

Barona Indian Charter

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Austin McKeever, Principal

Principal, Barona Indian Charter

About Our School

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

Contact

Barona Indian Charter
1095 Barona Rd.
Lakeside, CA 92040-1541

Phone: 619-443-0948
Email: amckeever@barona-nsn.gov

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Lakeside Union Elementary
Phone Number	(619) 390-2600
Superintendent	Andy Johnsen
Email Address	ajohnsen@lsud.net
Website	www.lsud.net

School Contact Information (School Year 2019—20)	
School Name	Barona Indian Charter
Street	1095 Barona Rd.
City, State, Zip	Lakeside, Ca, 92040-1541
Phone Number	619-443-0948
Principal	Austin McKeever, Principal
Email Address	amckeeper@barona-nsn.gov
County-District-School (CDS) Code	37681896120901

Last updated: 1/31/2020

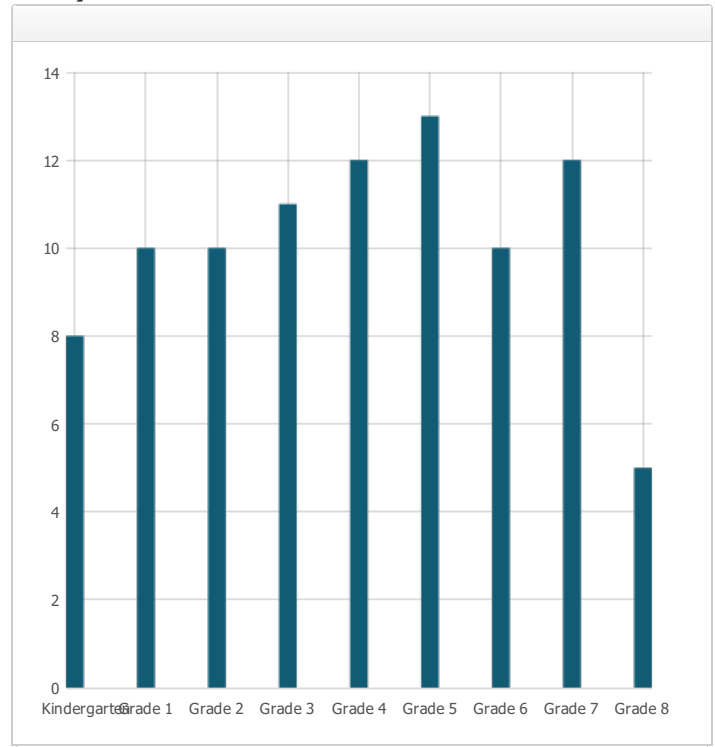
School Description and Mission Statement (School Year 2019—20)

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

Last updated: 1/31/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	8
Grade 1	10
Grade 2	10
Grade 3	11
Grade 4	12
Grade 5	13
Grade 6	10
Grade 7	12
Grade 8	5
Total Enrollment	91



Last updated: 1/31/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	4.40 %
American Indian or Alaska Native	24.20 %
Asian	%
Filipino	%
Hispanic or Latino	31.90 %
Native Hawaiian or Pacific Islander	1.10 %
White	31.90 %
Two or More Races	6.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.90 %
English Learners	7.70 %
Students with Disabilities	16.50 %
Foster Youth	1.10 %
Homeless	%

