



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 May 17, 2021 — 8:30 AM

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

*Members of the public may make Public Comment at the Board meeting in person
or make Public Comment by calling (877) 336-1829 and entering participant code 9750849 #*

- I. Call to Order/Roll Call**
 - Ray Welch, President and Barona Tribal Chairman
 - Tawnya Phoenix, Vice President and Barona Tribal Councilmember
 - Mandy Curo Quintero, Secretary/Treasurer
 - Shirley Ruis, Member
 - Danthia Gil, Member
- II. Approval of Agenda-** any changes to the agenda must be made at this time
- III. Approval of Minutes-** April 12, 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. Presentation**
 - A.** Barona Cultural Center & Museum Curator Laurie Egan-Hedley will discuss the progress made with BICS students as they become more culturally aware of the history and significance of the local Kumeyaay-Diegueño Native culture through a program she developed for multiple grades.
 - B.** Family Resource Coordinator Nina Drammissi will report on her work with students and families as she continues to improve attendance and combat chronic absenteeism.
- VI. Action Items**
 - A. Approval of the 2021 Local Control and Accountability Plan/LCP Annual Update-** The Board will consider approval of the LEA's analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP). The revised LCAP goals include:
 1. Provide rigorous instruction and curriculum that promotes college and career readiness with support and interventions in place to minimize the barriers to student success.
 2. Ensure parents are partners in the education process through concise communication, collaboration, and the sharing of important information to promote a safe, nurturing and inclusive learning environment.

3. Barona Indian Charter School will provide a safe, clean, campus. This will be accomplished through concise communication, frequent inspection, daily cleaning of classrooms and offices, and using approved and safe cleaning products.
- B. Approval of the Plan for Expending ELO and IPI Grants-** The California Legislature provided \$6.6 billion in the Assembly Bill 86 COVID-19 relief package, including \$2 billion for In-Person Instruction (IPI) Grants and \$4.6 billion for Expanded Learning Opportunities (ELO) Grants. AB 86 provides an opportunity for local education agencies to implement a learning recovery program that, at a minimum, provides supplemental instruction and support for social and emotional well-being. Total allocation for both grants is approximately \$93K. Most of these funds will be used to assist students at risk with learning deficits during the summer of 2021 and 2022 with a locally created learning recovery program.
 - C. Approve SB 740 Charter School Facility Grant Program Application-** This is the Annual Funding Round for the 2021-22 fiscal year. It provides annual grants to offset on-going facility costs for charter schools that service a high-percentage of students eligible for free or reduced-price meals or located in a public elementary school boundary serving a similar demographic. BICS receives approximately \$50K from this grant as a reimbursement for rent of the school facility.
 - D. Approve Board Resolution #21-05-01 in Support of Faculty and Staff-** The Board recognizes the increased workload on faculty and staff that resulted from school closures and applicable health orders throughout this school year because of the COVID-19 pandemic. The Board would like to show their appreciation with one-time stipends to all employees as stated in this resolution.
 - E. Approve Plan for Summer School in July 2021-** Staff has collaboratively created a plan for at-risk students who need additional learning support before classes begin in the fall. Funding will come from the ELO Grant.
 - F. Approval of Independent Contractor Agreement for Elizabeth Brenner-** Elizabeth Brenner will serve as an academic advisor as BICS prepares to complete the 3-year LCAP, end of year LCP, and applications for ELO, IPI, ESSER 2 & 3. BICS agrees to pay the Contractor a total fee not to exceed \$3800.00.
 - G. Approval of Short-Term Employee Agreement for Jeffrey Felix as Interim Principal-** The Board will consider extending the services of Interim Principal Felix through June 30, 2022.
 - H. Approval of Creative Back Office Service Contract-** The Board will consider approval of employing the services of Cory Cavanah's charter school business services group. Cory established Creative Back Office in 2015 under the simple premise that Charter Schools deserved better fiscal expertise. Cory's team of charter school business experts will assist the administration and the Governing Board as they progress through the re-chartering process this fall. These services and others as needed will be contracted at a flat rate of \$2000 per month.
 - I. Approval to Purchase a 10x16 Tuff Shed-** The Board will consider the request from staff to purchase an additional Tuff Shed for storage of desks and equipment. This shed will be an exact copy of the Tuff Sheds that already exist on campus. The quote for this shed is \$6,772.00.
 - J. Approval to Purchase Office Equipment-** Items for purchase include locking fireproof and waterproof file cabinets for cumulative and special education files, which are required by law. Purchase not to exceed \$15K.

VII. Discussion Items

- A. LCAP Survey Results-** Julie Cushman will update the Board on the school’s LCAP Survey. The survey was conducted to gather community input on the school’s goals, progress made, and to engage in the development of new goals. All stakeholders were invited to join the process.
- B. Teacher Evaluation Update-** Julie Cushman will update the Board on recent evaluations she performed with the faculty.
- C. TOSA Report** from Julie Cushman.
- D. Principal/Director Report** from Jeff Felix.

VIII. Organizational Business

- A. Board Calendar** of meetings for 2021 – 2022.
- B.** Future agenda items and/or Board member comments
- C.** Upcoming meetings
 - 1. June 21, 2021 (Annual Meeting) at 4:00 PM
 - 2. No meeting for July
 - 3. Special Board Workshop in August

IX. Executive Session

- A.** The Governing Board will meet in closed session to consult with legal counsel concerning existing facts and circumstances that might result in litigation per Government Code section 54956.9, subdivision (d)(3) (Section (d)(3)).

X. Return to Open Session

XI. Adjournment

Accommodating Those Individuals with Special Needs– In compliance with the Americans with Disabilities Act, Barona Indian Charter School encourages those with disabilities to participate fully in the public meeting process. If you require special accommodations to attend or participate in our public meeting, contact our office at (619) 443-0948 or ylachappa@barona-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.

**BICS Board Meeting
Minutes – April 12, 2021**

Phone line has been established for public to join the meeting

Chairman Ray Welch called the meeting to order at 8:32 am.

Members in attendance: Raymond Welch, Tawnya Phoenix, Shirley Ruis, Danthia Gil, Tawnya Phoenix, via teleconference.

Absent Member, Mandy Curo Quintero.

Others in attendance: Dr. Jeff Felix, Julie Cushman, Kathy Clenney, Yvonne LaChappa, and Shannon Johnston, via teleconference.

Correction to minutes of March 25, 2021; spelling of board member Shirley Ruis. Listed as Shirley Curo, last name should be Ruis.

Motion by Danthia to approve minutes of February 22, 2021, and March 25, 2021 with correction. Second by Shirley. Carried 4, 0, 0.

There was no public comment

Action Items: Shannon Johnston

- A. Audit report is completed. There were no negative findings. A copy of the final audit was provide to the board members. Shannon Johnston explained that the 2019 fiscal year audit was delayed due to Covid. Three audits done, Financial, Internal Control and Audit of State Compliance. Good audit year.

Motion by Danthia to approve the Audit Report. Second by Shirley. Carried 4, 0, 0.

- B. Second Interim Report – Shannon Johnston, Financial Director, Lakeside Union District
- Reviewed the financial statement, there was a slight increase in consultant line item
 - Using more techno electronic instead of books etc.
 - Large reserve of monies, need to spend more by 2022. Do not use for ongoing expenditures, can be used to cover loss
 - Board needs to plan before June 1, 2021 for summer school

Motion by Danthia to approve the second interim budget report. Second by Shirley. Carried 4, 0, 0. Shannon will give an updated version of the budget at the May board meeting.

- C. Approval of SB 740 Charter School Facility Grant Program Application
- Application is for Annual Funding Round for the 2021-22 fiscal year. The grant provides on-going facility costs for charter schools that service a high-percentage of students eligible for free or reduced-price meals or located in a public elementary school boundary serving a similar demographic. BICS receives approximately \$50K from this grant as a reimbursement for rent of the school facility. Jeff is asking for approval from the board to move forward with applying for the Facility Grant Program Application.

Motion by Shirley to approve Jeff Felix to complete the Facility Grant Program Application. Second by Danthia. Carried 4, 0, 0.

VI. Discussion Items

A. LCAP Development – Julie Cushman will update the Board on the school’s progress on the Local Control and Accountability Plan (LCAP). The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for LEAs to share their stories of how, what, and why programs and services are selected to meet their local needs. Through the Board’s monthly meetings, community members will provide input on this document and are given opportunities to engage in the development. All stakeholders are invited to join the process. Julie plans to send out surveys to parents, and staff for feedback and input. Board members are also encouraged to participate in the survey. June 1, 2021 is the deadline to submit the LCAP. Julie will have a draft for the Board at the May 17, 2021 meeting.

B. Charter Renewal Update – Steve Halfaker is currently working on this but would like to pull back and would like to consult with executive issues when needed. Steve has contracted an expert to assist with the Charter Renewal. He will have further information regarding this.

C. TOSA Report (Teacher on Special Assignment) – Julie Cushman -

- Laurie Hadley (Barona Museum) has done a lot of planning and doing a great job with cultural classes. She has been working with eighth grade students cleaning up the garden. Board would like to see the Kumeyaay language as part of the cultural program.
- Discussion regarding the Eighth grade and Kindergarten promotion progress. Plans are in the making to move forward with this. Julie shared with the board plans for a Spring Fling on June 4, for KN promotion, Option 1 and Option 2. Board suggested having the promotions outside and rent a stage in order for more family members to attend.
- SIS System (Student Information System) training for the new school year will include teachers, Julie, Lisa (Attendance Clerk), and Kristy Johnson during the summer. Jeff and Yvonne will have Administrator rights.
- During a staff meeting Julie asked the teachers to think about what kind of PD (Professional Development) they would like to see happen.
- Teachers are excited about summer school; would like this to begin after July 4.
- In order to evaluate who will be returning next school year all staff will fill out an “Intent To Return” form to Julie.
- CPR class has been set for Friday, May 23, 2021 for BICS staff. Barona Paramedics will conduct the training.
- Some discussion regarding attendance and possibility of a mini bus pick up students at Barona. No action.
- A math consultant has been brought on board for the teachers.

