



BARONA INDIAN CHARTER SCHOOL

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

BaronaIndianCharterSchool.com

Governing Board of Directors REGULAR BOARD MEETING AGENDA

January 24, 2022 — 8:30 AM

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

Members of the public may make Public Comment at the Board meeting in person or by calling 1 619-390-2005.

- I. Call to Order/Roll Call**
 - Ray Welch- Chairman, Tawnya Phoenix- Vice Chair, Mandy Curo de Quintero- Secretary/Treasurer, Shirley Ruis- Founder/Member, & Danthia Gil- Member
- II. Approval of Agenda-** Any changes to the agenda must be made at this time
- III. Approval of Minutes-** December 13, 2021
- IV. 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.
- V. Action Items**
 - A. Approve Employment Contract-** The Interim Principal recommends the Board approve Julie Cushman as Assistant Principal of BICS. The term of the contract coincides with her plan to complete the California Preliminary Administrative Credential and a master's degree at National University.
 - B. Approval of New School Signage-** Steve Fenn from Cutting Edge Signs has created a plan for new signage around the school to assist parents and guests with finding the school office, drop off and pick up points, and emergency egress paths. The quote is for a do not exceed price of \$1000.00, which includes installation.
 - C. Approve School Accountability Report Card (SARC)-** This required annual report to parents provides parents and the community with valuable information about the overall performance of the school. The SARC is an effective way to report on our progress in achieving our goals. Due to unforeseen circumstances, all CDE data releases have been delayed. Document Tracking Services imported the data on the same day as provided by CDE. Staff will continue to update this report as soon as CDE releases additional data.
 - D. Approve Invoice for CalPADS Contractor-** Staff recommends Board approval of invoice from independent contractor Whitney Woodard for work performed on CalPADS from September 2021 to January 2022 for \$2500.

- E. Approve Acceptance of Gifts Policy-** This policy documents that all Board members who receive gifts in their individual capacity must reflect such gifts in accordance with the Political Reform Act annually on their Form 700, if required.
- F. Approve Dissolution of the School Policy-** The policy details the closure procedures that would be implemented if the School's charter is revoked, is not renewed, or if the School's governing board passes a resolution closing the school.
- G. Approve Public Records Requests Policy-** This policy follows CA law by providing the public with access to its public records in accordance with legal requirements. Public records are those writings containing information relating to the conduct of the School's business that are prepared, owned, used or retained by the School regardless of physical form or characteristics.
- H. Approve Uniform Complaint Procedures Policy -** The policy explains how the CA Code of Regulations outlines a Uniform Complaint Procedure that must be followed for certain types of complaints within the school setting. These regulations articulate the steps that should be followed for filing these complaints, the timelines within which a school must respond, appeal rights to the CA Dept of Education or State Supt of Public Instruction, among other things.

VI. Reports

- A. Report on DRA-** The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner. This gives teachers the tools they need to observe and document student reading level and helps inform instructional practice.
- B. Principal-** Julie Cushman will report to the Board for the Interim Principal.

VII. Organizational Business

- A.** Future agenda items and/or Board member comments
- B.** Upcoming meetings
 1. February 14 regular meeting, Noon
 2. March 7th for Board Vision Workshop & 2nd Interim Budget, 8:30 AM
 3. March 21 regular meeting, 4:00 PM
 4. April 18 regular meeting, 8:30 AM
 5. May 16 regular meeting, 8:30 AM
 6. June 20 regular meeting, 4:00 PM

VIII. Adjournment

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
Board of Directors Regular Meeting
Minutes for December 13, 2021**



The meeting was held at the Barona Community Center Meeting Room at 1095 Barona Road, Lakeside, CA 92040. A phone line was established for public to join the meeting virtually. The public had the opportunity to call (619) 390-2005.

1. **Call to Order/Roll Call:** Chairman Welch called the meeting to order at 12:05 p.m.
 - Board Members in Attendance: Raymond Welch, Tawnya Phoenix, Mandy Curo Quintero, and Danthia Gil. Ray Welch left the meeting at 12:13 pm after approval of Action Item A.
 - Absent Member: Shirley Ruis
 - Others in Attendance: Dr. Jeff Felix, Interim Principal; Julie Cushman, TOSA; Shannon Johnston, LUSD Financial Director; Beverly Jimenez, LUSD Education Services; Yvonne LaChappa, Recording Secretary.
2. **Approval of Agenda-** Motion by Tawnya to approve agenda. Second by Mandy. Carried 4, 0, 0.
3. **Approval of Minutes of November 15, 2021- Motion** by Mandy to approve the Minutes of November 15, 2021. Second by Danthia. Carried 4, 0, 0.
4. **Public Comment-** There was no request for comment.
5. **Action Items**
 - A. **Approval of the First Interim Budget** – Shannon Johnston, LUSD presented the First Interim Budget for approval.
 - Slight increase in federal monies
 - Increase in salaries
 - Increase in spending for property improvements, due to a large reserve in the budget
 - More funding coming
 - Charter is in excellent financial health

Motion by Mandy to approve the First Interim Budget Report. Second by Danthia. Carried 4, 0, 0. Shannon left the board meeting, thanking the board members for all their hard work.
 - B. **Educator Effectiveness (EFF) Block Grant** – EFF will be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. BICS will be receiving \$29,956 and will be budgeted over a five -year period. **Motion** by Mandy to approve the Educator Effectiveness Block Grand. Second by Danthia. Carried 3, 0, 0.
 - C. **Memorandum of Understanding with East County SELPA** – The former Director of Special Education (BICS) resigned for personal reasons. With the help of Heather DiFede, Executive Director of East County SELPA, has a qualified person within the SELPA with days available to work for BICS. Heather has created an MOU for the Reimbursement of Services for the 2021-2022 Fiscal years for Fred Fox, Program Specialist. BICS agrees to reimburse East County for the salary and benefit costs, 2.5% overhead to cover mileage and supplies, and the SDCOE 4% indirect cost for the services identified within service dates beginning January 1, 2022 through June 30, 2022. Total expenditures are approximately \$15,121.00 and will be funded from the existing budget for those purposes.
 - D. **Approval of Changes to Playground Improvements** – At the October 2021 Board meeting, staff recommended a sand volleyball court. The cost of \$16,605.00 and was approved by the board at the October meeting. SD Asphalt completed the work over

Thanksgiving break. Some additional work was not approved by the staff or board, but was supposed to be applied to the “Wish List.” The additional cost is \$5,975.00. Staff is asking for board approval for the additional cost. This will be paid by the school savings account intended for such purposes. **Motion** by Danthia to ratify the extra changes and cost of \$5,975.00 to San Diego Asphalt. Second by Mandy. Carried 3, 0, 0.

