

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Barona Indian Charter School
CDS Code:	37-68189-6120901
LEA Contact Information:	Name: Jeffrey Felix Position: Interim Principal Phone: (619) 443-0948
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$958924
LCFF Supplemental & Concentration Grants	\$67664
All Other State Funds	\$163584
All Local Funds	\$279652
All federal funds	\$285477
Total Projected Revenue	\$1,687,637

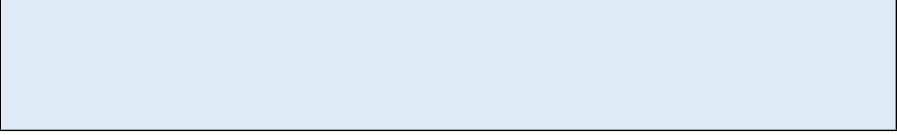
Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$1687637
Total Budgeted Expenditures in the LCAP	\$1202581
Total Budgeted Expenditures for High Needs Students in the LCAP	\$853,116
Expenditures not in the LCAP	\$485,056

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$15000
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$13000

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$785,452
2020-21 Difference in Budgeted and Actual Expenditures	\$-2,000

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Costs for business and operations, including office staff salaries, insurance and District buy back services are not included in the LCAP. In addition, the LCAP excludes Special Education costs associated with restricted federal and state special education funding.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this	Due to the COVID-19 pandemic, actual expenditures for 2020-21 came in less than budgeted expenditures as continuance changes in guidance and unforeseen circumstances shifted and altered planned actions.

difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	
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LCFF Budget Overview for Parents

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CDS Code: 37-68189-6120901

School Year: 2021-22

LEA contact information:

