

# Barona Indian Charter School

1095 Barona Road • Lakeside, California, 92040 • 619-443-0948 • Grades P-8

Josh Stepner, Principal

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[www.baronaindiancharterschool.org](http://www.baronaindiancharterschool.org)

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



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Lakeside, California, 92040

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### **District Governing Board**

Clifford LaChappa

Tawnya Phoenix

Shirley Ruis

Caroline Mendoza

Beth Glasco

David Lorden

### **District Administration**

David Lorden

**Superintendent**

Josh Stepner

**Principal**

### **School Description**

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

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	13
Grade 1	10
Grade 2	13
Grade 3	14
Grade 4	10
Grade 5	9
Grade 6	10
Grade 7	10
Grade 8	8
<b>Total Enrollment</b>	<b>97</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	39.2
Asian	0
Filipino	2.1
Hispanic or Latino	23.7
Native Hawaiian or Pacific Islander	1
White	28.9
Two or More Races	5.2
Socioeconomically Disadvantaged	24.7
English Learners	5.2
Students with Disabilities	0
Foster Youth	2.1

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Barona Indian Charter School	15-16	16-17	17-18
With Full Credential	6	5	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Barona Indian Charter School	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Barona Indian Charter School	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

- A strong phonemic awareness and phonics program utilizing the HMH Medallion Reading Series grades K-6.
- The Holt Literature Series for 7/8
- The Scholastic Spelling Program in Grades K-6 – a program adopted by the State of California under AB 2519;
- The Online science program, Zingy learning for grades 4-8
- Utilization of Word Clues: Vocabulary Builder, Amsel Greene, 1984 to develop awareness and knowledge of both the Greek and Latin roots of English
- The Houghton-Mifflin Math program in Grades K-6 and the McDougal Littell Math series in 7-8 as recommended for adoption by the State of California;
- The Houghton Mifflin Social Studies series for Grades 3-8 as recommended texts by the State of California under the 1998-99 History-Social Studies Instructional Materials adoption. Social studies programs will be enhanced by the partnership with the Barona Museum Educational Program.
- A program of second language instruction in the Kumeyaay language of Iipay.

Textbooks and Instructional Materials Year and month in which data were collected: 2014 September	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	2012 HMH Medallion Series K-6/Holt Literature Series 7-8 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	2012 Houghton-Mifflin Math/Supplement with Excel Math Program <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	2012 Zingy Learning/Next Generation Science Standards <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	2012 Houghton-Mifflin Social Studies <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Barona Indian Charter School utilizes the facilities furnished by the Barona Tribal Council located at the Barona Community Center, 1095 Barona Rd., Lakeside, CA. This facility includes seven classrooms, a library, and office space for the Principal/Director and Office Manager. The school is entirely fenced, and the entire facility, including restrooms, is ADA compliant. There are also existing sprinkler and fire alarm systems in each room. Adjoining the school, and available to the students of the school, are the gymnasium, exercise room, recreation room, swimming pool, play yard, ball field, and golf course. All charter school facilities will comply with applicable law.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No formal maintenance schedule. Quarterly maintenance by Bill Thorpe HVAC. Any issues found during these inspections are usually addressed immediately. Sewer: No formal maintenance schedule
<b>Interior:</b> Interior Surfaces	X			We have a cleaning contract with Q&R to clean interior surfaces 5x a week at all buildings in the Learning Center Complex (Charter School, Pre School/Tutoring, High School). This cleaning contract extends to bathrooms, mirrors, light switches, flooring.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			We have a weekly maintenance contract to control rodents, pests and other vermin at the school. K&M Pest Control. We have a carpet/floor cleaner on contract to clean the Charter School twice a year.
<b>Electrical:</b> Electrical	X			No formal maintenance schedule. We look for issues during building surveys.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			We have a cleaning contract with Q&R to clean interior surfaces 5x a week at all buildings in the Learning Center Complex (Charter School, Pre School/Tutoring, High School). This cleaning contract extends to bathrooms, mirrors, light switches, flooring.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			We have an annual inspection of all fire alarms. We have a quarterly inspection of all fire sprinklers. We have an annual inspection of all fire extinguishers.
<b>Structural:</b> Structural Damage, Roofs	X			No formal maintenance schedule for structural damage. Curt and look for these issues during our building surveys. No formal maintenance schedule for roofs. We generally get a roofing guy out twice a year to check all roofs.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No formal maintenance schedule. We handle issues as they are reported by teachers and administration. Windows/doors/gates/fences: no formal maintenance schedule. We handle issues as they are reported, and also look at these structural items when we do building surveys.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	20	22	52	52	48	48
Math	13	21	37	38	36	37

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	15	15	100.0	33.3
Female	11	11	100.0	18.2

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	--	33	68	67	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	9.1	9.1	63.6

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	63	100	22.22
Male	38	38	100	21.05
Female	25	25	100	24
American Indian or Alaska Native	22	22	100	22.73
Filipino	--	--	--	--
Hispanic or Latino	19	19	100	21.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100	20
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100	13.33
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	63	100	20.63
Male	38	38	100	26.32
Female	25	25	100	12
American Indian or Alaska Native	22	22	100	18.18
Filipino	--	--	--	--
Hispanic or Latino	19	19	100	21.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100	20
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100	13.33
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

The Barona Indian Charter School also provides a parent educational program whose goals are to

1. Raise literacy and technological levels of parents in the community;
2. Provide parents with innovative ways of working educationally with their children;
3. Provide ways for parents to share cultural traditions with their children;
4. Provide parenting education within traditional frameworks.