- E. Approve Procedure for Policy Adoption Policy** – This policy provides guidelines to future Principal/Directors and Board members on the procedures to adopt policies.
- F. Approve Code of Ethics for Board Members** – This policy asks Board members to promote the best interest of the school as a whole and to adhere to certain ethical standards.
- G. Approve Board Operations Policy** – This policy augments the by-laws providing additional details for Proper Board management.
- H. Approve Policy on School Board Meetings with Brown Act Compliance** – This Office of the Attorney General issued an opinion in 2018 unequivocally finding that CA chapter schools and their governing bodies are subject Ralph M. Brown Act, CA Public Records Act, Government Code Section 1090, and the Political Reform Act of 1974. This policy assists the Board with compliance of these orders and detailed process for all types of meetings.

Motion by Danthia to approve Policies E, F, G, and H. Second by Mandy. Carried 3, 0, 0.

6. Reports

A. Principal – Julie Cushman reported for the Interim Principal, Jeff Felix

- Julie finished all but two teacher observations. She will complete after Winter Break.
- Breakfast with Santa will be held on December 16. Parents are invited to come after the breakfast is over, and have pictures taken with Santa.
- BICS is planning to have a booth at the “Spirit of Christmas” event in Lakeside. This will be good exposure for BICS. Raffle tickets will be given out for prizes.
- Third/fourth grade teacher is out on paternity leave. A long-term sub was hired for that classroom, until his return. Two teachers will be going on maternity leave; currently looking for two long-term subs.
- Volley Ball court is being enjoyed by all students.
- Kristi Johnson is creating a newsletter for BICS, “Hawks Happenings”.
- Board member inquired about attendance. Julie replied that Nina is getting ready to send out letters to parents of frequent absences.

7. Discussion Items

- A. Charter Schools Development Center (CSDC)** – The board felt that the conference was interesting and a good experience. They would be open to more training.

8. Organizational Business

- A. Change in time for January 24 meeting to 8:30 am and February 14, 2022 Board meeting to 12:00 pm. Board members agreed.
- B. There were no future agenda items and/or Board member comments.
- C. The upcoming meetings are January 24, 8:30 am; February 14, Noon; March 7th for Board Vision Workshop and Second Interim Budget Approval, 8:30 am; March 21 regular meeting, 4:00 pm; April 18, 8:30 am; May 16, 8:30 am; June 20, 4:00 pm.

- 9. Adjournment-** Motion by Mandy to adjourn (1:01 pm). Second by Danthia. Carried 3, 0, 0.

Respectfully submitted by Yvonne LaChappa, Recording Secretary for the Board of Trustees

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 February 1, 2022 and ending on July 31, 2022. Your title will be the full-time position of Assistant Principal. ALL OTHER EMPLOYEE AGREEMENTS ARE NULL AND VOID.** The Board desires to hire employees who will assist BICS’s Interim Principal and the Governing Board in achieving the goals and meeting the requirements of 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 February 1, 2022, through July 31, 2022, with workdays being full-time as determined by the Interim Principal.

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 **\$6220.00 monthly** (Class D; Step 12) 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 understands that employment is contingent upon the employee's successful and continuing participation in the National University Internship Credential Program that began in December 2021. Employee is expected to provide verification of obtaining the California Preliminary Administrative Credential no later than July 31, 2022.
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.

D. 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.

Dated: _____

Julie Cushman

Approved by Governing Board on: _____

Raymond Welch, Board Chairman



BARONA INDIAN CHARTER SCHOOL

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New School Signage

January 20, 2022

The school is in need of signage along areas of the perimeter fence to help guide visitors as well as to keep our students and staff safe.

Here is the cost breakdown for the quote I received from *Cutting Edge Signs* for the school fence signs:

All signs will be produced on heavy gauge white aluminum with vinyl text.
Installation to existing fences will be provided.

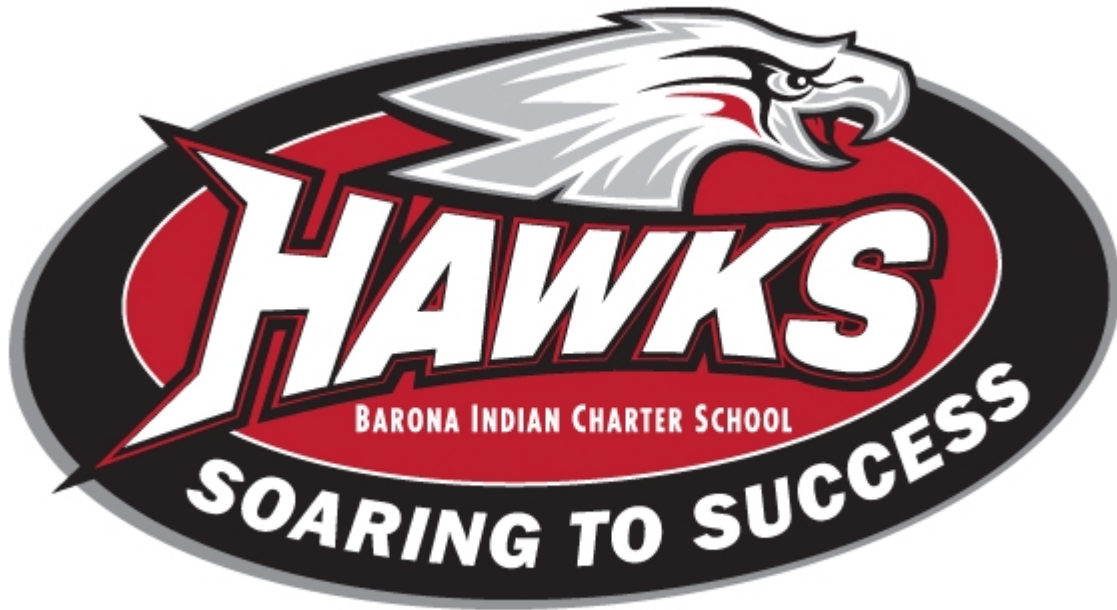
- 19"x 9.5" signs are \$95.00 each. These 7 signs include "Gate Closed" x 1, "Parking" x 5 and "Handicap Parking" x 1 for the new fencing at the office entrance.
- 20"x 14" sign is \$110.00 each. This is the "Visitor Access Through Office Gate" sign on the gate at the front of the school.
- 14"x 7" sign is \$65.00 each. This is the "Native American Garden" sign to be placed on the gate into the garden.

Total cost will be \$840.00.

Sign layout, art work and wording will be provided to the school board for approval before the start of production.