Jeffrey Felix

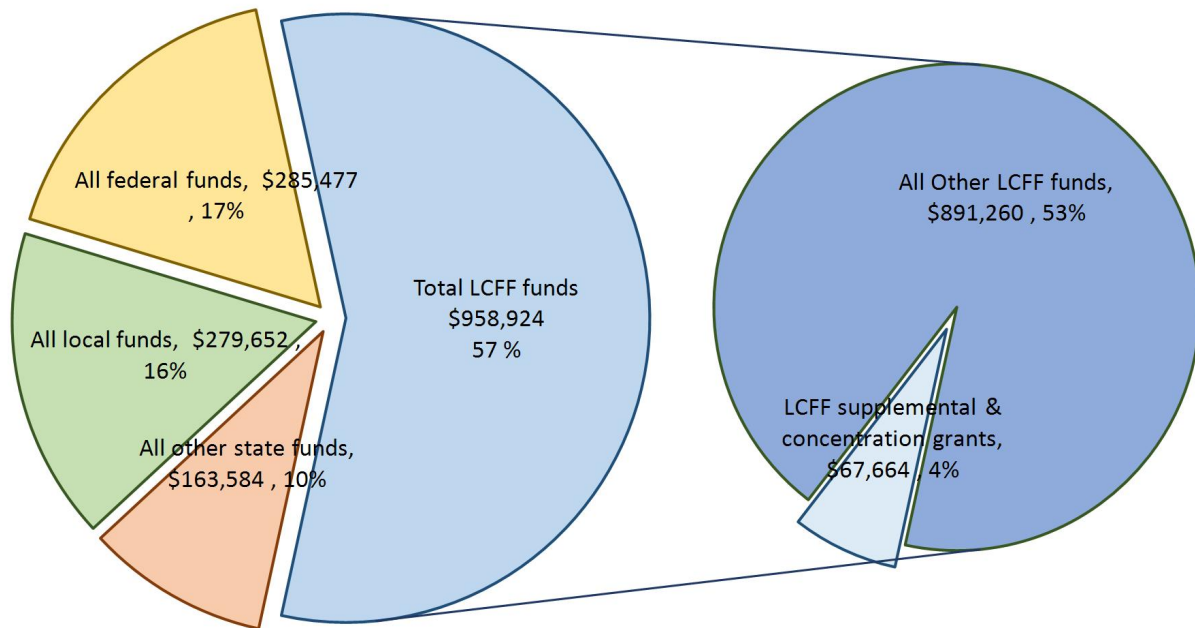
Interim Principal

(619) 443-0948

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

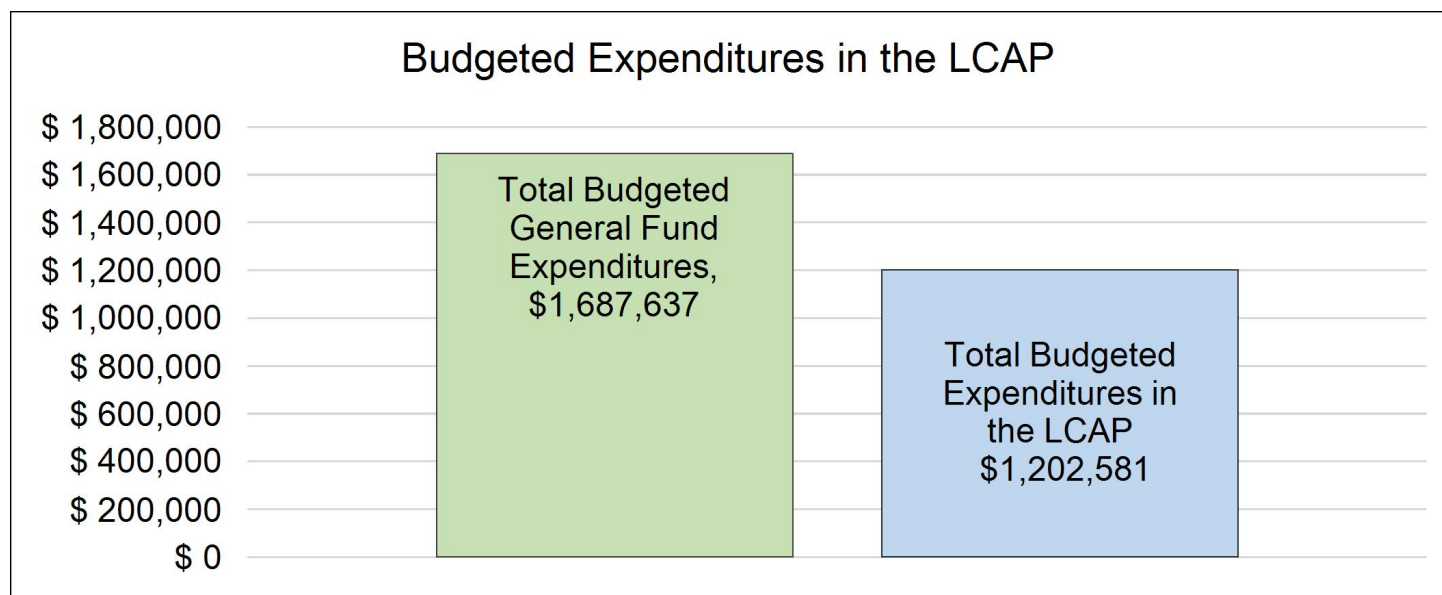


This chart shows the total general purpose revenue Barona Indian Charter School expects to receive in the coming year from all sources.

The total revenue projected for Barona Indian Charter School is \$1,687,637, of which \$958,924 is Local Control Funding Formula (LCFF), \$163,584 is other state funds, \$279,652 is local funds, and \$285,477 is federal funds. Of the \$958,924 in LCFF Funds, \$67,664 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Barona Indian Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Barona Indian Charter School plans to spend \$1,687,637 for the 2021-22 school year. Of that amount, \$1,202,581 is tied to actions/services in the LCAP and \$485,056 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