Steve left the meeting at 9:47 AM

D. Principal/Director Report – Jeff Felix

- There is a concerns regarding safety on the playground structure and asphalt area. There is a problem with water drainage; outside the office back door, water comes up to

the back door during rainy season. Tawnya informed the Board that she and Clayton Curo plan to do a walkthrough at the school to address these any other issues.

- Jeff would like to see a new 4- foot sidewalk constructed along the garden fence leading to the school office. This will encourage visitors to check into the office and not be on campus.
- A very successful visit from Lakeside Oversight Team. Jeff asked Shannon if she has any information as to when the Site Visit Report will be sent to BICS. Shannon will check with Erin Garcia.
- Jeff would like to see more use of the Library for BICS students. He discussed the use of the Tutoring Room, would be good to have the Kindergarten class moved to this area or use the room for a school office.

VII. **Organizational Business**

- A. Future agenda items and/or Board member comments. No comments from the Board.
- B. Upcoming Meetings – May 17, 2021 8:30 Am, and June 21, 2021 (Annual Meeting) 4:00 PM.

VIII. **Executive Session** – at 10:10 AM. Jeff excused and thanked Shannon for joining the meeting.

- A. the Governing Board will meet in closed session to consult with legal counsel concerning existing facts and circumstances that might result in litigation per Government Code section 54956.9, subdivision (d)(3) (Section (d)(3)).

IX. **Return to Open Session** at 10:16 AM.

X. **Motion** to adjourn at 10:17 am by Shirley. Second by Danthia. Carried 4, 0, 0.

Respectfully submitted,

Yvonne LaChappa
Recording Secretary



Culture Class 2021

Curriculum Highlights

Vocabulary

Museum Artifact Specimen
Indian Native American ‘Iipay/Tiipay Diegueño Kumeyaay
Pre-contact Post-contact
Primary Source Secondary Source
Anthropology: Cultural, Physical, Archaeology, Linguistics
Ethnobotany
Ethnocentrism Cultural Relativism

Grade Level Highlights

- 1st: What is a museum, an artifact vs. specimen, what can we learn from an artifact, “My Favorite Artifact”
- 2nd: What is a museum, an artifact vs. specimen, what can we learn from an artifact, ceramics study (form and function, parts of a pot, decoration & meaning), make your own pot, land acknowledgement
- 3rd: What is a museum, an artifact vs. specimen, traditional life pre-contact and post-contact with 3 waves of newcomers (food, shelter, clothing, tools, language & philosophy), ceramics study, build your own coiled pot using traditional methods.
- 4th: Traditional life pre-contact and post-contact especially focusing on San Diego de Alcala, Native perspective, mission projects
- 5th: Primary source review and secondary source review & reliability of what’s written, Sense of Place report and artwork exhibition
- 6th: Anthropology as a career, shortfalls, ethnocentrism, other ways of knowing, “why” stories, Creation Story, games, astronomy
- 7th: Ethnobotany study, garden rejuvenation, Native knowledge
- 8th: Heritage Project: Timeline of history since Creation, *Peyii ‘Enyeway ‘Esekaayches—We Are Still Here!* exhibition research and prep

Attendance Progress Report from Nina Drammissi, Family Resource Coordinator
Daily Monitored Students

Student	Grade	Days Enrolled	Average Attendance Before Agreement	Contacts	Intervention	Average Attendance After Agreement
A	K	101	87.13%	9 (2/22)	Agreement 4/22	100%
B	1	101	89.11%	9 (2/22)	Agreement 4/22	100%
C	7	101	86.14%	9 (2/22)	Agreement 4/22	100%
D	7	89	87.64%	6 (4/13)	Agreement*refusal 4/29	100%
E	1	101	76%	23 (2/18)	Agreement 2/19	83%
F	K	124	81.45%	32 (2/22) daily FT	Agreement 4/08	95.24%
G	5	145	75.5% Present 23.78% T	8 (3/02)	Agreement 5/07 in process	
H	2				In Process	
I	6	128	79.69%	10 (2/24)	Agreement Discussed 4/14 *refusal; sent cert mail 4/30	100%
J	2	128	77.34%	10 (2/24)	Agreement Discussed 4/14 *refusal; sent cert mail 4/30	94.44%
K	4			5 (2/25)	In process	
L	4			11 (2/25)	In process	
M	6	115	69.57%	26 (2/22) daily am calls	Agreement 3/12	90.32%
N	6	115	61.74%	26 (2/22) daily am calls	Agreement 3/12	90.32%
O	5	134	79.85%	4 (3/18)	Agreement 4/21	100%
P	7	134	81.34%	4 (3/18)	Agreement 4/21	100%
Q	8	134	79.10%	4 (3/18)	Agreement 4/21	100%
R	1	129	75.97%	12 (3/25)	Agreement 4/15	93.75%

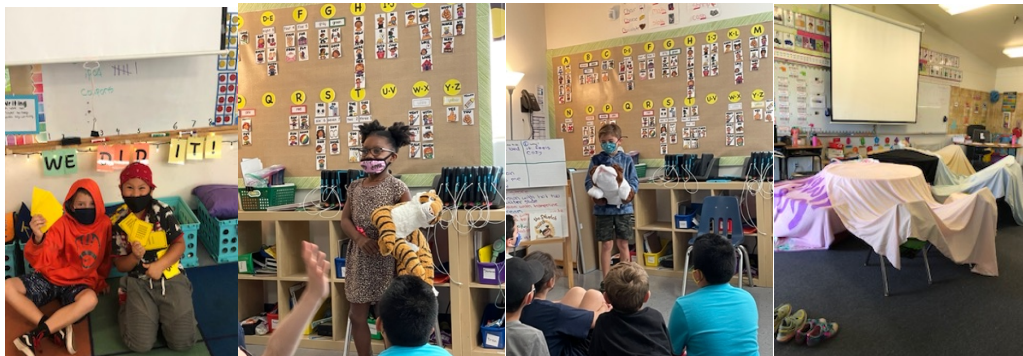
Average Attendance in 4 Week Increments

Jan 11-Feb 05	Feb 08-Mar 05	Mar 08-April 16	Apr 19-May 14
86.05%	92.69%	91.46%	to be documented 5/14

Progress:

1. Progressive Attendance protocol provides accountability and support.
2. SIHC counselors support targeted grade levels for social-emotional learning.
3. Positive Attendance Campaign: Whole Class/Cohort Celebrations for 7 plus days of Perfect Attendance/Individual celebrations for excellent and perfect attendance.
4. Family Resource Coordinator Contacts: 31 families as of 5/10/21.
5. Attendance Clerk Letters: 23 Trimester 1 (5 plus absences), 33 Trimester 2 (10 plus absences).
6. Handbook, Website, Parent Attendance Protocol added to packet (Dr. Felix, Mrs. Cushman, FRC).
7. Illuminate Software usage to monitor attendance data: early targeted intervention.
8. Regular communication/collaboration with staff to support families.

Celebrations!





Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide rigorous instruction and curriculum that promotes college and career readiness with support and interventions in place to minimize the barriers to students success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Access to Qualified Teaching</p> <p>19-20 Maintain baseline</p> <p>Baseline 100% fully credentialed and properly assigned teachers</p>	<p>Baseline was maintained and BICS students had access to teachers that were 100% fully credentialed, qualified and properly assigned.</p>
<p>Metric/Indicator Access to Quality Curriculum</p> <p>19-20 Maintain baseline</p> <p>Baseline 100% of students have accesses to Common Core aligned curriculum in ELA and Math</p>	<p>100% of BICS students had access to quality curriculum that was aligned to California State/Common Core standards in ELA and math. Students used McGraw Hill Wonders for ELA and Eureka Math for math.</p>
<p>Metric/Indicator Students reach RIT goals on all NWEA/Maps assessments</p> <p>19-20 Reading=100%</p>	<p>Students tested in the Fall were on track to meet RIT goals. Students were not tested in the Spring due to the COVID school closure, therefore an accurate assessment of NWEA/MAPS RIT goals for the year could not be measured.</p>