Barona Indian Charter School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Barona Indian Charter School
Street	1095 Barona Road
City, State, Zip	Lakeside, California, 92040
Phone Number	619-443-0948
Principal	Dr. Jeffrey Felix
Email Address	jfelix@myBICS.org
School Website	https://www.baronaindiancharterschool.com/
County-District-School (CDS) Code	37-68189-6120901

2021-22 District Contact Information

District Name	Barona Indian Charter School
Phone Number	619-443-0948
Superintendent	Dr. Jeffrey Felix
Email Address	jfelix@myBICS.org
District Website Address	www.baronaindiancharterschool.org

2021-22 School Overview

Barona Indian Charter School invests in children as our future: providing K-8 students with a small, culturally rich, academically rigorous, accountable, and nurturing educational environment. In this environment, parents will work side-by-side with their children as guided and supported by the school staff and community. The Barona Indian Charter School is also dedicated to developing an appreciation of service to the community and creating self-motivated, competent, life-long learners.

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	12
Grade 1	16
Grade 2	10
Grade 3	11
Grade 4	13
Grade 5	12
Grade 6	10
Grade 7	10
Grade 8	11
Total Enrollment	105

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	30.5
Black or African American	3.8
Hispanic or Latino	30.5
Native Hawaiian or Pacific Islander	1
Two or More Races	6.7
White	27.6
English Learners	2.9
Foster Youth	1.9
Socioeconomically Disadvantaged	30.5
Students with Disabilities	20

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

2020 September

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 - McGraw Hill Wonders K - 6th McGraw Hill Study Sync 7th - 8th	Yes	0
Mathematics	2020- EnVision Mathematics Common Core 2020 Edition	Yes	0
Science	2019- Discovery Education Science & Techbook	Yes	0
History-Social Science	2019- Studies Weekly K-8th	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

11/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No formal maintenance schedule. Quarterly maintenance by licensed HVAC personnel. Any issues found during these inspections are usually addressed immediately. Sewer: No formal maintenance schedule
Interior: Interior Surfaces	X			We have a cleaning contract with a qualified company to clean interior surfaces 5x a week at all buildings in the Learning Center Complex (Charter School, Pre School/Tutoring, High School). This cleaning contract extends to bathrooms, mirrors, light switches, flooring.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			We have a weekly maintenance contract to control rodents, pests, and other vermin at the school by a licensed pest control company. We have a carpet/floor cleaner on contract to clean the Charter School once a year.
Electrical	X			No formal maintenance schedule. We look for issues during building surveys.

School Facility Conditions and Planned Improvements

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Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>We have a cleaning contract with a qualified company to clean interior surfaces 5x a week at all buildings in the Learning Center Complex (Charter School, Pre School/Tutoring, High School). This cleaning contract extends to bathrooms, mirrors, light switches, flooring.</p>
Safety: Fire Safety, Hazardous Materials	X		<p>We have an annual inspection of all fire alarms. We have a quarterly inspection of all fire sprinklers. We have an annual inspection of all fire extinguishers.</p>
Structural: Structural Damage, Roofs	X		<p>No formal maintenance schedule for structural damage. Staff look for these issues during our building surveys. No formal maintenance schedule for roofs. A qualified roofing company inspects each roof twice a year.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>No formal maintenance schedule. We handle issues as they are reported by teachers and administration. Windows/doors/gates/fences: no formal maintenance schedule. We handle issues as they are reported, and also look at these structural items when we do building surveys.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	70	68	97.14	2.86	28.36
Female	35	33	94.29	5.71	36.36
Male	35	35	100	0	20.59
American Indian or Alaska Native	21	21	100	0	19.05
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100	0	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	18	90	10	41.18
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	17	15	88.24	11.76	20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	0

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	70	67	95.71	4.29	10.45
Female	35	33	94.29	5.71	15.15
Male	35	34	97.14	2.86	5.88
American Indian or Alaska Native	21	21	100.00	0.00	9.52
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	22	21	95.45	4.55	9.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	15.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.00	0.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	5.88

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	20.00	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	25	96.15	3.85	20.00
Female	14	13	92.86	7.14	15.38
Male	12	12	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Parent and community members are assured the right to participate in the governance of the school through open access to the Charter School Board of Directors monthly meetings and availability for stakeholder input.

The Principal/Director shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at meetings of the following: the Charter School Board of Directors meetings, or any applicable Parent group functions; participation in the planning of, or attendance at, fundraising and other events.

Although the Covid-19 Pandemic has limited the physical access of parents on our campus, we continue to reach out and inform parents and community members of ways to stay connected to our school and campus events.

Parents are encouraged to become active participants in developing their child's learning path and the school's curriculum, evaluation process, and other programs.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	116	111	12	10.8
Female	60	57	5	8.8
Male	56	54	7	13.0
American Indian or Alaska Native	34	34	3	8.8
Asian	0	0	0	0.0
Black or African American	4	4	2	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	35	34	4	11.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	9	7	1	14.3
White	33	31	2	6.5
English Learners	4	3	1	33.3
Foster Youth	3	3	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	37	37	3	8.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	24	24	3	12.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.60	0.00	3.01	0.42	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.65	1.96	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Barona Indian Charter School is dedicated to providing students with a safe and secure campus to create a successful learning environment. BICS has a comprehensive School Safety Plan, that was updated with input from stakeholders, staff, local law enforcement and other emergency services, during the 2019-2020 school year. This plan is reviewed and revised on an annual basis.

BICS has invested in updated security gates and signage to limit the public access to our campus. All visitors to our campus must register at the front office by requesting a name tag and signing in to the visitor log. In addition, we have changed our procedures for drop-off and pick-up with the health and safety of the students and staff in mind. BICS partners with our local fire and law officials to conduct assemblies on safety and emergency protocols annually. The School conducts fire or disaster drills monthly.

BICS employs a campus supervisor to maintain the safety of our students and ensure our facilities are in proper working condition. Our campus and playground supervisors are assigned communication devices so that they are in constant communication with teachers and the school office staff.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	1		
1	10	1		
2	10	1		
3				
4				
5				
6				
Other	23		2	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1		
1	12	1		
2	8	1		
3				
4				
5				
6				
Other	26		2	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1		
1	14	1		
2	9	1		
3				
4				
5				
6				
Other	19		2	

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17		1	
Mathematics	17		1	
Science	17		1	
Social Science	17		1	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24		1	
Mathematics	24		1	
Science	24		1	
Social Science	24		1	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23		1	
Mathematics	23		1	
Science	23		1	
Social Science	23		1	

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,200	\$3,499	\$13,171	\$50,749.50
District	N/A	N/A		\$76,196
Percent Difference - School Site and District	N/A	N/A		-40.1
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	43.7	-47.6

2020-21 Types of Services Funded

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

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

Our school relies on federal funding under Title I. The purpose of this funds is to aid in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction.