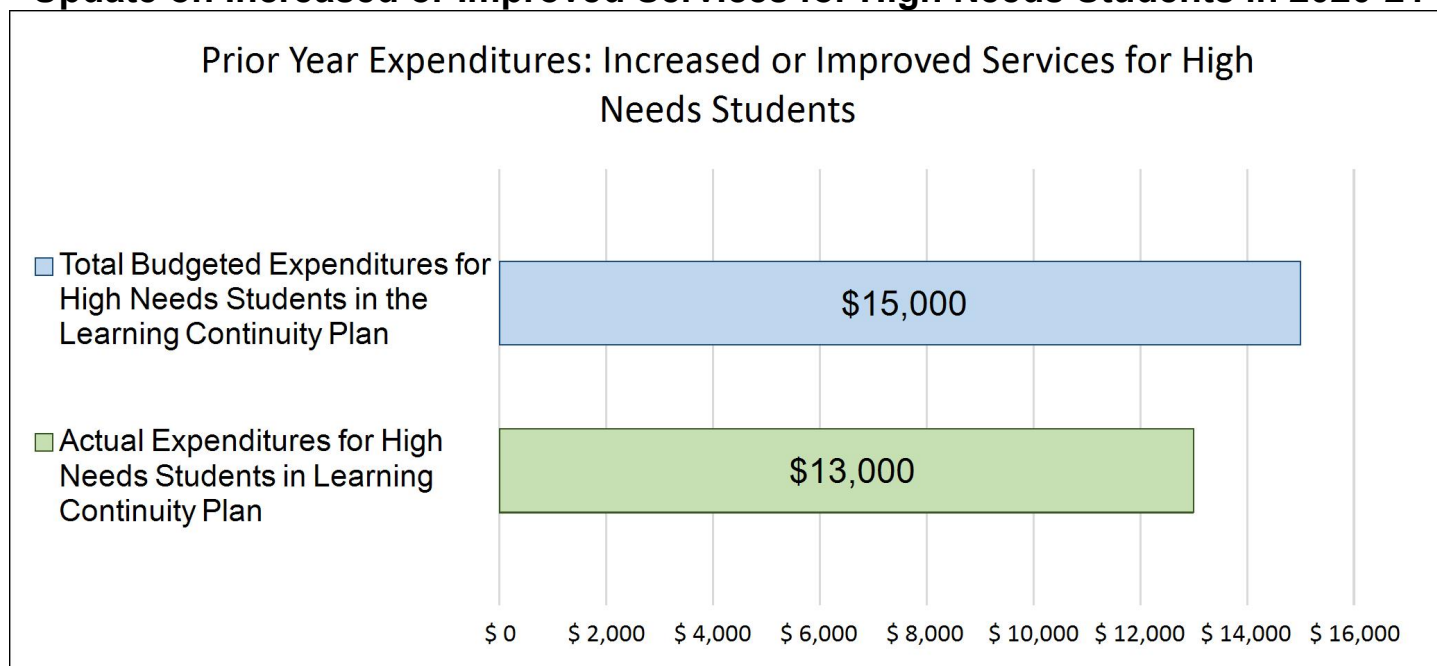
Costs for business and operations, including office staff salaries, insurance and District buy back services are not included in the LCAP. In addition, the LCAP excludes Special Education costs associated with restricted federal and state special education funding.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Barona Indian Charter School is projecting it will receive \$676,664 based on the enrollment of foster youth, English learner, and low-income students. Barona Indian Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Barona Indian Charter School plans to spend \$853,116 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Barona Indian Charter School's Learning Continuity Plan budgeted \$15000 for planned actions to increase or improve services for high needs students. Barona Indian Charter School actually spent \$13000 for actions to increase or improve services for high needs students in 2020-21.

Due to the COVID-19 pandemic, actual expenditures for 2020-21 came in less than budgeted expenditures as continuance changes in guidance and unforeseen circumstances shifted and altered planned actions.



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
Metric/Indicator Access to Qualified Teaching 19-20 Maintain baseline Baseline 100% fully credentialed and properly assigned teachers	Baseline was maintained and BICS students had access to teachers that were 100% fully credentialed, qualified and properly assigned.
Metric/Indicator Access to Quality Curriculum 19-20 Maintain baseline Baseline 100% of students have accesses to Common Core aligned curriculum in ELA and Math	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.
Metric/Indicator Students reach RIT goals on all NWEA/Maps assessments 19-20 Reading=100%	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.

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
Metric/Indicator Increase opportunities for parents to participate in their children's education 19-20 230 hours of volunteer service Baseline 185 hours of volunteer service	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.
Metric/Indicator Administer a parent survey 19-20 Maintain baseline Baseline Survey administered	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.
Metric/Indicator Maintain expulsion rate below 1% 19-20 Maintain baseline Baseline Currently 0%	BICS was able to maintain their baseline of 0%.

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

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	Advertise services 4000-4999: Books And Supplies LCFF Base \$8,000	5000-5999: Services And Other Operating Expenditures LCFF Base 600

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

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		
	784,500.00	0.00
	0.00	569,832.00
	250,800.00	50,975.00
	0.00	7,462.00
	0.00	43,910.00
	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		
	640,000.00	0.00
	0.00	429,354.00
	0.00	132,862.00
	201,500.00	53,501.00
	193,800.00	63,958.00
	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		
		591,000.00	0.00
		49,000.00	0.00
		0.00	414,145.00
		0.00	500.00
		0.00	14,709.00
		0.00	129,934.00
		0.00	2,928.00
		193,500.00	0.00
		0.00	6,681.00
		8,000.00	0.00
		0.00	7,462.00
		0.00	39,285.00
		0.00	73.00
		0.00	8,858.00
		193,800.00	50,475.00
		0.00	4,625.00
		0.00	10,214.00
		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



Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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

Reflections: Successes

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

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

Reflections: Identified Need

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

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

LCAP Highlights

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

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

1. BICS will provide rigorous instruction and curriculum to promote excellence in student learning and demonstrate annual growth in California Standards.
 - a) BICS will employ credentialed and highly qualified teachers for grades Pre-K-8 to maintain small class sizes.
 - b) BICS will employ Instructional Assistants to support instruction in General Education classrooms.
 - c) BICS will employ Math and Reading Specialists to provide intervention services for struggling students.
 - d) BICS will provide various software programs for intervention including IStation and Lexia.
 - e) BICS will offer a 4 week Summer Program for identified students to accelerate learning recovery.
 - f) BICS will expand tutoring services with an after school program for additional support for socioeconomically disadvantaged, students with disabilities, and students below grade level achievement.
 - g) BICS will increase Professional Development for its teachers and staff, including the use of consultants, additional days/hours for teachers, release time, and stipends for engaging in professional learning activities.
2. The Pandemic has highlighted the need for a focus on the well-being of the whole child. This would include the social, emotional and physical needs of our students.
 - a) BICS will address social-emotional learning, equity, achievement gaps, resilience and trauma-informed practices, self-directed learning with the implementation of a new SEL program, promoting leadership development in students, staff and families.
 - b) BICS will retain a Family Resources Coordinator to address the issue of Chronic Absenteeism and build positive relationships with our families.
 - c) BICS will design incentive programs to reduce absent and tardy rates.
 - d) BICS will continue work in conjunction with local agencies to provide Social-emotional Services.
 - e) BICS will enhance our Physical Education program to promote regular physical activity of our students. All grades will work towards high achievement on the Physical Fitness Testing (PFT), with Grades 5 and 7 completing the assessment.
 - f) BICS will offer nutritious snack and lunch options to promote healthy bodies.
3. Barona Indian Charter School will provide a safe and well-maintained campus to promote a better learning environment for our students and faculty.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

A summary of the feedback provided by specific stakeholder groups.

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

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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

Goals and Actions

Goal

Goal #	Description
1	Provide rigorous instruction and curriculum to improve student learning and demonstrate annual growth in California Standards in the areas of math and ELA, particularly in low-income and Special Education populations.

An explanation of why the LEA has developed this goal.

This goal supports our vision as part of our strategic action planning process in years prior to the LCAP 2021-24 term. The following areas were considered in the development of the focused goal:

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts Measured by points distance from standard	2018-2019 All Students: 47.9 points below standard Socioeconomically disadvantaged: 42.1 points below standard Students with disability (N=12): 129 points below standard				All students: 38 points below standard Socioeconomically disadvantaged: 32 points below standard Students With Disabilities: establish baseline in 2021-2022

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Measured by points distance from standard	2018-2019 All Students: 87.8 points below standard Socioeconomically disadvantaged: 67.6 points below standard Students with disability (N=12): 135 points below standard				All students: 72 points below standard Socioeconomically disadvantaged: 52 points below standard Students With Disabilities: establish baseline in 2021-2022
NWEA/MAPS Language Arts scores Measured by Percent of students growth met or exceeded	2020-2021 All Students: 49.1% Socioeconomically disadvantaged: 59% Students with disability: 41%				70% in all subgroups
NWEA/MAPS Math scores Measured by Percent of students growth met or exceeded	2020-2021 All Students: 37.5% Socioeconomically disadvantaged: 67% Students with disability: 24%				70% in all subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA/MAPS Reading scores Measured by Percent of students growth met or exceeded	2020-2021 All Students: 50% Socioeconomically disadvantaged: 50% Students with disability: 59%				70% in all subgroups
Envision Math Implementation Measured by classroom observation and students enrolled	2020-2021 109 students enrolled in Envision Math Curriculum				All students are using Envision Math Curriculum
Envision Teacher Professional Development Measured by hours of completed PD	2020-2021 1 Hour of PD in Envision Math per Teacher completed				All staff fully trained
Full Implementation of Developmental Reading Assessment (DRA) Measured by students fully assessed	2020-2021 DRA assessments complete for Grade 1				All Grades K-8 utilizing DRA assessments
Developmental Reading Assessment (DRA) Measured by students at grade level or above	Baseline to be established in 2021-2022				TBD after baseline is established

