

Barona Indian Charter School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	17
Grade 1	12
Grade 2	8
Grade 3	13
Grade 4	15
Grade 5	9
Grade 6	14
Grade 7	11
Grade 8	15
Total Enrollment	114

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	22.8
Hispanic or Latino	32.5
Native Hawaiian or Pacific Islander	0.9
White	34.2
Two or More Races	7
Socioeconomically Disadvantaged	43.9
English Learners	6.1
Students with Disabilities	14.9
Foster Youth	0.9
Homeless	

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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	6	6	6	6
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020 September

- 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, Discovery Education Techbook for grades K-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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2012- HMH Medallion Series K-6/Holt Literature Series 7-8	Yes	0
Mathematics	2020- EnVision Mathematics Common Core 2020 Edition	Yes	0
Science	2019- Discovery Education Science & Techbook	Yes	0
History-Social Science	2012- Houghton-Mifflin Social Studies	Yes	0

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

School Facility Conditions and Planned Improvements

The Barona Indian Charter School utilizes the facilities furnished by the Barona Tribal Council located at the Barona Community Center, 1095 Barona Rd., Lakeside, CA. This facility includes seven classrooms, a library, 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 comply with applicable law.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 10/2015

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	No formal maintenance schedule for structural damage. Staff look for these issues during our building surveys. No formal maintenance schedule for roofs. A qualified roofing company inspects each roof twice a year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	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.
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	27	N/A	53	N/A	50	N/A
Mathematics (grades 3-8 and 11)	12	N/A	41	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: ELA and 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	10	N/A	38	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-2021)

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 of Directors and frequent volunteerism. An committee of teachers, administrators, parents, and students are responsible for maintaining 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 panelized 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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.5	6.6	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3	3	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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, health, 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 conducts fire or disaster 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.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	11	1			18	1			17	1		
1									12	1		
2	5	1			10	1			8	1		
4	21		1		23		1					
6	21		1		23		1					
Other**									26		2	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

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

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,200	\$3,499	\$13,171	\$50,749.50
District	N/A	N/A		\$76,958
Percent Difference - School Site and District	N/A	N/A		-27.7
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	180.8	-27.3

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

Types of Services Funded (Fiscal Year 2019-2020)

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, Discovery Education Techbook for grades K-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.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,706	\$50,574
Mid-Range Teacher Salary	\$73,960	\$76,649
Highest Teacher Salary	\$110,824	\$98,993
Average Principal Salary (Elementary)	\$110,150	\$125,150
Average Principal Salary (Middle)	\$125,091	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$203,231	\$193,925
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	10

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.