Expected	Actual
<p>Math=100% Language=100%</p> <p>Baseline Reading=68% Math=60% Language=68%</p>	
<p>Metric/Indicator Higher numbers of students will meet or exceed standards on the CAASPP assessment</p> <p>19-20 60% of students will meet or exceed standards in Language Arts and 60% of students will meet or exceed standards in Math</p> <p>Baseline Currently 22% of students meet or exceed standards in Language Arts and 21% of students meet or exceed standards in Math</p>	<p>Students were not tested in the Spring due to the COVID school closure, therefore an accurate assessment of CAASPP could not be measured.</p>
<p>Metric/Indicator Redesignated students will maintain English language proficiency</p> <p>19-20 Maintain baseline</p> <p>Baseline All current redesignated students have maintained language proficiency.</p>	<p>The annual reclassification rate was maintained in 2019-20.</p>
<p>Metric/Indicator Students will have access to up to date science material</p> <p>19-20 Maintain baseline</p> <p>Baseline No class is currently utilizing an NGSS aligned curriculum</p>	<p>BICS adopted the Discovery Education Science curriculum in August of 2019 which is aligned to NGSS. Students have continued to use the Discovery Education curriculum. Supplemental resources were used to enhance students science experience in the classroom.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> 1. Principal verifies teacher’s credentials, certifications, and ensures live scan. All are completed and documented in employee’s personnel file. 2. Attain, professionally develop and maintain 6 highly qualified teachers, 2 resource specialists, a psychologist, and provide a rigorous academic program and attend ongoing professional development. 3. Hire/Maintain qualified and credentialed Leadership Team- principal and counselor. 4. Teacher Salaries: Hire fully-qualified and credentialed teachers 5. Instructional Aides 	LCFF Base \$494,000 LCFF S&C \$42,000 LCFFA \$36,000 SPED/IDEA \$19,000 \$591,000	1000-1999: Certificated Personnel Salaries LCFF 410012 3000-3999: Employee Benefits LCFF 129934 1000-1999: Certificated Personnel Salaries Special Education 14709 3000-3999: Employee Benefits Special Education 2928 5800: Professional/Consulting Services And Operating Expenditures Special Education 65635.66
Facility and Technology <ol style="list-style-type: none"> 1. Cost for IT assistance with all technology devices provide maintenance and tech support 2. Purchase software/hardware: 3. Provide janitorial services and cost for repairs and maintenance 4. Purchase NWEA/MAPS program to serve as a local measure to assess student progress in Reading, Math, and Language Usage 	Books and Supplies 5000-5999: Services And Other Operating Expenditures LCFF Base \$170,800	4000-4999: Books And Supplies Other 16744 4000-4999: Books And Supplies LCFF 3807 5000-5999: Services And Other Operating Expenditures LCFF 500 5000-5999: Services And Other Operating Expenditures Other 1260
Curriculum <ol style="list-style-type: none"> 1. Purchase supplementary Common Core aligned curriculum and digital curricular materials for ELA : McGraw/Hill Wonders Program, Eureka Math, libraries 	LCFF Base \$44,500 Small Rural Schools \$20,000 LCFF S&C \$77,000 Impact Aid \$52,000 4000-4999: Books And Supplies \$193,500	4000-4999: Books And Supplies LCFF 2874

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2. Purchase supplementary classroom materials</p> <p>3. Supplement Science Curriculum (NGSS Aligned)</p>		<p>4000-4999: Books And Supplies Lottery 7462</p> <p>4000-4999: Books And Supplies Special Education 73</p> <p>4000-4999: Books And Supplies Other 22541</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 8358</p> <p>5000-5999: Services And Other Operating Expenditures Other 3365</p>
<p>Professional Development</p> <p>BICS will provide professional development in the following areas:</p> <p>CCSS ELA/ELD</p> <p>Positive Behavior Intervention and Support</p> <p>NGSS</p> <p>Reading and Literacy</p> <p>CCSS Math Instruction</p>	<p>Materials and Supplies 5000-5999: Services And Other Operating Expenditures LCFF Base \$11,500</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base 500</p>
<p>1. Purchase additional materials to help EL students access the curriculum in core subject areas.</p> <p>2. Schedule additional time for tutoring for EL's, Foster, and Low Income students</p> <p>3. Fund for support from Community Liaison.</p>	<p>Materials and Supplies 5000-5999: Services And Other Operating Expenditures LCFF Base \$11,500</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF 10214</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide students with after school tutoring	LCFF Base \$25,000	1000-1999: Certificated Personnel Salaries LCFF 4133

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted funds were used to implement all planned actions/services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

BICS successfully maintained a staff of qualified teachers as well as staff members to support our students with academic excellence. All certifications are up to date and have been filed in personnel files. Professional development was provided to all staff members to meet rigorous academic standards in all content areas. NWEA continues to be our platform to measure student growth in the areas of math, reading and language arts. BICS adopted and purchased Discovery Education Science to meet the New Generation Science Standards (NGSS) in grades K - 8th. As with many schools the COVID closure was a challenge but our focus was to support our families needs (computers, hotspots and communication) and to assist with distance learning to ensure our students' success.

Goal 2

Ensure parents are partners in the education process through concise communication, collaboration, and the sharing of important information to promote a safe, nurturing and inclusive learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Increase opportunities for parents to participate in their children’s education</p> <p>19-20 230 hours of volunteer service</p> <p>Baseline 185 hours of volunteer service</p>	<p>BICS was on track to meet volunteer hours (165) for the school through schoolwide activities such as volunteering for Spirit Club, book fairs, classroom fundraisers, Read Across America, classroom helpers, office help and field trips. School was closed in March due to COVID and volunteers were unable to assist due to safety protocols.</p>
<p>Metric/Indicator Administer a parent survey</p> <p>19-20 Maintain baseline</p> <p>Baseline Survey administered</p>	<p>A survey was issued in response to parents' needs during the COVID shutdown of the school. It was the school's mission to support families during this unprecedented time of school shutdowns.</p>
<p>Metric/Indicator Maintain expulsion rate below 1%</p> <p>19-20 Maintain baseline</p> <p>Baseline Currently 0%</p>	<p>BICS was able to maintain their baseline of 0%.</p>

Expected	Actual
<p>Metric/Indicator Decrease chronic absenteeism</p> <p>19-20 Maintain baseline</p> <p>Baseline Current% of chronically absent students = 6</p>	<p>BICS was able to maintain the baseline of 6</p>
<p>Metric/Indicator Decrease tardy rates</p> <p>19-20 90 tardy incidents</p> <p>Baseline 119 tardy incidents</p>	<p>BICS was on track to improve tardy incidents before school closure due to COVID.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> 1. Host school wide events and assemblies that promote a positive school culture. 2. Implement PBIS Training. 3. Continue the PeaceBuilder character education program. 4. Continue effective communication through Blackboard Connect and digital avenues of communication. 5. Continue the HOT attendance program. 	<p>Advertise services 4000-4999: Books And Supplies LCFF Base \$8,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base 600</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Supports were to put into place for all BICS families to assist with distance learning due to COVID school closures. All budgeted funds were used to implement all planned actions/services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

BICS hosted several successful schoolwide events and assemblies to promote a positive school culture. Many events included parent/family involvement (Back to School Night, Family Movie Night, Holiday Performance, Pumpkin Patch/Halloween, Thank You Native America, Read Across America) that encouraged school engagement and a positive learning environment. BICS continued to implement Safe School Ambassadors for grades 4th - 8th. The success of the Safe School Ambassadors program led to the addition of Safe School Buddies for our grades 1st - 3rd with positive results. Character education continued with the Peace Builders program for the development of a positive school environment. All communication efforts through the Blackboard Connect system, email and social media were used to reach all BICS families with pertinent school information. Attendance incentives continued to be implemented to reduce tardies and chronic absenteeism. School challenges came during the school closure when communication was key with our families. When the school closed abruptly in March our information in our mass communication system was not completely up to date. Therefore some families were not receiving crucial information about the pivot to distance learning. We have since made it a priority to update all contact information with our families.

Goal 3

Barona Indian Charter School will provide a safe, clean, campus. This will be accomplished through concise communication, frequent inspection, daily cleaning of classrooms and offices, and using approved and safe cleaning products.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Routine inspection of buildings and grounds and replacement of broken furniture and equipment</p> <p>19-20 Maintain Baseline</p> <p>Baseline Grounds are inspected and equipment is replaced when necessary</p>	<p>Routine inspection of grounds and buildings was completed and any necessary repairs were made. This was completed in conjunction with the tribal facilities manager.</p>
<p>Metric/Indicator Classes and offices cleaned daily</p> <p>19-20 Maintain Baseline</p> <p>Baseline Classes and offices cleaned daily</p>	<p>The school office and all classrooms were cleaned and sanitized on a daily basis.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.Classes and offices cleaned daily	Operations and housekeeping \$20,000	5000-5999: Services And Other Operating Expenditures LCFF Base 49,875

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2. Routine inspection of buildings and grounds and replacement of broken furniture and equipment 3. Clerical/Office and Campus Student Supervisors	Non-capitalized equipment \$4,000 LCFF Base \$24,000	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted funds were used to implement all planned actions/services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual building and grounds inspection was performed to ensure student safety when on campus. Any repairs to grounds, playground structure and facilities were performed by a facility's maintenance crew. Classrooms and offices continued with daily cleanings. A deep cleaning and sanitizing was performed after school closure due to COVID.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites; Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk; Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness; Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks; Signage, Posters, and Floor Decals, and Visual cues throughout school sites to maximize social distancing.	\$9,600.00	\$1108.00	No
BICS needed staff to implement a cohort/block schedule for in-person learning to take place with the larger combination classes. Additional teachers as well as campus staff were brought on board to to make in person learning successful.	0.0	\$49,430.31	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Three new faculty members were hired so that in-person instruction would take place in small cohorts, ensuring social distancing practices. Additional campus supervisors were hired so that social distancing practices and safety protocols continued into outdoor activities such as lunch and recess. With additional staff, we have been able to support the achievement gap that stemmed from the pivot to distance learning due to COVID. BICS also brought in outside consultants to support students and teachers with both academic needs and social and emotional well-being. There was a substantive difference between budgeted and actual expenditures for PPE since BICS received numerous donations of masks, hand sanitizer, and shields.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