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DRA Teacher Professional Development Measured by hours of completed PD	2020-2021 1 Hour of PD in DRA per Teacher completed				All teachers fully trained in DRA
Summer School Measured by enrolled students	No Baseline Established All Students: Socioeconomically disadvantaged: Students with disability:				TBD after first summer school session
After School Measured by participation	No Baseline Established All Students: Socioeconomically disadvantaged: Students with disability:				TBD after assessing After School program
Maintain Staffing to support small class sizes Measured by Teacher to Student Ratio	Grades TK-2: 1:16 teacher to student ratio Grades 3-8: 1:24 teacher to student ratio				Grades T K-2: 1:16 teacher to student ratio Grades 3-8: 1:24 teacher to student ratio

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Specialized Staff: Math Coach Reading Specialist	Retain one Math Coach Consultant				Maintain staffing of specialized faculty

Actions

Action #	Title	Description	Total Funds	Contributing
1	Improve Math Program	<p>Classroom teachers will fully adopt Envision Math Curriculum and Supplemental Material for all grade levels. Teachers will review student achievement data to determine progress. Teachers will utilize curriculum tools and assessments to support student achievement, including students with disabilities and socioeconomically disadvantaged students.</p> <p>Math Coach will provide bi-weekly consultations with teachers by grade level to support the implementation of Envision Math to keep them on track on pacing and reviewing student achievement data to determine when students need additional support and interventions. Teachers will be able to fully implement the program with fidelity for all students.</p>	\$15,913.00	Yes
2	Instructional Specialist	<p>BICS will hire a fully qualified Instructional Specialist for intervention services to improve student learning and academic achievement by increasing monitoring and support for students needing additional math help. The Instructional Specialist will support students with disabilities and socioeconomically disadvantaged students. Students who receive interventions will show increased achievement levels in Math and Reading.</p> <p>BICS will fully implement the Developmental Reading Assessment (DRA) program in all grades. Classroom teachers will administer assessments in all classes K-8. Teachers will create student portfolios</p>	\$21,360.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>to follow students through the grade levels. Teachers will use DRA intervention tools to support students including students with disabilities and socioeconomically disadvantaged students.</p> <p>The Lead DRA (Developmental Reading Assessment) Coordinator will provide all teachers with sufficient training in DRA for the purpose of full implementation of the DRA program for all grade levels.</p>		
3	Summer School/ After School Support for ELA/Math	<p>BICS will offer a Summer School program that is designed for all students, especially below grade level, special education and socioeconomically disadvantaged students, for extended support and intervention during the summer break. Our program will focus primarily on Math and ELA skills and also include STEAM activities for a broad learning experience. Progress will be measured by local assessment data to show academic progress for these students</p> <p>BICS will provide After school support for struggling students and students requiring structured time for homework, support and intervention, for those students with learning disabilities, and support for socioeconomically disadvantaged students.</p>	\$20,103.15	Yes
4	Maintain Small Class size	<p>BICS will hire sufficient, qualified staff to maintain small class sizes with a maximum of a teacher to student ratio as follows: Grades TK-2: 1:16 teacher to student ratio Grades 3-8: 1:24 teacher to student ratio Small class sizes will allow more individualized attention and provide all students with quality academic support, and also to address the specific needs of our students with disabilities - both in the Special Ed and General Ed settings.</p>	\$582,735.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Academic and Behavior Supports for Students(MTSS)	Dedicated classroom instructional aides will provide focused academic interventions utilizing data analysis from local assessments from NWEA, Lexia, IStation and Reflex Math, to enhance learning outcomes for all students, including socioeconomically disadvantaged pupils and students with disabilities. Classroom instructional aides will also provide behavior support to contribute to positive class culture.	\$75,523.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	To support the social, emotional, and physical well-being of our students and staff, and promote self-awareness, self-management, responsible decision-making, and relationship skills.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with disability: 21.1%				
Suspension and Expulsion rates Measured by Percentage of Students Suspended at Least One Time	2020-2021 All students: 0% Socioeconomically disadvantaged: 0% Students with disability: 0%				Maintain 0% Suspension/Expulsion Rate for all students