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,706	\$51,450
Mid-Range Teacher Salary	\$73,960	\$80,263
Highest Teacher Salary	\$110,824	\$101,012
Average Principal Salary (Elementary)	\$115,487	\$128,082
Average Principal Salary (Middle)	\$134,089	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$207,296	\$197,968
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	10	15

INVOICE

Whitney Woodard

3125 Plum Tree Ln

Escondido, CA 92027-6756

(760) 855-4034

INVOICE #

2034

DATE

1/14/2022

BILL TO

Barona Indian Charter School

1095 Barona Road

Lakeside, CA 92040

(619) 443-0948

TERMS

Due Upon Receipt

Work performed by consultant for CALPADS mandatory reporting for BICS

DESCRIPTION		HRS	HRLY WAGE	AMOUNT
Reports	9/20/2021	3.00	50.00	150.00
Reports	9/21/2021	3.00	50.00	150.00
SIS	9/25/2021	3.00	50.00	150.00
Reports	10/1/2021	1.00	50.00	50.00
Reports	10/2/2021	2.00	50.00	100.00
SPED	10/3/2021	3.00	50.00	150.00
Reports	10/6/2021	2.00	50.00	100.00
Reports/Cbeds	10/27/2021	2.00	50.00	100.00
CBEDS/Reports	10/28/2021	3.00	50.00	150.00
Fall 1/ SPED	11/3/2021	3.00	50.00	150.00
Infinte Campus	11/5/2021	3.00	50.00	150.00
Sped	11/15/2021	3.00	50.00	150.00
Fall 1/ SPED	12/1/2021	1.00	50.00	50.00
Sped	12/8/2021	4.00	50.00	200.00
Sped	12/9/2021	3.00	50.00	150.00
Fall 1/ SPED	12/14/2021	4.00	50.00	200.00
Emails	1/5/2022	1.00	50.00	50.00
Fall 2 updates	1/12/2022	4.00	50.00	200.00
Reports	1/12/2022	1.00	50.00	50.00
Training	1/13/2022	1.00	50.00	50.00
TOTAL				2,500.00

Board Governance

Board Policy #8

ACCEPTANCE OF GIFTS

All Board members who receive gifts in their individual capacity must reflect such gifts in accordance with the Political Reform Act annually on their Form 700, if required.

The following gifts or donations may only be accepted by the Board, with Board approval, at a regularly scheduled Board meeting: real property, gifts of personal property and gifts of securities.

The Board will not accept gifts that would result in the School losing its charter, would result in the School losing its tax-exempt status with the IRS, are not valuable enough in relation to the difficulty or expense in administration, could produce unacceptable consequences for the School, or are in contravention of the School's mission.

Adopted:

DISSOLUTION OF THE SCHOOL

Education Code section 47605(b)(ii)(O) requires that the charter petition describe the procedures to be used if the charter school closes. It also requires that the procedures ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

In 2007, the California Department of Education promulgated regulations further defining the petition requirements for school closure procedures. This policy is drafted to reflect those requirements. Note, however, that you must ensure that your school's closure policy is consistent with your school's petition. Thus, this policy provides the framework for what your policy might contain based on the regulations.

In addition, if your school is operated as or by a nonprofit corporation, the Corporations Code governs and provides some procedures that must be followed upon dissolution of the nonprofit corporation. This policy is drafted in accordance with the Corporations Code governing nonprofit corporations. In some instances, an organization's bylaws or articles of incorporation may provide a procedure for the disposition of assets. When drafting this policy, check your organization's bylaws and articles to see if applicable.

Finally, your operating agreement or memorandum of understanding with your charter granting agency may provide additional detail on the procedures to follow upon dissolution.

NOTE: Closure of the charter school and dissolution of the actual nonprofit corporation are not necessarily the same activity. In some instances, the nonprofit corporation has other operations or other charter schools that it operates. In those instances, the actual nonprofit corporation may decide that it will continue with its other operations. The first part of this policy provides for the procedures to follow if the charter school closes, the second part of the policy provides for the procedures when the nonprofit dissolves.

School Closure: If the School's charter is revoked, not renewed or the School's governing board passes a resolution closing the charter school, the following closure procedures will be implemented.

Designated Entity to Conduct Closure Activities: The **Barona Indian Charter School, Inc.** will be the entity responsible for conducting closure related activities. [Note: 5 C.C.R. § 11962(a) requires that the petition identify an entity designated to conduct closure-related activities. It does not require that the entity must be an outside party; thus this policy is drafted to reflect that the entity may be the nonprofit operating the charter school or some other entity.]

Closure Notice: The **Barona Indian Charter School, Inc.** shall send a notice to the following entities/individuals:

- Parents/guardians of charter school pupils

- The entity that granted the charter
- The county office of education
- The special education local plan area in which the school participates
- The retirement systems in which the school's employees participate (e.g., PERS, STRS, federal social security)
- California Department of Education

The notice to the above entities will contain the following information:

- The effective date of the school closure
- The name(s) of and contact information for persons to whom reasonable inquiries may be made regarding the closure
- The manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements [NOTE: The regulations are unclear about what graduation requirements must be discussed – the school's graduation requirements or traditional public school graduation requirements. Thus, it is advisable that the notice provide at a minimum a list of the school's graduation requirements.]

Other Closure Activities:

- The School will provide a list of pupils in each grade level and the classes they have completed, together with information on the pupil's district of residence, to Lakeside Union School District.
- The School will transfer and maintain all pupil records, all state assessment results and any special education records to the custody of Lakeside Union School District, except for records and/or assessment results that the charter may require to be transferred to a different entity. [NOTE: Pupil records have been defined to have the same meaning as Education Code section 49061(b).]
- The School will transfer and Barona Indian Charter School, Inc. will maintain personnel records in accordance with applicable law. [NOTE: Personnel records are defined to mean any record the charter school has relevant to its employees, including, but not limited to, records related to performance and grievance as specified in Labor Code section 1198.5.]
- The Barona Indian Charter School, Inc. will ensure the completion of an independent final audit within six months after the closure of the School. This audit may function as the

annual audit required by the Charter Schools Act. The audit must include, at a minimum, the following:

- An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment and other items of material value;
 - An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation;
 - An assessment of the disposition of any restricted funds received by or due to the charter school.
- The Barona Indian Charter School, Inc. shall dispose of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:
 - The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports;
 - The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
 - The Barona Indian Charter School, Inc. will complete and file any annual reports required by Education Code section 47604.33.

Paying for Closure Activities: The **Barona Indian Charter School, Inc.** will pay for the closure activities with **designated reserves**. [NOTE: The regulations require that the charter petition identify the funding for the closure activities. Unfortunately, CSDC presumes that this will lead to wide discretion on behalf of the chartering authority in requiring a specific level of detail in the charter petition on the identification of a source of funds.]