A. Conditions of Learning

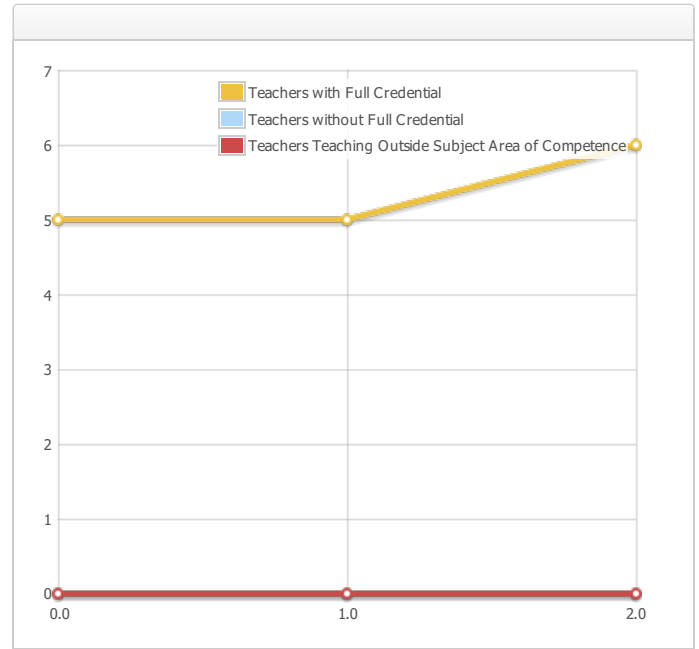
State Priority: Basic

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

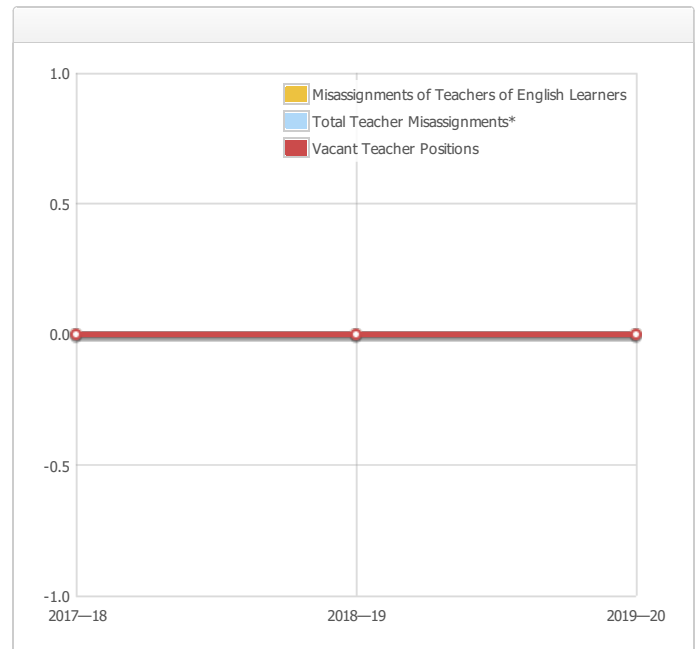
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	5	5	6	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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.

Last updated: 1/31/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill- Language Arts Handwriting Without Tears Flocabulary	Yes	0.00 %
Mathematics	Eureka Math Affirm	Yes	0.00 %
Science	Discovery Science Mystery Science	Yes	0.00 %
History-Social Science	TCI Studies Weekly	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2020

School Facility Conditions and Planned Improvements

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, Secretary, 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, recreation room, swimming pool, play yard, ball field. All charter school facilities will comply with applicable law.

Last updated: 1/31/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: April 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: April 2019

Overall Rating	Exemplary
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Last updated: 1/31/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	26.0%	27.0%	53.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	13.0%	12.0%	41.0%	41.0%	38.0%	39.0%

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.

Last updated: 1/31/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	62	93.94%	6.06%	27.42%
Male	36	34	94.44%	5.56%	14.71%
Female	30	28	93.33%	6.67%	42.86%
Black or African American	--	--	--	--	
American Indian or Alaska Native	20	19	95.00%	5.00%	21.05%
Asian					
Filipino					
Hispanic or Latino	19	16	84.21%	15.79%	25.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	20	20	100.00%	0.00%	30.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	21	18	85.71%	14.29%	33.33%
English Learners	--	--	--	--	
Students with Disabilities	13	12	92.31%	7.69%	8.33%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

Last updated: 1/31/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	65	98.48%	1.52%	12.31%
Male	36	35	97.22%	2.78%	14.29%
Female	30	30	100.00%	0.00%	10.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native	20	19	95.00%	5.00%	0.00%
Asian					
Filipino					
Hispanic or Latino	19	19	100.00%	0.00%	10.53%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	20	20	100.00%	0.00%	20.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	21	21	100.00%	0.00%	14.29%
English Learners	--	--	--	--	
Students with Disabilities	13	12	92.31%	7.69%	0.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

Last updated: 1/31/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/31/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

N/A

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 area of physical education

California Physical Fitness Test Results (School Year 2018—19)

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	70.00%	70.00%	40.00%
7	100.00%	55.00%	55.00%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated: 1/31/2020

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 2019—20)

Parents and community members are involved in the governance of the school by virtue of their integrated and active participation in the Charter School Board. Parents are further encouraged to become active in their child's learning, the school's curriculum, and the evaluation process. The principal holds monthly meetings open to all families and community stakeholders to discuss relevant school information and upcoming events.

State Priority: Pupil Engagement

Last updated: 1/31/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	7.50%	3.50%	6.60%	1.30%	2.80%	3.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/31/2020

School Safety Plan (School Year 2019—20)

The School's Safety plan is reviewed and shared with all school and community stakeholders on an annual basis in late August and early September. Major elements of the plan include: After Hours Protocol, Fire Procedures, Lock Down Procedures, Flood, Hazardous Materials, Aircraft Crash, Bomb Threat, and Civil Disturbance. New Active Shooter protocol has been adopted this year and students and staff are in the process of receiving training in collaboration with local sheriff and tribal enforcement.