Tardy rates Measured by percentage of students with unexcused late arrival	2020-2021 All students: 4.55% Socioeconomically disadvantaged: 7.6% Students with disability: 4.25%				3.5% Tardy Rate for all student groups
California Healthy Kids Survey School Measured by % of student Connectedness	No Baseline Established				TBD
Physical Fitness Test Grades 5 Measured by number of students meeting at least five (5) of six (6) Healthy Fitness Zone Standards	69% meeting at least 5 out of 6 HFZ standards				75% meeting at least 5 out of 6 HFZ standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Southern Indian Health - Mental Health Services and Counseling Measured by hours served per year	36 hours per year (Grades 6-8)				48 Hours per year (Grades 3-8)
Adopt new SEL program	No Baseline Established				Full implementation school-wide
Maintain staffing to support small class size	6 General Education teachers, 1 Physical Education Teacher, 1 Special Education Director/Teacher				Maintain fully credentialed and qualified staff to support small class size
Provide opportunities to partner with families Measured by number of school events, workshops, volunteer opportunities and parent/family meetings	2020-2021 5 opportunities/events for family engagement (restricted by COVID)				Increase engagement opportunities to 15 per year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Improve Overall Attendance	<p>BICS understands consistent attendance contributes to higher academic achievement and a positive school climate. We will approach the issue of chronically absent and tardy students with multiple strategies.</p> <p>ATTENDANCE RATE: BICS will improve attendance rates with systematically monitoring attendance. BICS will implement a new</p>	\$25,547.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>communication and data tracking program (Infinite Campus) to upgrade the attendance tracking and increase communication with families.</p> <p>CHRONIC ABSENTEEISM: BICS will to employ a Family Resource Coordinator to build positive relationships with families and create systems to reduce the barriers leading to chronic absenteeism. Our Family Resource Coordinator will increase monitoring and support for socioeconomically disadvantaged students, and students with disabilities with the goal of decreasing Chronic Absenteeism rates.</p> <p>TARDY RATE: BICS will utilize attendance incentive strategies to increase the overall attendance rate, decrease tardy rates and promote on-time arrivals for all students.</p>		
2	Maintain Suspension and Expulsion rate of < 1%	<p>BICS will maintain Suspension and Expulsion rates of <1% by continuing to build a positive school culture and utilize a behavioral intervention program to promote student well-being.</p> <p>BICS will provide behavioral improvement programs; school connectedness plan; and other student well-being initiatives.</p> <p>Teachers and staff will participate in professional development to fully implement our SEL program to provide social and emotional support services for students.</p>	\$77,920.00	Yes
3	Student and Staff Well-Being Initiative	<p>The adoption and full implementation of a new schoolwide SEL program will address social-emotional learning, equity, achievement gaps, resilience and trauma-informed practices for our school.</p> <p>Teachers and staff will receive training to integrate strategies and systems into classrooms and across campus.</p>	\$30,015.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Improve and/or increase services to support the social, emotional, and physical well-being of students and promote compassionate care for self, others, and the community. Provide social and emotional supports for students with disabilities and socioeconomically disadvantaged student groups.</p> <p>Improve staff communication through multiple strategies including SEL program implementation and assessments for positive work place culture.</p> <p>Conduct an annual student survey to determine the level of safety and connectedness felt by students</p>		
4	California Healthy Kids Surveys (Grades 5 to 8)	BICS will administer student, faculty and/or parent survey, to improve school climate, pupil engagement, parent involvement, and academic achievement, using data from California Healthy Kids Survey, to identify the needs of vulnerable subgroups. Improve and/or increase services to support the social, emotional, and physical well-being of students and promote compassionate care for self, others, and the community.	\$1,400.00	No
5	Physical Education and Nutrition	BICS will enhance its Physical Education program to promote increased physical activity and healthy nutrition for our all students. The Physical Education teacher will administer annual the Physical Fitness Test in grades 5 and 7, for the purpose of helping students start life-long habits of regular physical activity.	\$67,956.00	Yes
6	Mental Health and Counselling Services	Southern Indian Health Counsellors will hold bi-weekly diversity group meetings with students in grades 6th thru 8th to strengthen social connections and emotional wellness.		Yes