BICS has been successful in maintaining in-person instruction since starting the school year and having students on campus five days a week. Students who struggled were identified early through NWEA MAPS diagnostic assessments, standards-based assessments, and teacher observations. Extra support was given through daily participation in small group language arts and/or mathematics sessions with an intervention teacher. Data obtained through school assessments show that our struggling students are making progress to close the achievement gap. Consistent communication between staff and parents has made the transition to in-person instruction successful and our students are benefiting from the consistency of being back on campus full time.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks or iPads and Hotspots made available for all students and staff who need a assistance to access distance learning at home.	\$25,000.00	\$24,043.13	No
<p>ALL STUDENTS:</p> <ul style="list-style-type: none"> • Grades 3-8 will take the MAPS 2-3 x year in reading and math to identify areas of need, set learning goals, and monitor progress. • Grades K-2 will be screened with in-house assessments 2-3 x year in reading and math as a tool to identify and provide early intervention. • Grades K-6 will take the ongoing math assessments 3 x year to identify areas of need, set learning goals, and monitor progress in math. <p>ENGLISH LEARNERS will also:</p> <ul style="list-style-type: none"> • Take the MAP Language assessment 2-3 x year with the reading and math MAPS to identify areas of need, set learning goals, and monitor progress. • Take the pre-assessment in 1st through 8th to align their curriculum with their current English language skill level. • Take formative assessments to monitor progress and measure the effectiveness of the curriculum. <p>STUDENTS WITH IEPS will also:</p> <ul style="list-style-type: none"> • Be given informal assessments given to monitor current levels in relation to their IEP goals. • Be given formative assessments to measure progress related to IEP goals. <p>STUDENTS IN RtI PROCESS (Concern Report) will also:</p>	\$15,000.00	\$13,000.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<ul style="list-style-type: none"> • Be given informal assessments to monitor current levels in relation to their Rtl goals. • Be given formative assessments to measure progress related to Rtl goals. 			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions/ budgeted expenditures for the distance learning program. BICS implemented in-person instruction at the start of the school year. Distance learning preparations, such as access to devices and connectivity (Chromebooks, iPads, Hotspots), communication software (Zoom, SeeSaw, Outlook, Lexia, iStation, NWEA) and procedures for continuity of instruction are in place in such case that a pivot to distance-learning is needed.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

BICS staff have been trained in distance learning protocol and procedures. Students and staff have the tools they need (technology and guidance) to successfully transition to a distance learning platform should the need arise. BICS has consulted with a math coach to ensure that math distance learning is engaging and effective. Distance learning has been implemented on an individual basis for students affected by COVID with complete success, while the majority of students continued with in-person instruction.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>These are complex times. Having plans in place to identify and support student needs will best prepare BICS to navigate these new challenges as they arise. We must get this right — students and families are counting on us. To address loss of learning and widening of achievement gaps, BICS will consider the following five key areas to assure our school is prepared to assess and address gaps of inequity and subsequent impacts on student learning.</p> <ul style="list-style-type: none"> • Address students’ social and emotional well-being first • Develop plans that include comprehensive approaches to formative assessments • Address individual student skills and re-teach concepts not taught in the prior year • Invest in high-quality professional learning and instructional materials • Be active and transparent in communicating with families and the community 	0.0	0.0	

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no expenditures tied to these actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Staff has instituted a variety of classroom strategies to support the social and emotional needs of our students. These strategies include morning meetings, student check-ins, support circles and well-being curriculum. A Family Resource Coordinator was hired to

support, serve and communicate with families in regards to students' social and emotional well-being, and academic needs. BICS developed a block schedule with grades 3rd - 8th, to address individual student skills they may have not been taught in the previous year. Smaller classes enhanced individual learning and addressed any student learning loss that may have resulted from the COVID closure. An enrichment class was added to provide students with extra support with academics in collaboration with students' classroom teacher. Comprehensive assessments were performed, upon students return to school, to assess learning loss through multiple testing platforms, such as NWEA, ESGI, LEXIA, iStation and DRA. This data gave BICS a comprehensive picture of students' individual needs with their return to full-time, in-person instruction. BICS provided teachers with high quality instructional materials and professional learning. Instructional materials purchased included Teachers Pay Teachers School Access, extra DRA kits, and Envision Math curriculum, along with a math consultant to map out the curriculum. Staff was trained in behavioral/classroom management to assist the transition to in-person instruction.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Social and emotional well-being has been BICS focus and top priority as our students returned to full-time, in-person instruction. Teachers and staff received training for "trauma-informed" classroom behavior in anticipation of stressors brought on from COVID restrictions. Classroom teachers have remained the first point of contact and communication sources for students and families to address individual concerns. BICS teachers continue to assess and encourage their students on a daily basis. The addition of our Family Resource Coordinator has been of great value in face-to-face communication and outreach to struggling families. The Coordinator assists students and families of the school by developing, coordinating and providing a comprehensive set of wraparound services to address academic and non-academic barriers. The Coordinator has supported the unification of all educators, community partners, and families to provide all students with quality academic supports, enrichment, health and social services, and opportunities to learn and thrive.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

COVID restrictions have limited parent access to campus. In order to maintain communication and outreach, BICS has utilized social media, (Facebook, Instagram) Seesaw and Blackboard Connect to keep in touch with our families. The Family Resource Coordinator has been instrumental in reaching out to families that are experiencing challenges. BICS was able to have a socially distanced Meet the Teacher Night to inform families of what to expect for the upcoming school year of in-person instruction. Parent teacher conferences were conducted in person or via Zoom for parents to discuss academic gains or concerns in October and again in March. BICS teachers and staff have implemented activities within the school that continued to engage but follow COVID protocol, such as Read Across America, Thank You Native America and our annual Scholastic Book Fair. All students at BICS have benefited from the ability to responsibly engage while continuing to following COVID guidelines.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

BICS recognizes the importance of health and nutrition as an integral part of a student's well-being and success in school. The school enhanced its nutrition program with a daily, healthy breakfast and lunch program offered to all students, regardless of need. In addition, the nutrition program offered more healthy choices, including hot meal selections as well as family meal bags distributed

each Friday. The science of nutrition was also integrated in our Physical Education classes to all students as part of their academic program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned from the 2020-2021 in-person instruction has emphasized the importance of the physical, social and emotional well-being of students and their success in school. BICS will move to align new goals with supporting all student populations and staff throughout the years ahead. Increased communication between school and home will serve to strengthen parent involvement and student engagement. COVID closures of 2020 has brought to light the stressors students and families are dealing with on a daily basis. BICS will use this information in moving toward trauma-informed strategies that will prepare staff to recognize and respond to those students impacted by traumatic stress. Creating a positive school climate will further serve to meet the needs of student health and well-being. BICS students cannot achieve their optimum if they are not at school therefore, we will work toward improving overall attendance with outreach to families and the barriers leading to absenteeism. BICS will continue to advance student achievement with targeted efforts in both math and ELA. Emphasis on professional development for teachers, and dedicated staff will remain a priority for the continued success of our students . The challenges of COVID has served as a wake up call to the importance on the whole health, safety and well-being of students, staff and families, as we work together for the common goal for our students' successes.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Upon returning to in-person instruction students were given comprehensive needs assessments to gather data for potential learning loss. Since BICS was able to begin instruction with all students on campus, any loss of learning could be addressed and minimized. Students who were struggling were identified early through NWEA MAPS diagnostic assessments, standards-based assessments, and teacher observations, and were then given extra support through daily participation in small group language arts and/or mathematics sessions with an intervention teacher. COVID restrictions and regulations required smaller class cohorts, which turned

out to be beneficial to all of our student populations. Results from diagnostic assessments showed less learning loss than expected across all student demographics. Understanding students with unique needs (low income, English learners, learning disabilities) may have suffered a greater learning loss during closure, BICS was prepared to provide extra support in all academic areas. Moving forward, BICS will strive to continue with small group instruction after seeing the positive results in pupils with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The overall attitude of the community and staff helped to implement the in-person learning this year. While this attitude cannot be quantified, it is the general opinion of all stakeholders that no one service can be attributed to the success of the year. It was the entire community including students that became the foundation for our success.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The experience of the 2020 COVID closures of in-person instruction has highlighted the need to ensure the physical, social and emotional well-being of students and their success in school. Looking forward, BICS will align goals with supporting high quality professional development, in this regard, for teachers and staff throughout the year. Increased communication between school and home will serve to strengthen both parent involvement and student engagement while on campus. Creating a positive school climate will further serve to meet the needs of student health and well-being. BICS understands that students cannot achieve their optimum if they are not at school. BICS looks to improve our overall attendance with outreach to families in an effort to understand and assist in the barriers leading to absenteeism. BICS will continue to advance student achievement with targeted efforts in both math and ELA. Emphasis on professional development for teacher, dedicated instructional aides and an after school tutoring program will serve to close the gap in this area. Barona Indian Charter School serves a diverse population, including a significant percentage of Native American students. BICS will continue to incorporate the unique cultural aspects in the academic program as well as celebrating the special customs and traditions in school wide events. The challenges of COVID has served as a wake up call to the importance on the whole health, safety and well-being of students, staff and families, as we work together for the common goal for our students' successes.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,035,300.00	755,524.66
	784,500.00	0.00
LCFF	0.00	569,832.00
LCFF Base	250,800.00	50,975.00
Lottery	0.00	7,462.00
Other	0.00	43,910.00
Special Education	0.00	83,345.66