[NOTE: The following paragraphs deal with situations in which the actual nonprofit corporation is dissolved by the board. It is not required by the regulations and need not be included in this policy.]

Dissolution: If the School's charter is revoked or not renewed and the School(s) closes, the Board may elect voluntarily to wind up and dissolve **Barona Indian Charter School, Inc.** by passing a resolution approved by a majority of the Board. [Note: If the nonprofit has members, the procedure is different.] The Board shall continue to act as a board and shall have full powers to wind up and settle its affairs, both before and after filing the Certificate of Dissolution. The **Barona Indian Charter School, Inc.** shall cease to conduct its activities except to the extent necessary to

wind up, and except during such period as the Board deems necessary to preserve the **Barona Indian Charter School, Inc.**'s goodwill or going concern value pending a sale or disposition of its assets, or both, in whole or part.

Certificate of Dissolution: After the Board approves the resolution to wind up and dissolve the **Barona Indian Charter School, Inc.**, the Board shall file with the Secretary of State a certificate evidencing that election and a copy shall be filed with the Attorney General.

Notice of Dissolution: Once the Board has passed the resolution to wind up and dissolve, it shall provide written notice of the winding up to all known creditors and claimants whose addresses appear on the records of the **Barona Indian Charter School, Inc.** and to the Attorney General. **[Note: If the corporation has members, notice must be provided to them as well.]**

Adopted:

Public Records Requests – Public Records Act Compliant

There is a strong public policy in California for disclosure of public records. In fact, the voters of California in November 2004 passed Proposition 59, which amended the California Constitution to include the following provision: “The people have the right of access to information concerning the conduct of the people's business, and, therefore, the meetings of public bodies and the writings of public officials and agencies shall be open to public scrutiny.” Const., Art. 1, section 3(b). California law already provides for public access to writings of public officials and agencies through the Public Records Act in the Government Code. This policy reflects the legal requirements for disclosing records to the public under California’s Public Records Act.

If a public agency is found to have violated the Public Records Act, the party requesting records may bring suit in superior court requesting the court to order disclosure of the withheld records. If the party requesting records prevails, he/she will be awarded court costs and attorney’s fees. There do not appear to be any civil penalties or criminal sanctions.

I. Public Records

A. Public Records Defined

Public records are defined very broadly. Basically, a public record is any “writing” containing information relating to the conduct of the school’s business that is prepared, owned, used or retained by the school regardless of physical form or characteristics. A writing is defined to include every conceivable means of recording upon any tangible thing any form of communication (e.g., printed, electronic data file, e-mail message, etc.). The Public Records Act also provides for a list of exceptions from the definition of public record. These exceptions are narrowly construed in light of the strong public policy in favor of disclosure of public records.

The **Barona Indian Charter School** (the “School”) provides the public with access to its public records in accordance with legal requirements. Public records are those writings containing information relating to the conduct of the School’s business that are prepared, owned, used or retained by the School regardless of physical form or characteristics. **[Note: In some circumstances, the definition can reach to emails and texts sent using private accounts.]** Certain public records, however, are exempt from disclosure by express provision of law. These records will not be provided to the public. The School may not deny disclosure of records based on the purpose for which the record is being requested.

B. Records Exempt from Disclosure

Some of the records that are exempt from disclosure include the following categories. This is not an exhaustive list.

- Preliminary drafts, notes or inter/intra-School memoranda that are not retained by the School in the ordinary course of business; **[Note: This exemption only applies if the public interest in withholding the records clearly outweighs the public interest in disclosure.]**
- Records pertaining to pending litigation to which the School is a party or to claims made pursuant to the Government Claims Act (if applicable), until the pending litigation nor claim has been finally adjudicated or otherwise settled. **[Note: This exemption is valid until the litigation or claim is finally adjudicated or settled. In addition, charter schools that are operated by or organized as a nonprofit corporation cannot utilize the protections of the Government Claims Act.]**
- Personnel, medical, student records, or similar files. **[Note: This exemption applies to files, the disclosure of which would constitute an unwarranted invasion of personal privacy. As mentioned previously, however, this exemption is narrowly construed and simply because a document is located in an employee’s personnel file, does not necessarily make it exempt. For example, employment contracts and specific salaries for public employees are not exempt. Additionally, it has been held that records of a complaint against a public employee and the resulting disciplinary investigation were not exempt because the individual’s privacy rights were outweighed by the public’s right to know an allegation of wrongdoing, as long as there is reasonable cause to believe the complaint is well founded. On the other hand, it has been found that performance evaluations, results of examinations and performance goals are part of a personnel file exempt from disclosure. Finally, if your school receives federal funding and is required to follow the Federal Educational Rights and Privacy Act (FERPA) to protect disclosure of student information, ensure that no student records are disclosed in violation of that Act.]**
- The personal email addresses of all employees of a public agency;
- Test questions, scoring keys and other examination data used to administer an examination for employment or academic examination, unless specifically authorized by law. **[Note: If the Governor (or designee) or a Member of the Legislature requests, test questions or materials provided by the CA Department of Education and administered as part of a statewide testing program of pupils enrolled in public schools shall be provided to the requester. In this case, the requester may not take physical possession of the questions or materials, but may view the questions or materials at a location selected by the School.]**
- The content of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the School relative to the acquisition of property, until all of the property has been acquired.
- Records, the disclosure of which is exempted or prohibited pursuant to federal or state law, including, but not limited to, provisions of the Evidence Code relating to privilege.

[Note: This exemption applies to protect, among other things, records that would fall within the Attorney-Client Privilege found in the Evidence Code.]

- A document prepared by or for the School that assesses its vulnerability to terrorist attack or other criminal acts intended to disrupt the Schools operations and that is for distribution or consideration in a closed session.
- Trade secrets.
- Computer software developed by the School.
- Identification numbers, alphanumeric characters or other unique identifying codes that the School uses to identify a vendor or contractor, or an affiliate of a vendor or contractor, unless the identifying code number, alphanumeric character or other unique identifying code is used in a public bidding or an audit involving the School.

[Note: The bullet below is the exemption to use in cases that do not fit into the exemptions by their terms, but are similar in nature, and protection of the privacy interest outweighs the public interest served by disclosure.]

- Records where, on the facts of the particular case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record. **[Note: This is the so-called “catchall” exemption. Agencies have successfully argued that records reflecting the deliberative process, exposing an agencies decision making process, are exempt from disclosure under the catchall exemption.]**

The School may, in its discretion and as permitted by law, waive the applicable exemption to the records. In this case, the disclosure constitutes a waiver for all requesters of that public record and will be open to inspection by all requesters.