Action #	Title	Description	Total Funds	Contributing
7	Partner with Families	BICS will provide opportunities for school - family interactions (school events, parent in-put meetings, volunteer opportunities, community involvement) in order to create stronger relationships between parents, students, community and school to strengthen the students overall academic achievement and emotional wellbeing.	\$4,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Routine inspection of buildings and grounds and replacement of broken furniture and equipment	Annual inspection of all building and grounds				Tri-annual inspection of all buildings and grounds to support a well-maintained campus
Daily cleaning and sanitizing of all classrooms and offices	Classrooms and offices are cleaned on a daily basis				Maintain Baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities	BICS will conduct routine inspections of our facilities to ensure all buildings and structures are in excellent condition and free from safety hazards. Repairs to grounds, playground structure and facilities will be completed as necessary by the Facility Maintenance Crew. This will ensure a healthy and safe environment for our students.	\$155,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Campus Improvements	BICS will provide adequate furniture, equipment and structures to maintain a campus that is efficient and effective for all students and staff to learn and work.	\$72,736.00	No
3	Campus supervisor and attendants	BICS will fully staff our school with a Campus Supervisor and Campus Attendants that are trained to oversee the safety of our students and the conditions of our facility, which will create a sense of well-being with all of our students and staff.	\$52,373.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.59%	67664

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Goal 1:

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

Goal 2:

The actions in Goal #2 support our low-income children in the socio-emotional and physical health areas. Many students are facing social, emotional and physical health challenges at school and at home. BICS will expand the focus on SEL with the adoption of a schoolwide initiative, as a way to increase and improve services for low-income students, that may have experienced some educational challenges due to the COVID-19 pandemic over the last two school years. Free snack and lunch options will allow this student group to access healthy and nutritious food while at school. Over 20% of our low-income students are chronically absent. Our Family Resource Coordinator will work to improve Chronic Absenteeism rates by working closely to build relationships with families, and assist low-income students with obstacles leading to chronic absenteeism. Low-income students in grades 6th through 8th will have access to mental health supports on a bi-weekly basis, free of charge. BICS will work hard to build relationships with families, to partner in the achievement of our students' academic achievement and overall well-being.

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

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$843,028.00	\$134,729.15	\$155,000.00	\$69,824.00	\$1,202,581.15

Totals:	Total Personnel	Total Non-personnel
Totals:	\$910,522.15	\$292,059.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Low Income	Improve Math Program	\$2,000.00			\$13,913.00	\$15,913.00
1	2	Low Income	Instructional Specialist	\$500.00	\$20,860.00			\$21,360.00
1	3	Low Income	Summer School/ After School Support for ELA/Math		\$20,103.15			\$20,103.15
1	4	Low Income	Maintain Small Class size	\$494,856.00	\$57,515.00		\$30,364.00	\$582,735.00
1	5	Low Income	Academic and Behavior Supports for Students(MTSS)	\$75,523.00				\$75,523.00
2	1	Low Income	Improve Overall Attendance				\$25,547.00	\$25,547.00
2	2	Low Income	Maintain Suspension and Expulsion rate of < 1%	\$77,920.00				\$77,920.00
2	3	Low Income	Student and Staff Well-Being Initiative		\$30,015.00			\$30,015.00
2	4	All	California Healthy Kids Surveys (Grades 5 to 8)	\$1,400.00				\$1,400.00
2	5	Low Income	Physical Education and Nutrition	\$67,956.00				\$67,956.00
2	6	Low Income	Mental Health and Counselling Services					
2	7	Low Income	Partner with Families	\$4,000.00				\$4,000.00
3	1	All	Facilities			\$155,000.00		\$155,000.00
3	2	All	Campus Improvements	\$66,500.00	\$6,236.00			\$72,736.00
3	3	All	Campus supervisor and attendants	\$52,373.00				\$52,373.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$722,755.00	\$921,072.15
LEA-wide Total:	\$722,755.00	\$921,072.15
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$722,755.00	\$921,072.15

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Improve Math Program	LEA-wide Schoolwide	Low Income		\$2,000.00	\$15,913.00
1	2	Instructional Specialist	LEA-wide Schoolwide	Low Income		\$500.00	\$21,360.00
1	3	Summer School/ After School Support for ELA/Math	LEA-wide Schoolwide	Low Income	Grades 2-8		\$20,103.15
1	4	Maintain Small Class size	LEA-wide Schoolwide	Low Income		\$494,856.00	\$582,735.00
1	5	Academic and Behavior Supports for Students(MTSS)	LEA-wide Schoolwide	Low Income		\$75,523.00	\$75,523.00
2	1	Improve Overall Attendance	LEA-wide Schoolwide	Low Income			\$25,547.00
2	2	Maintain Suspension and Expulsion rate of < 1%	LEA-wide Schoolwide	Low Income		\$77,920.00	\$77,920.00
2	3	Student and Staff Well-Being Initiative	LEA-wide Schoolwide	Low Income			\$30,015.00
2	5	Physical Education and Nutrition	LEA-wide Schoolwide	Low Income		\$67,956.00	\$67,956.00
2	6	Mental Health and Counselling Services	LEA-wide Schoolwide	Low Income			

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	7	Partner with Families	LEA-wide Schoolwide	Low Income		\$4,000.00	\$4,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the 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.