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,035,300.00	755,524.66
	640,000.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	429,354.00
3000-3999: Employee Benefits	0.00	132,862.00
4000-4999: Books And Supplies	201,500.00	53,501.00
5000-5999: Services And Other Operating Expenditures	193,800.00	63,958.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	75,849.66

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,035,300.00	755,524.66
		591,000.00	0.00
	LCFF Base	49,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	414,145.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	500.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	14,709.00
3000-3999: Employee Benefits	LCFF	0.00	129,934.00
3000-3999: Employee Benefits	Special Education	0.00	2,928.00
4000-4999: Books And Supplies		193,500.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	6,681.00
4000-4999: Books And Supplies	LCFF Base	8,000.00	0.00
4000-4999: Books And Supplies	Lottery	0.00	7,462.00
4000-4999: Books And Supplies	Other	0.00	39,285.00
4000-4999: Books And Supplies	Special Education	0.00	73.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	8,858.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	193,800.00	50,475.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	4,625.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	10,214.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	65,635.66

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,003,300.00	705,049.66
Goal 2	8,000.00	600.00
Goal 3	24,000.00	49,875.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$9,600.00	\$50,538.31
Distance Learning Program	\$40,000.00	\$37,043.13
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$49,600.00	\$87,581.44

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$9,600.00	\$50,538.31
Distance Learning Program	\$25,000.00	\$24,043.13
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$34,600.00	\$74,581.44

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$15,000.00	\$13,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$15,000.00	\$13,000.00



Expanded Learning Opportunities Grant Plan

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

The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

This plan was introduced at a public hearing at the April 2021 Barona Indian Charter School Board of Trustees meeting for stakeholders, including parents, teachers and school staff to discuss and provide any feedback with the purpose of promoting plan involvement. A planning and feedback meeting was held in April, with teacher's and staff, to collaborate on the details of the Summer Learning program. This plan will be presented at the May 2021 School Board meeting for adoption.

A description of how students will be identified and the needs of students will be assessed.

Barona Indian Charter School will utilize NWEA MAPS Testing assessments and teacher recommendations for students that are one or more grade levels behind, students recommended for retention, and students receiving special education services in an effort to reach out to students that would most benefit from this Expanded Learning Opportunity as a Summer Learning program. In addition, this learning opportunity will also be offered to any of our Native American student population that may benefit from this program. A multi-level approach will be used to identifying individuals unable to meet essential benchmarks for their grade level, students at risk and those students with

special needs. Teachers will provide recommendations and formulate the supplemental instruction needed to help close these achievement gaps.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

The Expanded Learning Opportunity grant plan will be posted on Barona Indian Charter School Website and shared at stakeholder meetings. Parents and students recommended for our Summer Learning program will receive information by email and a letter sent to them. Outreach to parents by their student's teacher will ensure clear communication of the intent and vision of our Summer Learning.

A description of the LEA's plan to provide supplemental instruction and support.

Barona Indian Charter School intends to offer a Summer Learning program to targeted low-income students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, as a means to close achievement gaps. This program would focus primarily Math and ELA remedial services. In the Summer Learning program, BICS will use Mixed Aged Learning Bands for competency and skills focused in reading, math and writing. The Summer Learning program would include time for project-based learning to provide opportunities to apply team-building and STEAM (Science, Technology, Engineering, Art and Math) skills in a creative way. Teachers will work in collaboration to create a positive climate and a learning experience that is meaningful and engaging.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	39,997.20	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	3000.00	
Integrated student supports to address other barriers to learning	1000.00	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	8000.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	0.00	
Additional academic services for students	5000.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	2000.00	
Total Funds to implement the Strategies	58997.50	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Barona Indian Charter School is coordinating the use of the Expanded Learning Grant and ESSER 2 to meet the needs of the school, staff, students and community.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021



California School Finance Authority

Charter School Facility Grant Program Application

Applicant: Barona Indian Charter

Application ID:	2484	Submitted:	5/6/2021
Charter Number:	0469	CDS Code:	37681896120901

Contact Information

Contact Info:	Jeffrey Felix	(619) 443-0948	jfelix@mybics.org
Mailing Address:	1095 Barona Rd. Lakeside, CA 92040-1541		

Facility Information

	Site	Expiration Date	Base Rent
Facility 1:	1095 BARONA ROAD	6/30/2022	5541.67
Facility 2:			
Facility 3:			
Other Costs	No		

Eligibility

Charter Site FRPM at least 55%	Yes
Preference in admissions to local Elementary	Yes
Charter to occupy District/COE Facility	No
Lease or Purchase	No
Applying for Incentive Grant	No

Related Parties

Owner:	Barona Band of Mission Indians	
Related Party	No	NA
Formed to support charter		NA
5) a.		NA
5) b.		NA
5) c.		NA
5) d.		NA

Charter Agreement	On file	
Authorizer Board Adoption	On file	

Current Board Members	New
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**BARONA INDIAN CHARTER SCHOOL
GOVERNING BOARD RESOLUTION #21-05-01
MAY 17, 2021**

The Governing Board wishes to account for the increased workload on faculty and staff resulting from school closures and applicable health orders throughout this school year because of the COVID-19 pandemic. Over the past eight months, the faculty and staff have provided an incredible amount of time and energy beyond the regular workday to ensure students can continue with in-person learning. All of our staff have transformed the learning environment at our school into a safe haven for students during the pandemic. The Board chooses to recognize them for going above and beyond. The Board appreciates the manner in which all employees kept the school open for in-person instruction while managing the many and varied health regulations, abrupt schedule changes due to increased infections, and the plethora of additional duties placed upon them. Some of those duties included:

- Time spent relocating classrooms for social distancing;
- Developing new skills and methods for virtual learning;
- Cleaning facilities following confirmed covid-19 cases;
- Tracking student participation virtually as well as in-person;
- Keeping daily/weekly logs of students participating virtually;
- Cleaning and disinfecting school equipment immediately after student use.

Therefore, the Governing Board of the Barona Indian Charter School hereby orders that:

- All full-time employees shall be paid a one-time stipend of 6% (six percent) of their contracted salary each.
- Part-time employees shall be paid a one-time stipend of \$500 (five hundred) each.
- Full-time employees are those employees who are contracted to work 30 hours (thirty) or more per week.
- Substitute employees without an employment contract are not eligible for a stipend.
- Funding for this expense shall come from federal and state grants created for this purpose as a result of the COVID-19 pandemic.

APPROVED AT THE REGULAR BOARD MEETING ON MAY 17, 2021.

Ray Welch, President

Tawnya Phoenix, Vice President

Mandy Curo Quintero, Secretary/Treasurer

Shirley Ruis, Member

Danthia Gil, Member

SUMMER IMPACT
BICS Summer Learning Program
2021 Proposal

Date: July 6th-July 30th

Time: Mondays-Fridays 8:00am-12:00pm

(Teachers 7:30-12:30; Instructional time 8:00am - 12:00pm)

Funded by: Extended Learning Opportunities Grant (ELO)

Class Structure:

Mixed Aged Learning Bands using the following criteria:

- Recommended for retention
- Special Education/SST
- One or more grade levels behind
- Teacher Recommendation
- Unable to meet essential benchmarks for that grade level

Curriculum: Savvas Math (Intervention)/Reading A-Z/Brain-Pop

- Focus on math and ELA skill building

Nutrition Program: Breakfast, Morning Snack, Lunch To-Go provided by Lakeside Union School District

Daily Structure: Morning Goal Meeting (SEL focus time), “Band” time (learning groups) w/Math and ELA focus, Project-Based Learning (STEAM/Team Time)

Skills Practice Time:

Competency and Skills Focused Reading, Math and Writing

Project-based learning time

Team-Building Activities

STEAM Projects (Science-Technology-Engineering-Art-Math)

Weekly theme projects - Fun topics interwoven into Band (learning groups) and Project time (large group)

Daily challenges - SEL-based goals - Character Building

Faculty/Staff

Supervisory: Julie Cushman (TOSA)

Certificated Staff: 3-4

Classified Staff: 1

BARONA INDIAN CHARTER SCHOOL

Independent Contractor Agreement

PO No. _____

This agreement is hereby entered into between **Barona Indian Charter School**,
herein after referred to as "Charter," and

ELIZABETH BRENNER

Contractor Name

2572 Aaron Court, San Diego, CA 92105

Mailing Address

Taxpayer ID or SS Number

Herein after referred to as "**Contractor.**"

WHEREAS, Charter is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in administrative matters, if such persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, Charter is in need of such special services and advice, and

WHEREAS, Contractor is specially trained and experienced and competent to perform the special services required by the Charter, and such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

1. **Scope of Services: Elizabeth Brenner will serve as an academic advisor as BICS prepares to complete the 3-year LCAP, end of year LCP, and applications for ELO, IPI, ESSER 2 & 3.**
2. **Term.** Contractor shall commence providing services under this Agreement on April 15, 2021, and will diligently perform as required and complete performance by June 30, 2021.
3. **Location:** Work will be performed virtually under the supervision of Julie Cushman & Jeff Felix.
4. **Compensation.** Charter agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement a total fee **not to exceed \$3800.00** and/or **\$75.00/hr.** Payments shall be made upon receipt and verification of Contractor's invoice for services delivered. Invoices shall not exceed one per month and should be submitted to Julie Cushman.
5. **Expenses.** Charter shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for Charter, except as follows:
6. **Standard of Performance.** Contractor shall, in good and workmanlike manner, in accordance with the highest professional standards, and in a manner consistent with the level of care and skill ordinarily exercised by members of the profession currently practicing under similar circumstances. Contractor shall, at its own cost and expense, furnish all of the labor, technical, administrative, professional and all

other personnel, all supplies and materials, equipment, printing, transportation, facilities and all other means whatsoever, except as herein otherwise expressly specified to be furnished by Charter, necessary or proper to perform and complete the work and provide the services required of Contractor by this Agreement.

7. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, or agents of the Charter, and are not entitled to benefits of any kind or nature normally provided employees of the Charter and/or to which Charter's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. Contractor assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the service to be provided under this Agreement.
8. **Taxes.** Contractor acknowledges and agrees that it is the sole responsibility of Contractor to report as income its compensation received from Charter and to make the requisite tax filings and payments to the appropriate federal, state, or local tax authority. No part of Contractor's compensation shall be subject to withholding by Charter for the payment of social security, unemployment, or disability insurance or any other similar state or federal tax obligation.
9. **Originality of Services.** Contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and video productions prepared for, written for, submitted to the Charter and/or used in connection with this Agreement, shall be wholly original to Contractor and shall not be copied in whole or in part from any other sources, except that submitted to Contractor by Charter as a basis for such services.
10. **Confidentiality and Use of Information.**
 - a.) Contractor shall hold in trust for the Charter, and shall not disclose to any person, any confidential information. Confidential information is information which is related to the Charter's research, development, trade secrets and business affairs; but does not include information which is generally known or easily ascertainable by nonparties through available public documentation.
 - b.) Contractor shall advise Charter of any and all materials used, or recommended for use by Contractor to achieve the project goals, that are subject to any copyright restrictions or requirements. In the event Contractor shall fail to so advise Charter and, as a result of the use of any programs or materials developed by Contractor under this Agreement, Charter should be found in violation of any copyright restrictions or requirements, or Charter should be alleged to be in violation of any copyright restrictions or requirements, Contractor agrees to indemnify, defend and hold harmless, Charter against any action or claim brought by the copyright holder.
11. **Audit and Inspection of Records.** At any time during the normal business hours and as often as Charter may deem necessary during the term of this Agreement and for four (4) years from the date of final payment under this Agreement, Contractor shall make available to Charter for examination at Charter's place of business specified above, all data, records, investigation reports and all other materials respecting matters covered by this Agreement and Contractor will permit the Charter to audit, and to make audits of all invoices, materials, payrolls, records of personnel and other data related to all matters covered by this Agreement.

12. **Works for Hire/Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall be works for hire and shall become the sole property and cannot be used without Charter's express written permission. Charter shall have all rights, title, and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the Charter. Contractor consents to use of Contractor name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

13. **Termination.**

Termination for Convenience: At any time and without need for cause, the Charter may terminate this Agreement by delivering written notice of termination to the Contractor. The Contractor shall be deemed to have received written notice either upon actual receipt or five days after the Charter mails the notice to the address of the Contractor specified in Section 24, whichever occurs first. The termination shall take effect immediately upon receipt of the written notice, unless the notice specifies a later date as the effective date of the termination. As of the effective date of the termination, the Contractor shall cease all work pursuant to this Agreement. The Charter and the Contractor expressly agree that, in the event of termination for convenience, the Charter will be required to compensate the Contractor only for services satisfactorily rendered prior to the effective date of termination.

Termination for Cause: At any time it believes it has sufficient cause, the Charter may deliver written notice to the Contractor of the Charter's intent to terminate this Agreement for cause. The Contractor shall be deemed to have received the written notice either upon actual receipt or five days after the Charter mails the notice to the address of the Contractor specified in Section 24, whichever occurs first. The written notice shall set forth in reasonable detail the cause(s) underlying the Charter's intent to terminate this Agreement. Sufficient cause for termination shall include: (a) any material breach of this Agreement by the Contractor, including any failure by Contractor to reasonably perform its obligations pursuant to this Agreement; (b) any act by Contractor exposing the Charter to liability for, or resulting in Charter liability for, personal injury or property damage; (c) any act by Contractor exposing the Charter to liability for, or resulting in Charter liability for, fraudulent or other wrongful acts; and (d) if Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors, or a receiver is appointed on account of Contractor's insolvency. This Agreement shall terminate fifteen days after receipt by the Contractor of the written notice, unless Contractor has corrected or eliminated the matters forming the cause(s) for termination and provided evidence thereof satisfactory to the Charter, or Contractor has made arrangements for the correction or elimination of such matters satisfactory to the Charter. In the event of such termination for cause, all work and services of the Contractor provided prior to the termination shall be the property of the Charter, and the Charter may complete the services required under this Agreement by any other means the Charter determines reasonable. The Contractor shall be liable for all damages incurred by the Charter as a result of the Contractor's breach of its obligations pursuant to this Agreement, acts exposing the Charter to liability, and/or acts resulting in Charter liability. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to Charter.

14. **Insurance, Indemnification and Hold Harmless.**

- a.) The Contractor shall, at his or her expense, carry adequate insurance to fully protect both the Contractor and the Charter from any and all claims of any nature for damage to property or for personal injury including death, which may arise while the Contractor is traveling to or from a work-related location. Such insurance shall be subject to the Charter's review and approval prior to provisions of the Services described herein.

b.) To the fullest extent permitted by law, the Contractor shall defend (with counsel reasonably approved by the Charter), indemnify and hold the Charter, its officials, officers, agents, employees and volunteers free and harmless from any and all claims, demands, causes of action, suits, actions, proceedings, costs, expenses, liability, judgments, awards, decrees, settlements, loss, damage or injury of any kind, in law or equity, to property or persons, including wrongful death (collectively, "Claims") in any manner arising out of, pertaining to, or incident to any alleged acts, errors or omissions, or willful misconduct of the Contractor, its officials, officers, employees, subcontractors, consultants or agents in connection with the performance of Contractor's services or this Agreement, including without limitation the payment of all consequential damages, expert witness fees and attorneys' fees and other related costs and expenses. Notwithstanding the foregoing, to the extent Contractor's services are subject to Civil Code Section 2782.8, the above indemnity shall be limited, to the extent required by Civil Code Section 2782.8, to Claims that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Contractor. Contractor's obligation to indemnify shall not be restricted to insurance proceeds, if any, received by the Charter, its officials, officers, employees, agents or volunteers.

15. **Worker's Compensation Insurance.** Contractor certifies that he/she is aware of the provisions of Section 3700 of the California Labor Code which requires every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code. Accordingly, Contractor agrees to procure and maintain in full force and effect Worker's Compensation Insurance covering its employees and agents while these persons are participating in the activities hereunder. In the event a claim under the provisions of the California Workers' Compensation Act is filed against Charter by a bona fide employee of Contractor participating under this Agreement, Contractor agrees to defend, indemnify and hold the Charter, its officials, officers, agents and employees harmless from such claim.

16. **Fingerprinting Requirements** The Charter anticipates that the Contractor:

will not have contact with any students of the Charter

will have limited contact with students and will be supervised by a Charter employee at all times.

will have contact with students and must comply with the Charter's standard criminal background checks process pursuant to Education Code Section 45125.1. Contact Director of Human Resources for assistance if needed.

17. **California Labor Code Requirements.**

a.) The Contractor certifies that it is aware of the requirements of California Labor Code sections 1720 et seq. and 1770 et seq. ("Prevailing Wage Laws"), which require the payment of prevailing wage rates and the performance of other requirements on certain "public works" or "maintenance" projects. If the services are being performed as part of an applicable "public works" or "maintenance" project, as defined by the Prevailing Wage Laws, and if the total compensation is \$1,000 or more, Contractor agrees to fully comply with such Prevailing Wage Laws, if applicable. Contractor shall defend, indemnify and hold the Charter, its officials, officers, employees, and agents free and harmless from any claims, liabilities, costs, penalties or interest arising out of any failure or alleged failure to comply with the Prevailing Wage Laws. It shall be

mandatory upon the Contractor and all subcontractors to comply with all California Labor Code provisions, which include but are not limited to prevailing wages, employment of apprentices, hours of labor and debarment of contractors and subcontractors.

- b.) If the services are being performed as part of an applicable “public works” or “maintenance” project, in addition to the foregoing, then pursuant to Labor Code sections 1725.5 and 1771.1, the Contractor and all subcontractors must be registered with the Department of Industrial Relations (“DIR”). The Contractor shall maintain registration for the duration of this Agreement and require the same of any subcontractors. The services performed under this Agreement may also be subject to compliance monitoring and enforcement by the DIR. It shall be the Contractor’s sole responsibility to comply with all applicable registration and labor compliance requirements, including the submission of payroll records directly to the DIR.

18. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.
19. **Compliance with Applicable Laws.** The service completed herein must meet the approval of the Charter and shall be subject to the Charter’s general right of inspection to secure the satisfactory completion thereof. Contractor agrees to comply with all federal, state, and local laws, rules, regulations and ordinances that are now or may in the future become applicable to Contractor, Contractor’s business, equipment and personnel engaged in operations covered by this Agreement or accruing out of the performance of such operations.
20. **Permits/Licenses.** Contractor and all Contractor’s employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this Agreement.
21. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
22. **Entire Agreement/Amendment.** This Agreement and any exhibits attached hereto constitute the entire agreement among the parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, any may be amended only by a written amendment executed by both parties to the Agreement.
23. **Nondiscrimination in Employment.** Contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.
24. **Non-waiver.** The failure of Charter or Contractor to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party or such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

25. **Administrator of Agreement.** This Agreement shall be administered on behalf of, and any notice desired or required to be sent to a party hereunder shall be addressed to:

For Charter: 1095 Barona Road, Lakeside, CA 92040

For Contractor: 2572 Aaron Court, San Diego, CA 92105

26. **Notice.** All notices or demands to be given under this Agreement by either party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally serviced or if mailed on the fifth day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this Agreement, the addresses of the parties are set forth above.