In most cases, the charter school or charter management authority will be responsible for responding to the request for records. However, for a charter school located on a federally recognized California Indian reservation or rancheria or a charter school operated by a nonprofit public benefit corporation that was formed before May 31, 2002, and is currently operated by a federally recognized California Indian tribe, the chartering authority will be responsible and is considered the custodian of records.

II. Process for Requesting Public Records

A. Requests for Public Records

Any person wishing to inspect the School’s public records shall make the request, preferably in writing, to **Assistant Superintendent Business Services, Lakeside Union School District,**

12335 Woodside Avenue, Lakeside CA 92040. [Note: Courts have determined that the Public Records Act does not require the request to be in writing.] The request must reasonably describe an identifiable public record(s) and must be specific and focused.

To the extent reasonable under the circumstances, the School will assist the requester to make a focused and effective request by:

- Assisting the member of the public to identify records and information that are responsive to the request or to the purpose of the request, if stated.
- Describing the information technology and physical location in which the records exist.
- Providing suggestions for overcoming any practical basis for denying access to the records or information sought.

If the School is unable to identify the requested information after making a reasonable effort to elicit additional clarifying information from the requester that will help identify the record(s), the School will not provide further assistance to the requester.

B. Response to Public Records Request

The **Assistant Superintendent Business Services** will, within 10 days¹ of receipt of the request, provide a written response to the requester of public records. The written response shall contain the following information: **[Note: The response need not be in writing, unless the request was in writing and the response denies a request, in whole or in part. However, it is good practice to respond in writing to each public record request and this policy is drafted to reflect this.]**

Notice informing the requester whether the request, in whole or in part, seeks copies of disclosable public records in the possession of the School and the reasons for the determination.

- If the School denies any request for records, in whole or in part, and the request was in writing, the notification of denial will set forth the names and titles or positions of each person responsible for the denial. **[Note: If the School determines that records are exempt or on the facts of the particular case, the catchall exemption applies, the**

¹ In unusual circumstances, the 10-day time limit may be extended by written notice by the **[insert the title of the head of the School/nonprofit organization operating the School]** to the person making the request, setting forth the reasons for the extension and the date on which a determination is expected to be dispatched. In no event will the extension exceed 14 days. As used in this policy, “unusual circumstances” means the following, but only to the extent reasonably necessary to the proper processing of the particular request: 1) The need to search for and collect the records from field facilities or other establishments that are separate from the office processing the request; 2) The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request; 3) The need for consultation, which shall be conducted with all practicable speed, with another agency having substantial interest in the determination of the request or among two or more components of the School having substantial subject matter interest therein; or 4) The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

School has the burden of justifying withholding of the records.]

- The date and time when the records will be made available. **[Note: Public records are open to inspection at all times during the office hours of the School. Thus, the School cannot limit the times when the inspection may take place, except to the extent necessary to gather the documents.]**
- If the request identifies information which is contained in both electronic format and hard copy, the notice may inform the requester that the information is available in either format. **[Note: The School may not make records available only in electronic format.]**
- If the requester seeks copies of the records, the School may identify a fee covering the direct costs of duplication. **[Note: The permissible fee has been determined to include only the direct costs of duplication, which includes the cost of running the copy machine, and conceivably also the expense of the person operating it. Direct cost does not include the ancillary tasks necessarily associated with the retrieval, inspection and handling of the file from which the copy is extracted. Additionally, if requested, an exact copy shall be provided unless impracticable to do so.]**
- If the requester seeks copies in electronic format, the School may charge the requester the direct cost of producing a copy of the record in that format. If, in order to comply with these requirements relating to electronic formatted records described below, the School is required to produce a copy of an electronic record and the record is one that is produced only at otherwise regularly scheduled intervals or the request would require data compilation, extraction or programming to produce the record, the School may charge the requester the cost to construct a record, the cost of programming and computer services necessary to produce the record.
- If the School maintains an Internet Website, Webpage or Internet Web Portal, in which the School describes or titles as “open data,” and the School voluntarily posts a public record on that Internet Resource, the School shall post the public record in an open format that meets requirements identified in Government Code § 6253.10.
- The School may comply with the Public Records Act by posting any public record on its Internet Website, and in response to a request for a public record posted on the Website, direct a member of the public to the location on the Website where the public record is posted. If, however, the member of the public requests a copy of the public record due to the inability to access or reproduce the public record from the Website, the School shall promptly provide a copy of the public record in accordance with this policy.

III. Records Inspections or Copies

Time and Place of Inspection: A person who has made a public records request may inspect the records after the date and time identified in the response to the request. Generally, records

inspections may take place at **1095 Barona Road in Lakeside, California during office hours of the School, which are generally Monday through Friday from 7:30 AM to 4:30 PM (see website).** [Note: The School may not adopt rules that limit the hours that records are open for viewing and inspection.]

Electronic Formatted Records: If the School has information that constitutes an identifiable public record not exempt from disclosure that is in an electronic format, and it has been requested in an electronic format, the School will make that information available in an electronic format. The School will make the information available for inspection in any electronic format in which it holds the information. If the requested format is one that the School uses to create copies for its own use or for provision to other agencies, the School will provide a copy of the electronic record. The School will not, however, provide electronic records in the electronic form in which it is held by the School if its release jeopardizes or compromises the security or integrity of the original record or of any proprietary software in which it is maintained.

If the School no longer has the record in electronic format, the School will not reconstruct the record in electronic format.

Partial Disclosure: If the requested records may only partially be disclosed because some are exempt from disclosure, the reasonably segregable portion of the record(s) will be made available for inspection.

Inspection at the School: A requester who inspects a disclosable record at the School has the right to use the School's equipment on the premises, without being charged any fees or costs, to photograph or otherwise copy or reproduce the record in a manner that does not require the equipment to make physical contact with the record, unless the means of copy or reproduction would result in either of the following: 1) Damage to the record; 2) Unauthorized access to the School's computer systems or secured networks by using software, equipment or any other technology capable of accessing, altering, or compromising the agency's electronic records.

The School may impose any reasonable limits on the use of the requester's equipment that are necessary to protect the safety of the records or to prevent the copying of records from being an unreasonable burden to the orderly function of the agency and its employees. The School may also impose any limit that is necessary to maintain the integrity of, or ensure the long-term preservation of, historic or high-value records.

Adopted:

UNIFORM COMPLAINT PROCEDURES

California Code of Regulations outline a Uniform Complaint Procedure (“UCP”) that must be followed for certain types of complaints within the school setting. These regulations articulate the steps that should be followed for filing these complaints, the timelines within which a school must respond, appeal rights to the California Department of Education or State Superintendent of Public Instruction, among other things.