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.



Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	0	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards					5
History-Social Science					5

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards		2			
Physical Education Model Content Standards		2			
Visual and Performing Arts	1				
World Language	1				

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Barona Indian Charter School consistently monitors the progress of our students. Our local data measures indicated the need for improved math outcomes for all of our students. In 2020, BICS adopted a new Envision Math curriculum that supports scaffolding for all students K-8. It is working to increase professional development for our faculty, and fully implementing the curriculum effectively to show increased outcomes for all student groups, including unduplicated students.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

- 1. Building Relationships between School Staff and Families
- 2. Building Partnerships for Student Outcomes
- 3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

- 1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- 2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

BICS has provided a variety of opportunities for engagement with families to understand their student's progress. COVID restrictions has been a challenge but has put a spotlight on the importance of staying connected with our families. In the 2020-2021 school year, BICS employed a Family Resource Coordinator to bridge the gap between disengaged families, including those student groups that are underrepresented. We will work to continually improve our capacity to partner with families and directly assist families to understand their legal rights and better advocate for their students.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

BICS has a relatively small population which lends us the opportunity to have many more positive interactions than would be possible on a large campus. Teachers and staff communicate with families in multiple ways, including classroom communication platforms, social media, all-school communications, face-to-face and Zoom meetings. BICS understands a small percentage of families seem to be disengaged with the school. The staff will continue to look for more ways to reach out to these families. COVID restrictions prevented normal school events this past year. We look forward to resuming school-wide events, parent meetings and volunteer opportunities in the coming years.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	

Seeking Input	1	2	3	4	5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

BICS recognizes the need to connect with families who do not frequently engage with the school. The staff is committed to outreach out in different ways including class apps and social media to engage these families and share student progress or concerns. We have employed a Family Resources Coordinator that works hard to connect with disengaged and underrepresented families and encourages positive relationships with parents and school staff.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

In the past, BICS administered the CA Healthy Kids Survey. In 2019-2020, BICS was scheduled to conduct a survey, however the school closures due to the Pandemic prevented the collecting this data. Data regarding the school environment was collected from stakeholders using a local survey and analyzed for the following areas:

*Developmental Supports- The majority of students and families believe that the school is successful in differentiating to meet the needs of individual learners.

* School Connectedness- The majority of students and families felt as if they or their students had a strong sense of belonging at the school. All students reported the teachers cared about their learning.

* School Safety- Nearly all students reported that they felt safe at school at all times. No student reported seeing a weapon at school.

Although survey results from our local survey were generally positive, we do have a responsibility to always improve the school's climate. The school continues a partnership with the Safe School Ambassador (Grade 4-8) and Safe School Buddies (Grades 1-3) program. This program has empowered students to support one another and take positive action when faced with incidents of intimidation, cruelty, or bullying. We also recognize the need to promote

more channels of communication with our students. BICS is researching a new leadership program we plan on implementing in the 2021-2022 school year. This will advance the effort to create a positive school climate for all students and staff, and provide connection with our school and families.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

BICS admin, staff, and school board members annually review what are considered to be required courses for 1st-6th grade students and for 7-12 grade students under Ed Code 51210 and 51220. Access to these courses is monitored and insured for all students enrolled at BICS regardless of special factors such as EL status, or Special Ed enrollment.

All students in grades 1st - 6th have access to all courses described in Ed Code 51210. All students in 7th and 8th grades have access to the courses described in Ed Code 51220 with the exception of Foreign Language.

BICS does not offer Foreign Language instruction due to the fact that no teachers employed are authorized to teach a foreign language. Students do have the opportunity to pursue a foreign language at all of the local High School districts.

As hiring opportunities arise, we will attempt to select qualified multiple subject candidates who are also authorized to teach a foreign language.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					

Coordinating Services	1	2	3	4	5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					