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

28. **Governing Law.** The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in San Diego County, California.

29. **Warranty of Authority.** Each of the parties signing this Agreement warrants to the other that they have the full authority of the entity on behalf of which signature is made.

This Agreement is entered into this 15th day of April 2021.

BARONA INDIAN CHARTER SCHOOL
CHARTER



Signature of Authorized Agent

Jeffrey Felix, Interim Principal

CONTRACTOR

Signature of Authorized Agent

Typed/Printed Name

Social Security or Taxpayer I.D. No.

(Area Code) Telephone Number

Board Approval Date: _____

LAKESIDE UNION SCHOOL DISTRICT
Short Term Employee Agreement for BARONA INDIAN CHARTER SCHOOL
INTERIM PRINCIPAL
Contract No. _____

This agreement is hereby entered into between **Barona Indian Charter School**, hereinafter referred to as "BICS," and, Jeffrey P. Felix

Employee

State Zip Code

hereinafter referred to as "Employee."

1. **Services to be provided by Employee.** To serve as Barona Indian Charter School interim principal to provide administrative services as may be needed and agreed upon by the Barona Indian Charter School Board or their authorized delegate(s). Duties will be performed in accordance with applicable professional standards and practices for similar professionals in San Diego County, California.
2. **Term.** Employee shall commence providing services under this contract starting April 1, 2021. Dr. Felix will continue "at will" at the pleasure of the BICS Board of Directors and perform as required and complete performance of Interim Principal duties.
3. **Compensation.** BICS agrees to pay the Employee for services satisfactorily rendered pursuant to this Agreement a total fee of \$1,000 per month for the period April 1 – June 30, 2021. This amount shall increase to \$3,500 per month for the period July 1, 2021 – June 30, 2022. BICS shall pay employee through payroll of LUSD the month following rendered services. Employee is responsible to submit invoices to payroll monthly.
4. **Expenses.** BICS shall not be liable to Employee for any costs or expenses paid or incurred by Employee in performing services for school, except as follows: All automobile mileage including mileage to and from place of residence to the school.
5. **Materials.** Employee shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as follows:

6. **Standard of Care.** Employee's services will be performed in accordance with generally accepted professional practices and principles and in a manner consistent with the level of care and skill ordinarily exercised by members of the profession currently practicing under similar circumstances.
7. **Insurance/Hold Harmless/Indemnification.**
 - a. The Employee shall, at his or her expense, carry adequate insurance to fully protect both the Employee and the District from any and all claims of any nature for damage to property or for personal injury including death, which may arise while the Employee is traveling to and from a work-related location. Such insurance shall be subject to the District's review and approval prior to provisions of the Services described herein.
 - b. To the fullest extent permitted by law, the Employee shall defend, indemnify and hold the District, its officers, agents and employees free and harmless from all liability and loss, and against all claims or actions based upon or arising out of injury to or death of all persons, or damage to or loss of property, caused by acts of, or neglect, of the Employee, its officers, agents or employees, in connection with the performance of

this Agreement.

8. **Fingerprinting Requirements.** The District anticipates that the Employee:

___ will not have contact with any students of the District

___ will have limited contact with students and be supervised by a District employee at all times.

X will have contact with students and comply with the District's standard criminal background checks process pursuant to Education Code Section 45125.1. Contact Director of Human Resources for assistance if needed.

9. **Employment with Public Agency.** Employee, if an employee of another public agency, agrees that Employee will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement. If employed by another school district in the State of California, please specify below: N/A

District Name	Address	City	State	Zip	Phone

10. **Governing Law.** The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in San Diego County, California.

11. Employee agrees to complete all personnel documents prior to paying including I-9, W-4, DE-4, 3121 Beneficiary Designation, etc.

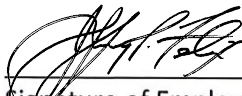
This Agreement is entered into this 26th day of April, 2021.

Barona Indian Charter School

Jeffrey P. Felix
Employee



Raymond Welch, School Board Chairman



Signature of Employee



Tawnya Phoenix, School Board Vice-Chairperson

Jeffrey P. Felix

BICS Board Approval Date: May 17, 2021

Proposal for Barona Indian Charter - May 13th 2021

Introduction to Scope of Services & Company Mission

At **Creative Back Office** our mission is to provide reliable, accurate and innovative business solutions for each of our clients. Our expertise lies not only in school budgeting and finance, but also in delivering exceptional customer service to our clients thru years of consulting experience.

The goal of our firm is to provide specialized business services for your organization thru a customized service offering. We want to work with you on solutions that add value to your organization. As a result, we envision the services listed below as a menu; and your organization is welcome choose the bundle that best meet your needs.

We want to deliver only what you need, not charge you for what you don't.

As you review the services below, our hope is that you think about how best **Creative Back Office** can support your organization. Just as there is no "one size fits all" formula for educating students, we believe the same principle holds true for providing high quality back office services. Therefore, we are here to help in a capacity that best adds value to your organization.

Cory Cavanah, Founder, President, & CEO

With over 10+ year of Charter Consulting experience, Cory established Creative Back Office in 2015 under the simple premise that Charter Schools deserved better fiscal expertise. There are a lot of companies that do what we do. They share similar skills and knowledge. Our partner Schools work with us for our who and our how. We are business analysts with creative minds that look beyond just the numbers. Our team (the who) prides ourselves on making a connection that goes beyond the spreadsheets and financial statements; allowing us to truly understand your Schools most pressing needs. We then develop a strategic plan that adds both value and fiscal sustainability for your School (the how). Find Cory at [linkedin.com/in/cory-cavanah-7ab68527](https://www.linkedin.com/in/cory-cavanah-7ab68527)

Creative Back Office

cory@thebogroup.com / 619-787-3305
1480 Broadway #2312, San Diego, CA 92101



SCHEDULE A

SCOPE OF SERVICES

Services and responsibilities to be rendered by the Consultant, for the School are listed below and hereinafter will be referred to as the “Services.”

- 1.0 Internal Accounting Procedures & Policies Evaluation - The Consultant will monitor the School’s current accounting procedures and policies.
 - 1.1 The Consultant will monitor the School’s current processes for administering Accounts Payable (A/P) and Accounts Receivable (A/R). The Consultant will provide recommendations on best practices for A/P and A/R management and processing.

- 2.0 Chart of Accounts & General Ledger Monitoring- The Consultant will provide an analysis of the School’s current chart of accounts and general ledger set up.
 - 2.1 General Ledger Account Coding Review - The Consultant will provide a bi-weekly review of the General Ledger to ensure proper coding and account reconciliations are maintained. If requested, the Consultant can provide on-site training for the School’s staff on General Ledger account coding.

- 3.0 Financial Statement & Reports Evaluation - The Consultant will review, evaluate and provide recommendations on the School’s internal and external financial reports created by the School’s current back office provider. Analysis of the reports will be done to gain an understanding of the School’s financial position, maintain that the School is operating within CDE guidelines, and ensure the long-term sustainability of the School.
 - 3.1 Internal financial statements to be evaluated by the Consultant will include: Income Statement, Balance Sheet, Trial Balance, General Ledger, Budget vs. Actual Report, Cash Flow Statement.
 - 3.2 External financial statements to be evaluated by the Consultant will include: Budget, 1st Interim Financial Report, 2nd Interim Financial Report, Unaudited Actual Report, and applicable Special Education, Funding Determination and Federal Reports outlined below.

- 4.0 Annual & Multi Year Budget Preparation - The Consultant will work with the School to analyze annual and multi-year budgets.



- 4.1 The Consultant will review the annual Adopted Budget, Interim Report Budgets, and Unaudited Actuals Report.
 - 4.2 The Consultant will provide a continuous review and analysis of the Budget vs. Actuals Report.
 - 4.3 The Consultant will analyze the annual and multi-year cash flow.
 - 4.4 Special Education Budget Compliance - The Consultant will monitor special education revenues and expenditures to ensure compliance and appropriate use of funds.
 - 4.5 Federal Compliance - The Consultant will monitor Federal Title revenues and expenditures to ensure compliance and appropriate use of funds. At the time of the proposal, the Consultant will also provide monitoring for Federal and State Funding related to the Coronavirus Aid & Recovery Act including Payroll Protection Program, ESSER I-III Funding, Expanded Learning Opportunities Grant, In-Person Instruction Grant, CR/GR/GEER Fund.
- 5.0 Petition Budget & Authorization Process - the Consultant will develop the charter petition budget and attend (as requested) capacity meetings with Lakeside Union Elementary during the School's charter renewal process and development of new charter petitions.
- 5.1.1 Petition Budget - the Consultant will develop the complete petition budget and subsequent revisions containing each of the elements required both within the CDE Charter Petition Guidelines and the authorizer.
 - 5.1.2 Capacity Meetings - the Consultant will attend (as requested) capacity meetings with potential authorizing district to speak on charter petition budget and other fiscal related items.
- 6.0 General Consultation - The Consultant will be available for strategic planning and to answer any fiscal and operational questions as they arise to support the long-term sustainability of the school.