The UCP process must be followed for claims of a violation of federal or state laws or regulations in the following applicable programs administered by the CDE: Consolidated Categorical Aid Programs listed in Education Code section 64000(a), Migrant Education established pursuant to Education Code section 54440 through 54445, Career Technical and Technical Education and Career Technical and Technical Training Programs established pursuant to Education Code sections 52300 through 52480, Child Care and Development Programs established pursuant to Education Code sections 8200 through 8493, Child Nutrition Programs established pursuant to Education Code sections 49490 through 49570; and Special Education Programs established pursuant to Education Code sections 56000 through 56885 and 59000 through 59300.

The UCP also applies to filing complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code sections 200 and 220, including actual or perceived characteristics or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics. Complaints relating to improper imposition of student fees must also be included. These types of complaints may be made anonymously. A complaint for failure to accommodate lactating students must also be included.

Complaints alleging failure to comply with Education Code sections 47606.5 (annual update of goals and actions identified in charter and using SBE adopted template) and 47607.3 (failure to improve outcomes for pupil subgroups) shall also be made under the UCP. In those cases, the complaints may be made anonymously.

Complaints that the school has not complied with requirements relating to the transfer of foster care pupil records and related requirements under Education Code section 49069.5. Complaints that the school has not complied with the requirements of Education Code section 48853.5 relating to foster children and educational liaisons shall also be included.

The appeal in these instances is filed with the Superintendent of Public Instruction. It is doubtful that the distinction in the differences to whom the appeal is filed is material since the SPI typically utilizes the staff of the CDE to perform duties assigned. However, this policy is drafted in accordance with the language of the statutes.

Complaints relating solely to employment discrimination, however, should be handled in accordance with the complaint process identified in the employee handbook, and are ultimately to be sent to the Department of Fair Employment and Housing (“DFEH”) for investigation. It is not recommended that these types of complaints be included in this policy since it would confer rights to the employee greater than that of an at-will employee. Consult with competent legal counsel to draft an appropriate employee complaint procedure for discrimination.

Many charter schools are not LEAs for the purposes of providing special education services. Thus, charter schools should consult with their SELPAs to ensure that the UCP policy used for special education complaints is consistent with the SELPA's UCP policy. For instance, the SELPA may have a specific individual identified to receive and investigate special education complaints. This is likely not the same person as is located at the charter school. This policy should be modified to deal with this potential scenario, including the potential that special education complaints are handled through a separate policy.

This policy is drafted consistently with the requirements of the UCP and provides notice that complaints will be filed directly with the DFEH or may be transferred to the DFEH by the school. Annually, the school must notify, in writing, its students, parents, employees, and other interested parties, the complaint procedures, any civil law remedies and the opportunity to appeal to the CDE under the UCP.

It is the policy of the **Barona Indian Charter School** (the "School") to maintain a positive and productive working and educational environment. The School does not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55 in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. OCR Notice of Non-Discrimination for Title VI, IX, Section 504, Age Disc. Act and Boy Scouts Act. The School is primarily responsible to ensure that it is compliant with all applicable federal and state laws and regulations. There are some circumstances, however, when employees or students may take issue with other employees or students or someone may believe that a violation of federal or state law is occurring in certain educational programs. The School encourages complainants to first address the issue with the other person directly using conflict resolution skills when possible.

Types of Complaints to be Filed Using the UCP: If, however, the complainant does not feel comfortable with this approach or the complaint involves harassment, discrimination, intimidation, or bullying based upon the above-identified characteristics, or any other legally protected category, in its programs or activities, federal or state laws, or regulations governing educational programs, or improper student fees, failure to accommodate lactating students, and Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) resources, failure to comply with statutes relating to foster care pupil records transfers or foster care pupil education or a complaint that the School has not complied with the requirements of Education Code sections 47606.5 (annual update to goals and annual actions) or 47607.3 (outcomes for pupil subgroups), as applicable, or other violation of state or federal law under the following programs: **Federal Title I-VII programs, REAP, Educator Effectiveness Block Grant, ELOP, ELOG, ESSER III, LCAP, improving academic achievement, compensatory education, English learner programs, American Indian Education Centers and Early Childhood Education Program Assessments, Migrant Education, Child Care and Development Programs, Child Nutrition Programs, Special Education Programs, Comprehensive School Safety Plan, Physical Education, Instructional Minutes, Pupil Instruction, and Tobacco Use Prevention**

Education the complainant must use the below identified complaint procedure. The School will investigate complaints and seek to resolve them in compliance with this policy.

Internal Procedures:

The **Principal/Director** has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment, discrimination or conduct. Unlawful discrimination or harassment may be based upon actual or perceived sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, age or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other category protected by law. Consequently, should the **Principal/Director** become aware of any conduct that may constitute discrimination, harassment or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Making a Complaint: Any person who has experienced or is aware of a situation that is believed to be sexually and/or otherwise unlawfully harassing or represents a violation of law as identified above, has a responsibility to report the situation immediately to **the Principal/Director at 1095 Barona Road in Lakeside, CA or call at 619-443-0948**. Employees who believe they have been the victim of any employment discrimination should follow the complaint procedures identified in the employee handbook. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, the School will assist the complainant in filing the complaint.

If the employee or student is not comfortable contacting **the Principal/Director** or if that individual is not available, the employee or student should contact **the School Secretary at 1095 Barona Road in Lakeside, CA or call at 619-443-0948** who has been designated to handle inquiries regarding the non-discrimination policies and other complaints identified. OCR Non-discrimination notice. A Harassment/Retaliation/Unlawful Conduct Complaint Form may be obtained from **the School Secretary's Office**.

Anonymous Complaints: Any employee or student who believes that there has been a violation of state or federal law as articulated above, or an improper imposition of student fees, should make a written complaint to the **Principal/Director**. Students making a complaint of improper fees or complaints that the School has failed to comply with Education Code sections 47606.5 or 47607.3, may make the complaint anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the applicable Education Codes.

6 Month Limit on Certain Complaints: Complaints relating to discrimination (other than employment discrimination) must be filed within six months of the alleged discrimination or when the complainant first obtained knowledge of the alleged discrimination, unless an extension has been obtained from the **Chairman of the Board of Directors** or his/her designee.

Such extension by the **Chairman of the Board of Directors** or his/her designee shall be made in writing. The period for filing may be extended by the **Chairman of the Board of Directors** or his/her designee for good cause for a period not to exceed 90 days following the expiration of the six-month time period. The **Principal/Director or Chairman of the Board of Directors** shall respond immediately upon receipt of a request for extension.

[Note: The regulations allow for the parties to resolve the complaint through means other than the complaint process provided below. However, they do not require such other resolution process. This policy is drafted to allow for such alternative resolution mechanism.] Informal Resolution: If the parties mutually agree, the complainant and the School may resolve the matter through mediation or otherwise informally. If mediation fails to resolve the matter, or the parties do not agree to mediate the matter, the formal complaint procedure identified below shall be followed.

