



BARONA INDIAN CHARTER SCHOOL

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

BaronaIndianCharterSchool.com

Governing Board of Directors SPECIAL BOARD MEETING AGENDA March 25, 2021 — 8:00 AM

This is a virtual telephonic meeting. Members of the public may join the meeting or make Public Comment by calling (877) 336-1829 and entering participant code 9750849 #

- I. Call to Order/Roll Call**
 - Ray Welch, President and Barona Tribal Chairman
 - Tawnya Phoenix, Vice President and Barona Tribal Councilmember
 - Mandy Curo Quintero, Secretary/Treasurer
 - Shirley Ruis, Member
 - Danthia Gil, 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 concerning any item on the agenda and may, at the discretion of the Board, be granted five (5) minutes to make a presentation to the Board at the time a specific item is under discussion. A yellow card must be completed prior to the start of the meeting and given to the Chairperson. Additional time may be granted if circumstances permit. The total time per agenda item devoted to presentations to the Board shall be determined based on the number of speakers wishing to address the board. This time will not exceed 30 minutes unless additional time is granted by a majority of the Board. All presentations shall be heard by the Board prior to the formal discussion of the agenda topic under consideration.
- IV. Action Items**
 - A. Approve the 2020-21 Application for Funding-** The Board is required to review and receive approval of an Application for Funding for specified categorical aid funds. The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California.
 - B. Approve the LCAP Federal Addendum-** BICS applies for ESSA funds, therefore we must complete the LCAP Federal Addendum (Addendum) as part of meeting the requirements for the ESSA Charter Plan. The Every Student Succeeds Act (ESSA) is the nation's main education law for all public schools. The law holds schools accountable for how students learn and achieve. The Local Control and Accountability Plan or LCAP is a critical part of California's Local Control Funding Formula (LCFF). All School Districts are required to produce an LCAP, demonstrating how the LCFF funds are linked to meeting the needs of all students. Each LCAP must address the ten state priorities and incorporate specific metrics the state has defined to monitor the priorities.
- V. Adjournment**

Accommodating Those Individuals with Special Needs— In compliance with the Americans with Disabilities Act, Barona Indian Charter School encourages those with disabilities to participate fully in the public meeting process. If you require special accommodations to attend or participate in our public meeting, contact our office at (619) 443-0948 or ylachappa@barona-nxn.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. A copy of all available agenda documents is available in the school office at 1095 Barona Road, Lakeside CA 72 hours prior to each Board meeting. You may also request a packet by contacting our office.

CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Barona Indian Charter (37 68189 6120901)

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2020-21 Application for Funding

Required fields are denoted with an asterisk (*).

Local Governing Board Approval

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

Date of approval by local governing board: (ex. MM/DD/YYYY)

District English Learner Advisory Committee Review

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

DELAC representative's full name:
(non-LEA employee)

DELAC review date:

Meeting minutes web address:
Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.

DELAC comment:
If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)

Application for Categorical Programs

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

* **Title I, Part A (Basic Grant):** No Yes
ESSA Sec. 1111 et seq.
SACS 3010

* **Title II, Part A (Supporting Effective Instruction):** No Yes
ESEA Sec. 2104
SACS 4035

* **Title III English Learner:** No Yes
ESEA Sec. 3102
SACS 4203

* **Title III Immigrant:** No Yes
ESEA Sec. 3102

SACS 4201

*** Title IV, Part A (Student and School Support):**

ESSA Sec. 4101
SACS 4127

No Yes

Title V, Part B Subpart 1 Small, Rural School Achievement Grant:

ESSA Sec. 5211 SACS 5810

No Yes

Title V, Part B Subpart 2 Rural and Low-Income Grant:

ESSA Sec. 5221 SACS 4126

No Yes

Save

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Consolidated Application Support Desk, Education Data Office | conappsupport@cde.ca.gov | 916-319-0297
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

LCAP Federal Addendum

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

In order to improve achievement, attendance, and engagement, it is critical for our federal programs and state funding to work in tandem to meet school goals. Federal and state funds are used to support the socio-emotional needs of our students by implementing a board-approved plan to improve chronic absenteeism of students by working with them and their families. Chronic absenteeism continues to be a huge challenge in our community. Although we are experiencing a year of pandemic, we have a chronic absenteeism rate of over 40%. According to qualitative data obtained from the community, the problem of chronic absenteeism is linked to students' lack of valuing a higher education and the parent's inability to see the risks involved with a lack of education. This devaluing of education and lack of understanding to the bigger picture contributes to chronic absenteeism within our community. Our goal is to disrupt this cycle and promote the path to higher education.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Small Rural School Achievement Program (SRSA) funds have supported the addition of a Family Resource Coordinator to the 20-21 school year. The Coordinator assists students and families by developing, coordinating, and providing a comprehensive set of wraparound services to address academic and non-academic barriers, especially as it relates to chronic absenteeism. The Coordinator will collaborate with all educators, community partners, and families to provide all students with quality academic support, enrichment, health and social services, and opportunities to learn and thrive. The Coordinator will serve as the primary liaison with community partners. Their job is to communicate with the community, but especially with those who chronically miss school, to see the value of education, to understand their legal responsibility, and to commit to attending school every day.

This school plan includes evidence based actions and services aimed at meeting the needs of students, especially those at risk due to chronic absenteeism and is aligned to our school's LCAP.

During the 2020-2021 school year, it will be critical to ensure alignment between the Learning Continuity and Attendance Plan, LCFF expenditures, federal fund expenditures, and COVID-19 relief funds. This will be accomplished through ongoing review of services and spending and the results achieved by their use through the plan. Absenteeism will be recorded daily and families will be contacted that same day to locate the student and discover the reason for the absence. In some cases, the parents will agree to a "wake-up" phone call to make sure the student is prepared to attend school on-time with the proper materials. In addition, the Family Resource Coordinator will assist families with support services that will encourage regular attendance, promote academic engagement and focus on the socio-emotional needs of the students and their families. We hope positive reinforcement given to parents/guardians will provide them with the encouragement needed and reflect the value of the team approach to the wellbeing of our students. Addressing the issue of chronic absenteeism will not only reduce the educational gaps that affect students but elevate the overall school experience.