Parent and community involvement in the governance of the school is assured by virtue of their integrated participation in the Charter School Board, and Parent Teacher Organization. An organization of teachers, administrators, parents, and students will be responsible for developing a code of student conduct.

Parents will be strongly encouraged to contribute to the Charter School. The Principal/Director shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at meetings of the following school bodies: the Charter School Board of Directors (as member or observer), or any applicable Parent group functions; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities.

Parents are provided the opportunity to sign a contract stating they will attend the new parent orientation meeting and donate service hours. A service form is sent home with the school newsletter for parents to complete and return. The aim of this requirement is to ensure that all families are informed and actively involved in the school and to provide assistance to faculty and staff. No family is denied admission for failure to comply nor will any student or parent be penalized for failure to comply with this parent participation contract.

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

### State Priority: School Climate

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

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

### School Safety Plan

Barona Indian Charter School maintains on file records documenting compliance with fire, health, and structural safety requirements. The school additionally maintains a copy of facility inspections that will be available for inspection. Appropriate disaster and safety plans have been developed and posted. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills monthly. Barona Indian Charter School and its employees adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook includes at a minimum the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate			7.55
Expulsions Rate			0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.69	1.33	1.28
Expulsions Rate	0	0	0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

## D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		28.6

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.50
Counselor (Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.30
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	100

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	10	10	11	1	1	1						
1	20	20	10	1	1	1						
2	13	13	16	1	1	1						
4	20	20	23	1	1				1			
6	25	25	18			1	1	1				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Professional Development provided for Teachers

Our staff development program has centered on using calendared Friday faculty meetings to the fullest. Conversations have centered on student learning, teaching practices and expectations and on "putting the pieces in place." With the full implementation of the Northwest Evaluation Association MAPS system, our efforts will be focused on interpreting results and designing learning activities that will have the goal of all students performing at the Advanced and Proficient levels. Recently, our focused has grown to include the Common Core State Standards, Restorative Practices and positive behavior incentives and support (PBIS). We have also committed to specific learning objectives for each subject area and concise discussion around what expectations are to be completed by the end of the class period.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,399	\$47,034
Mid-Range Teacher Salary	\$70,528	\$73,126
Highest Teacher Salary	\$105,680	\$91,838
Average Principal Salary (ES)	\$113,549	\$116,119
Average Principal Salary (MS)	\$101,550	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$203,490	\$178,388
Percent of District Budget		
Teacher Salaries	39%	37%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,200	\$3,499	\$13,171	\$48,914.33
District	♦	♦		\$71,768
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District				-27.7
Percent Difference: School Site/ State				180.8
				-27.3

\* Cells with ♦ do not require data.



## **Types of Services Funded**

Barona Indian Charter School provides a curriculum which addresses the needs of the community: emphasis on literacy education, skills programs to enhance the learning of students who have fallen behind in the traditional public school system, and reliance on standards-based curricula which are measurable and accountable.

The academic focus relies on implementing effective research-based programs, emphasizing Language Arts (especially phonics for reading in the kindergarten and first grade curriculums), Computation and Mathematical reasoning, a rigorous Science and History/Social Studies program, and instructionally appropriate uses of technology. Reduced class sizes and an emphasis on using instructional time effectively has allowed for a more focused learning experience. The following research-based methodologies and programs will be utilized:

- Flexible grouping for effective learning and instruction
- Accommodating individual learning styles
- Providing direct instruction
- Utilizing small group work, learning centers, and cooperative learning
- Project-based learning
- Individualized tutorial sessions
- Thematic instruction
- Guest speakers to talk on a variety of topics that may include career options, self-esteem building, peer relationships, citizenship, social skills, good manners, and playground etiquette
- Educational field trips
- Enrichment programs
- SDAIE instructional methods
- Utilization of a standards-based assessment system that allows for targeted instruction and learning

The focus of instruction will be on student learning as measured by achievement on regularly scheduled standards-based assessments. Student performance data will determine the scope and sequence of the curriculum. California State Framework/Content Standards provide the content and skill levels to be attained by the students. The instructional program will provide 180 instructional days and exceed the number of instructional minutes set forth in the Education Code Section 47612.5(a)(1)(A)-(D). Instruction will be provided in the content areas of Language Arts/English, Social Studies/History, Math, Science, Spelling and Physical Education. Important curricular aspects of the program include:

- Implementation of California Content Standards in all curriculum including standards based benchmarks for learning at all grade levels and adherence to the Public Schools Accountability Act;
- Individualized educational plans with individualized challenge or reteach goals will be initiated and refined quarterly and collaboratively by teachers with parent input;
- Participation in District and state spelling, mathematics, and science competitions;
- A strong phonemic awareness and phonics program utilizing the HMH Medallion Reading Series grades K-6.
- The Holt Literature Series for 7/8
- The Scholastic Spelling Program in Grades K-6 – a program adopted by the State of California under AB 2519;
- The Online science program, Zingy learning for grades 4-8
- Utilization of Word Clues: Vocabulary Builder, Amsel Greene, 1984 to develop awareness and knowledge of both the Greek and Latin roots of English
- The Houghton-Mifflin Math program in Grades K-6 and the McDougal Littell Math series in 7-8 as recommended for adoption by the State of California;
- The Houghton Mifflin Social Studies series for Grades 3-8 as recommended texts by the State of California under the 1998-99 History-Social Studies Instructional Materials adoption. Social studies programs will be enhanced by the partnership with the Barona Museum Educational Program.
- A program of second language instruction in the Kumeyaay language of Iipay.

## **DataQuest**

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

## **Internet Access**

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