Investigation of Complaints: If the complaint alleges wrongdoing involving discrimination (other than employment discrimination) or claims of failure to comply with applicable state or federal laws or regulations, the School will complete an investigation and submit to the complainant a written decision regarding the complaint within 60 days of receipt of the complaint. During the investigation, the complainant, his/her representative or both, will have the opportunity to present the complaint and evidence or information leading to evidence to support the allegations of the complaint. The 60-day timeframe may be extended by the written consent of the complainant.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

The Principal/Director will be knowledgeable of the laws/programs that he/she is assigned to investigate. If the complaint alleges employment discrimination, the Board of Directors will send it to the Department of Fair Employment and Housing (the “DFEH”) for investigation as required by law.

Written Decision: The **Principal/Director** shall prepare a written decision, which shall be presented to the BICS School Board within 60 calendar days from the date of receipt of the complaint, unless the complainant agrees in writing to an extension of time. The which decision shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) the corrective actions, if any are warranted; 6) notice of the complainant’s right to appeal the School’s decision to the California Department of Education; and 7) the procedures to be followed for initiating an

appeal to the Department of Education. Upon approval of the BICS School Board, the **Principal/Director** will send a copy of the written decision to the complainant.

Appeal of School's Decision

Appeal to CDE: Except for complaints regarding instructional materials and teacher vacancies or misassignments, a complainant may appeal a decision to the California Department of Education (“CDE”) by filing a written appeal within 15 days of receiving the decision. The complainant shall specify the basis for the appeal and whether the facts are incorrect and/or the law is misapplied. The appeal should be accompanied by a copy of the locally filed complaint and a copy of the School’s decision. If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the School for resolution. If the CDE determines that the decision failed to address an issue raised by the complaint, the CDE will refer the matter to the School to make the necessary findings and conclusions on any issue not addressed. The School will have 20 days to make those findings.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal. Any student found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible suspension or expulsion.

External Procedures: Filing a Complaint with the DFEH.

Employees or job applicants who believe that they have experienced unlawful employment discrimination or harassment may file a complaint directly with the DFEH. The DFEH serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the DFEH finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the DFEH may file a formal accusation.

Employees may also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the DFEH and a Right to Sue Notice has been issued. For more information, contact the DFEH toll free at (800) 884-1684, or email the DFEH at contact.center@dfeh.ca.gov or visit its website at www.dfeh.ca.gov. To contact the nearest field office of the Equal Employment Opportunity Commission (“EEOC”), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

Retaliation Policy

It is in violation of the School’s policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit to an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an

investigation, conducted by the DFEH or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School's retaliation policy include seeking advice from the DFEH or Commission; filing a complaint with the DFEH, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

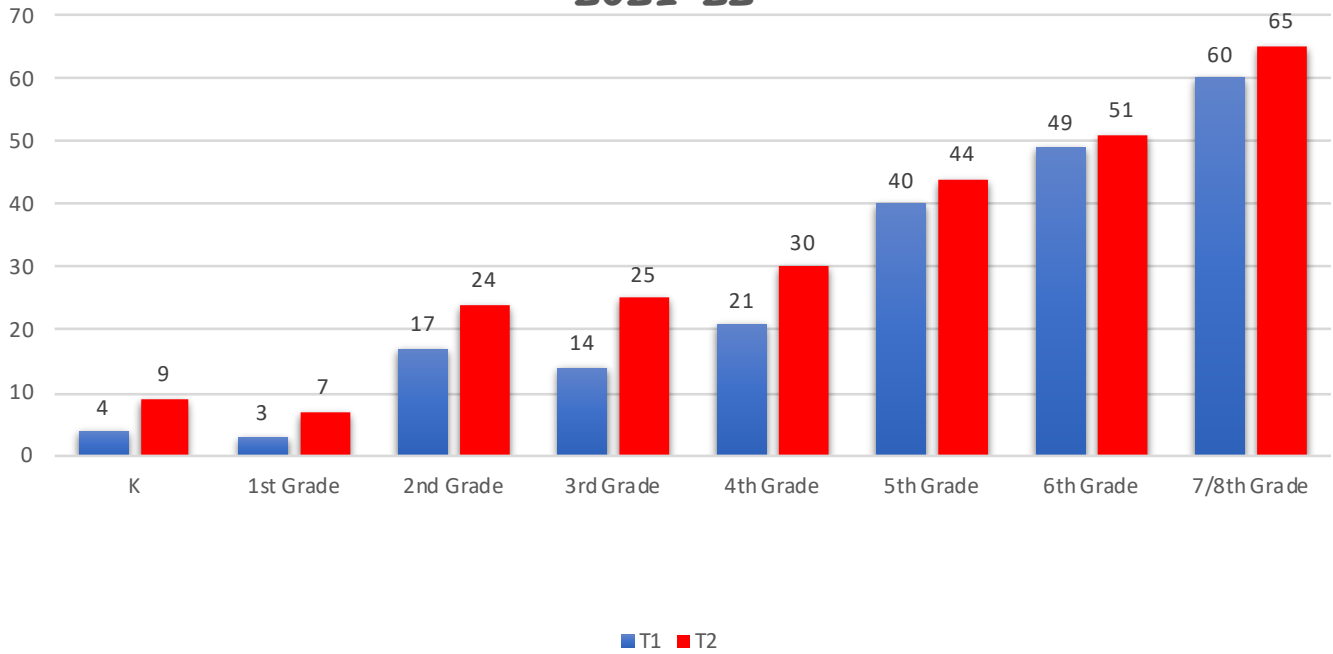
Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

Dissemination

The School will send to students, employees, parents or guardians of its students, school advisory committees, and other interested parties a notice of rights under this policy on an annual basis. Upon request, a copy of this policy will be made available free of charge and is also available on the School's website.

Adopted:

Barona Indian Charter School DRA Data Summary 2021-22



Above Level

On Level

Below Level

GRADE LEVEL	Kindergarten	1 st Grade Levels						2 nd Grade Levels				
Basal Level	Kindergarten	Beginning 1 st			Middle			End	Beg 2 nd		Mid	End
DRA Level	1 2 3	3 & 4	5 & 6	8	10	12	14	16	18	20	24	28

Above Level

On Level

Below Level

GRADE LEVEL	3 rd Grade Levels			4 th Grade Levels	5 th Grade Level	6 th Grade Level	7 th Grade Level	8 th Grade Level
Basal Level	Beg	Mid 3 rd	End	4 th grade	5 th grade	6 th grade	7 th grade	8 th grade
DRA Level	30	34	38	40	50	60	70	80