or revoked, employee must immediately notify the BICS School Board Chairman.
7. **Child Abuse and Neglect Reporting-** California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in her professional capacity or within the scope of her employment whom she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges she is a childcare custodian and is certifying that she has knowledge of California Penal Code section 11166 and will comply with its provisions.

C. EMPLOYMENT AT WILL

BICS may terminate this Agreement and Employee's employment at any time with or without cause, with or without notice, at BICS sole and unreviewable discretion. Either party may immediately terminate this Agreement and BICS's employment upon written notice to the other party.

Employee also may be demoted or disciplined and the terms of her employment may be altered at any time, with or without cause, at the discretion of BICS. No one other than the Board of BICS has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of BICS and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

Without impacting the at-will nature of the employment relationship, BICS may attempt to remedy and address issues of unsatisfactory performance with the Employee in accordance with BICS policy on Evaluation/Reviews.

GENERAL PROVISIONS

1. **Waiver of Breach-** The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.
- 2.. **Governing Law-** This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California and Federal and Tribal Laws.
- 3.. **Partial Invalidity-** If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

E. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with BICS on the terms specified herein.
2. All information I have provided to BICS related to my employment is true and accurate.
3. This is the entire agreement between BICS and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____

Dated: _____

Approved by Governing Board on: _____

Raymond Welch, Board Chairman

Dr. Jeffrey Felix Consulting Agreement

This contract shall be effective on July 1, 2022 by and between the Barona Indian Charter School (“BICS”) with a mailing address of 1095 Barona Road, Lakeside, CA 92040 and Dr. Jeffrey Felix, with a mailing address of _____, Escondido, CA 92025 herein referred to as “Consultant.”

1. *Scope of Work.* BICS hereby engages Consultant to mentor and assist the current Principal in her first year as the provider of administrative services, as the Principal deems necessary.

2. *Status of Consultant.* Under this contract, Consultant is an independent contractor, and not an employee. Consultant has received clearance from the Lakeside Union School District and will spend time both on and off-campus, as needed and agreed upon.

3. *Standards of Performance.* Consultant will perform his duties under this contract in accordance with applicable professional standards and practices for similar professionals in San Diego County, California.

4. *Compensation.* In consideration of the performance of his obligations under this contract, Barona will pay the Consultant, at the address specified above, or as the parties may agree, \$120 per hour, plus expenses, to be paid monthly upon receipt of Consultant’s invoice.

5. *Term.* This contract shall begin on July 1, 2022 and shall remain in effect until June 30, 2023.

6. *Termination.* Either party may terminate this contract for cause or convenience at any time by giving to the other party notice of his/its intention to do so. In the case of such termination, BICS will pay the Consultant such compensation as is due under the terms of this contract prior to such termination. BICS may withhold the last payment due to the Consultant until the Consultant returns any keys, equipment, or other BICS property in his possession. In case of such early termination by either party, BICS’ maximum liability will be to pay the Consultant the sums earned and due under the terms of this contract.

7. *Ownership and Use of Documents.* Any documents prepared or received by the Consultant in the performance of his duties pursuant to this contract are instruments of service, and shall be the property of BICS, to be returned to BICS upon termination of this contract.

8. *Notices.* Notices shall be provided as follows:

BICS:

Consultant:

Chairman
Barona Indian Charter School
1095 Barona Rd.
Lakeside, CA 92040
rwelch@barona-nsn.gov

Dr. Jeffrey Felix

9. *Integration.* Except for any documents expressly incorporated herein, this contract is and contains the entire agreement between BICS and the Consultant.

“Consultant”:

Dated: _____
Dr. Jeffrey Felix

Barona Indian Charter School

Raymond Welch, Board Chairman

Approved by Barona Indian Charter School Board on: _____