**SCHEDULE
B
COMPENSATION**

Consultant agrees to undertake and complete the Services (as defined in Exhibit A) in accordance with the Terms of this Agreement to be charged below:

Selected Services:

A monthly contract of \$2,000 paid in monthly installments beginning June 2021 thru July 2022. The contract will include the services as defined in Schedule A: Sections 1.0 - 6.0 and is designed to be targeted specifically to help Barona Indian Charter navigate their renewal and the use of Coronavirus Aid & Recovery Funds.

Additional Services Outside of Contract Scope

If the School requests additional services that fall outside of the services outlined in Sections 1.0 - 10.0, the Consultant will provide a written service proposal to the School prior to beginning the requested work. The written proposal will include estimated total hours and an estimated total cost. The Consultant's hourly rate ranges from \$75 - \$150 and will be determined on the overall scope of the additional service project.

Scope of Services and Compensation Provision

The Scope of Services and Compensation Schedule outlined in Schedule A and B are comprehensive service for Barona Indian Charter (#0469).





TUFF SHED

Quote

Location: Escondido | #250 | (760) 432-8925

Scheduled Date:

Factory Location: Escondido | #250 | (760) 432-8925

Created Date: 04/29/2021

Prepared by: Karen Pitzeruse | (760) 871-4354 |
kpitzeruse@tuffshed.com

Customer: Barona Band of Mission Indians
p. 619-792-0393 | c.
wsing@barona-nsn.gov

Special Instructions:

JDE SO
SF Quote Q-1090924

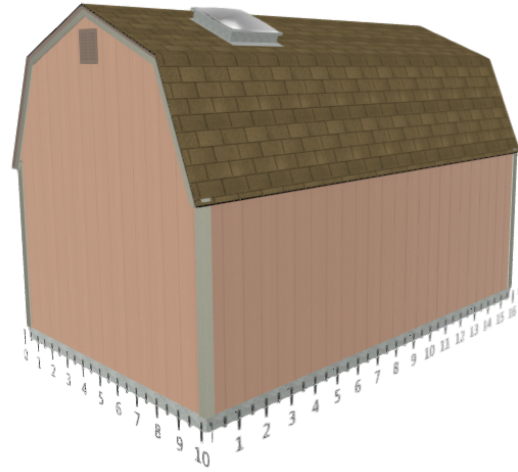
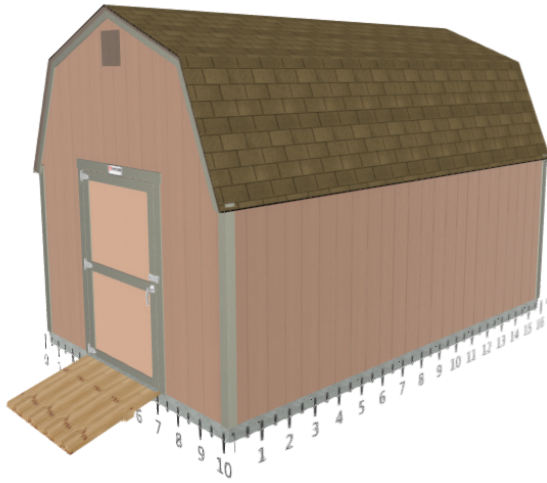
Ship to Address: 1095 Barona Road
Lakeside, CA 92040

Line Item Description	Sales Price	Quantity	Promo	Add'l Disc	Total Price
Garden Barn 10 x 16	\$4,568.00	1.00	(\$0.00)	\$0.00	\$4,568.00
Overhead Loft	\$5.25	152.00	(\$0.00)	\$0.00	\$798.00
Paint 10% of building base price	\$457.00	1.00	(\$0.00)	\$0.00	\$457.00
2x2 Skylight	\$214.00	1.00	(\$0.00)	\$0.00	\$214.00
PT to Steel - 24" OC Steel Joists	\$1.25	160.00	(\$0.00)	\$0.00	\$200.00
Pair of Heavy-Duty Wood Ramps and Sill Nosing	\$179.00	1.00	(\$0.00)	\$0.00	\$179.00
Additional Heavy-Duty Ramp Plank	\$64.00	2.00	(\$0.00)	\$0.00	\$128.00
12"x12" Wall Vent - Brown	\$37.00	2.00	(\$0.00)	\$0.00	\$74.00
Security Package (single)	\$59.00	1.00	(\$0.00)	\$0.00	\$59.00
4' x 6'2" Single Shed Door	\$0.00	1.00	(\$0.00)	\$0.00	\$0.00
Paint - Cool Clay	\$0.00	372.00	(\$0.00)	\$0.00	\$0.00
Paint - Smoky Slate	\$0.00	1.00	(\$0.00)	\$0.00	\$0.00
Leveling 0"-4"	\$0.00	1.00	(\$0.00)	\$0.00	\$0.00
Golden Cedar 3 Tab	\$0.00	257.00	(\$0.00)	\$0.00	\$0.00
Delivery Fee	\$95.00	1.00	()	\$0.00	\$95.00

Gross Total	\$6,772.00
Discount	(\$0.00)
Net Total	\$6,772.00
Estimated Tax	\$0.00
Grand Total	\$6,772.00

The price quoted is valid through the expiration date of the promotion, but in no case shall be valid longer than seven days. Once an order has been placed, pricing is guaranteed for up to 6 months. If the installation is not completed within 6 months for any

reason, Tuff Shed has the right to modify the order pricing. You will be notified regarding any price adjustment prior to installation or incurring any additional charges.



Wall D



Wall B

Base Details

Building Size & Style

Garden Barn - 10' wide by 16' long

Door

4' x 6'2" Single Shed Door, Left Hinge Placement, Security Package, Wood Ramp (pair) with Special Sill Nose, 2 extra ramps

Paint Selection

Base: Cool Clay, Trim: Smoky Slate

Roof Selection

Golden Cedar 3 Tab

Drip Edge

Brown

Options Details

Roof

2x2 Skylight

Floor and Foundation

160 Sq Ft PT to Steel - 24" OC Steel Joists

Interior

152 Sq Ft Overhead Loft

Vents

2 Ea 12"x12" Wall Vent - Brown

Loft

Full Loft - Verify opening size & placement, 6' Deep Wall A, 4' Deep Wall B, 6' Deep Wall C, 4' Deep Wall D

Jobsite/Installer Details

Do you plan to insulate this building after Tuff Shed installs it?

No

Is there a power outlet within 100 feet of installation location?

Yes

The building location must be level to properly install the building. How level is the install location?

Within 4" of level

Will there be 24" of unobstructed workspace around the perimeter of all four walls?

Yes

Can the installers park their pickup truck & trailer within approximately 200' of your installation site?

Yes

Substrate Shed will be installed on?

Dirt/Gravel

Signature: _____ Date: _____

BICS Equipment List

Staff Workroom

Filing Cabinets - 3 total

- 3 - Drawer, Lateral, Fireproof, 38" Width, Color: Black
Estimated Price: \$9865.00

Cabinets - 2 total

- Storage Cabinet with doors
Estimated Price: \$450.00

Worktable

- 60"Width, 36" Height, Color: Wood/Black
Estimated Price: \$754.00

SPED Room

Office Desk

- L: 65.12" x W: 29.53" x H: 29.37"
Estimated Price: \$ 380.00

Chairs - 2 Total

- 18" Mobile School Chair with Wheels
Estimated Price: \$165.00

Table Bookcase

- Tier Open Shelf Industrial Wood Metal Bookcase
- Product size – 40" W x 15" D x 26" H
Estimated Price: \$136.00

File cabinets

- 4-Drawer Vertical, Fireproof, 17 ¾"W, Color: Black
Estimated Price: \$1600.00

File cabinets

- 2-Drawer Vertical, 15"W, Color: Black
Estimated Price: \$150.00

Total Workroom = \$10,807.00

Total SPED = \$2431.00

Grand Total \$13,238.00

BARONA INDIAN CHARTER SCHOOL

2021/2022 BOARD CALENDAR

	M	T	W	TH	F	Teaching Days	Date	Holidays/Recesses
AUG 2021	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	2 5 2	8/19	First Day of School
SEPT 2021	6 13 20 27	7 14 21 28	8 15 22 29	1 2 9 16 23 30	3 10 17 24	3 4 5 4 4	9/06 9/24	Labor Day Native American Day
OCT 2021	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	1 4 5 5 5		Teacher Work Day/No Students
NOV 2021	1 8 15 22 29	2 9 16 23 30	3 10 17 24	4 11 18 25	5 12 19 26	5 3 5 0 2	11/11-12 11/22 thru 11/26	End of 1st Trimester Veteran's Day Local Holiday Thanksgiving Recess School Resumes 11/29
DEC 2021	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	3 5 5 0 0	12/18 thru 1/1	Winter Recess
JAN 2022	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	5 5 4 5 1	1/17	School Resumes 1/3 M. L. King Day "Holiday"
FEB 2022	7 14 21 28	8 15 22	1 8 15 22	2 9 16 23	3 10 17 24 25	4 5 4 4 1	2/18 2/21	Lincoln's Day President's Day
MAR 2022	7 14 21 28	8 15 22 29	1 8 15 22 30	2 9 16 23 31	3 10 17 24 25	4 5 5 5 4	3/4	End of Trimester 2
APR 2022	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	1 0 0 5 5	4/4 thru 4/15	Spring Recess School Resumes 4/18
MAY 2022	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	5 5 5 5 1	5/30	Memorial Day
JUN 2022	6 13 20 27	7 14 21 28	8 15 22 29	1 2 9 16 23 30	3 10 17 24	3 5 2 0 0	6/10 6/14	End of Trimester 3 Last Day of School Minimum Day Noon