Last updated: 1/31/2020

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) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	13.00	1		
1	10.00	1		
2	13.00	1		
3				
4	24.00		1	
5				
6	19.00	1		
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	11.00	1		
1				
2	5.00	1		
3				
4	21.00		1	
5				
6	21.00		1	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.00	1		
1		1		
2	10.00	1		
3		1		
4	23.00	1	1	
5			1	
6	23.00		1	
Other**				

* 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.

Last updated: 1/31/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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 Number of Pupils per Counselor

Last updated: 1/31/2020

Student Support Services Staff (School Year 2018—19)

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	1.00
Resource Specialist (non-teaching)	1.00
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.

Last updated: 1/31/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$74595.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	--	--

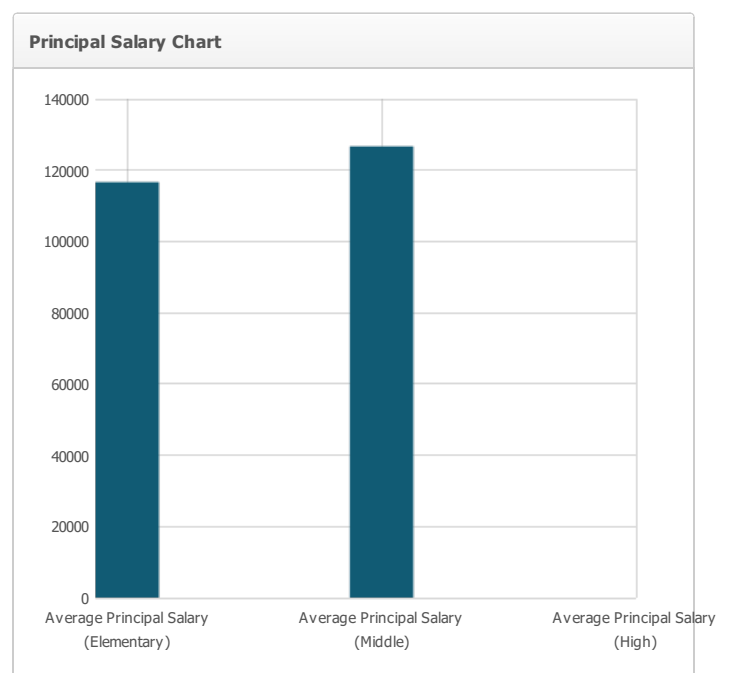
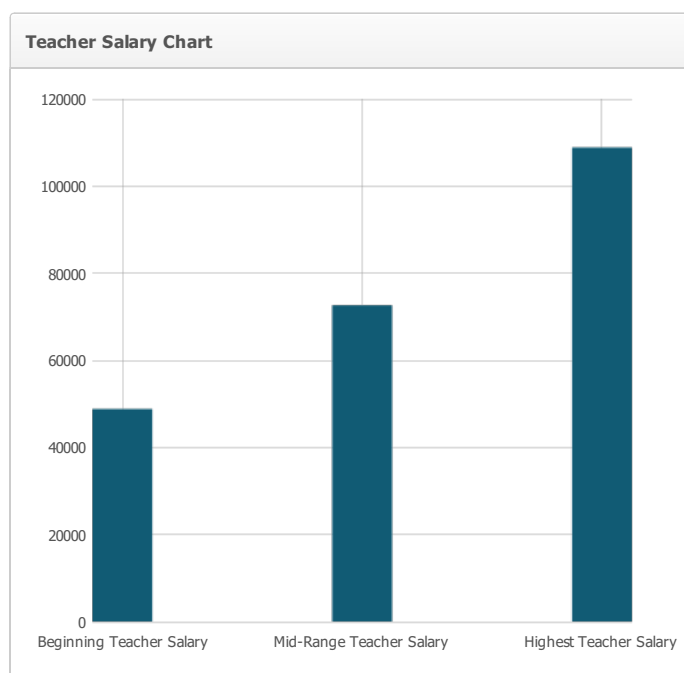
Note: Cells with N/A values do not require data.

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,827	\$49,378
Mid-Range Teacher Salary	\$72,652	\$77,190
Highest Teacher Salary	\$108,864	\$96,607
Average Principal Salary (Elementary)	\$116,656	\$122,074
Average Principal Salary (Middle)	\$126,698	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$199,638	\$189,346
Percent of Budget for Teacher Salaries	38.00%	36.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

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



Last updated: 1/31/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/31/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3