

Barona Charter School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Barona Charter School
Street	1095 Barona Road
City, State, Zip	Lakeside, California, 92040
Phone Number	619-443-0948
Principal	Julie Cushman
Email Address	jcushman@mybics.org
School Website	https://www.baronaindiancharterschool.com/
Grade Span	K-8
County-District-School (CDS) Code	37-68189-6120901

2024-25 District Contact Information

District Name	Barona Charter School
Phone Number	619-443-0948
Superintendent	Julie Cushman
Email Address	jcushman@myBICS.org
District Website	www.baronaindiancharterschool.org

2024-25 School Description and Mission Statement

Barona Charter School (BCS) is dedicated to providing a comprehensive and holistic education that empowers every student to reach their full potential. Through personalized teaching strategies, intimate classroom environments, and programs deeply rooted in Kumeyaay culture, BCS fosters a supportive and inclusive learning community. The school's mission is to equip students with the knowledge, skills, and adaptability needed to excel in an ever-evolving global landscape, all while preserving and honoring the unique heritage, values, and traditions of the Kumeyaay people. At BCS, children are encouraged to soar to success on a solid foundation of cultural richness and academic excellence. By integrating a global perspective with a

2024-25 School Description and Mission Statement

commitment to community values, BCS nurtures future leaders who are prepared to shape a world that respects diversity, embraces change, and upholds the timeless legacy of the Kumeyaay people.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	15
Grade 1	7
Grade 2	8
Grade 3	11
Grade 4	13
Grade 5	6
Grade 6	10
Grade 7	8
Grade 8	3
Total Enrollment	81

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.3
Male	45.7
American Indian or Alaska Native	42
Hispanic or Latino	30.9
Native Hawaiian or Pacific Islander	2.5
Two or More Races	11.1
White	13.6
English Learners	3.7
Socioeconomically Disadvantaged	43.2
Students with Disabilities	29.6

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	100.00	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.50	1.87	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	22.60	9.20	18854.30	6.86
Total Teaching Positions	6.00	100.00	245.60	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	100.00	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.70	2.40	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	13.90	5.81	15831.90	5.67
Total Teaching Positions	6.00	100.00	240.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.0	100.0	215.90	89.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.36	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.50	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.40	3.09	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	10.20	4.23	14303.80	5.15
Total Teaching Positions	6.00	100.00	242.00	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.5
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Barona Charter School adheres to curriculum and materials that align to the California State standards and all students have access to textbooks and instructional materials.

Year and month in which the data were collected 2023 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2024 - Curriculum Associates Magnetic Reading Foundations K-2, Curriculum Associates Ready Reading 3-5, Amplify ELA 6-8, iReady K-8	Yes	0
Mathematics	2020- EnVision Mathematics Common Core 2020 Edition K-5, Amplify Desmos 6-8, iReady K-8	Yes	0
Science	2023- Mystery Science, Generation Genius K-8th	No	0
History-Social Science	2019- Studies Weekly K-8th	Yes	0

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

School Facility Conditions and Planned Improvements

The Barona 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, multi-purpose room and office space for the Principal/Director and office staff. 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 is the recreation center's gymnasium. All charter school facilities comply with applicable law.

Year and month of the most recent FIT report 11/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			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

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X		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	X		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 once a year.
Electrical	X		No formal maintenance schedule. We look for issues during building surveys.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		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	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.
Structural: Structural Damage, Roofs	X		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	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.

Overall Facility Rate

Exemplary	Good	Fair	Poor
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	25	36	44	44	46	47
Mathematics (grades 3-8 and 11)	19	18	34	33	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	52	50	96.15	3.85	36.00
Female	30	29	96.67	3.33	34.48
Male	22	21	95.45	4.55	38.10
American Indian or Alaska Native	26	25	96.15	3.85	28.00
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	38.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	29	93.55	6.45	41.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	21.05

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	52	49	94.23	5.77	18.37
Female	30	29	96.67	3.33	13.79
Male	22	20	90.91	9.09	25.00
American Indian or Alaska Native	26	25	96.15	3.85	12.00
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	29	93.55	6.45	13.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	5.26

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	14.29	--	33.02	37.22	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Barona Charter School (BCS) is deeply committed to fostering a collaborative relationship between the school, parents, and the broader community. Parents and community members are guaranteed the right to participate in the governance of the school through open access to the Charter School Board of Directors' monthly meetings, providing a transparent platform for decision-making and stakeholder input. Recognizing the importance of building strong connections with families, BCS is continually exploring innovative ways to enhance engagement and partnership. Parents are encouraged to take an active role in the school community by volunteering for campus events, such as cultural celebrations, academic showcases, and extracurricular activities, where their contributions make a meaningful impact. Opportunities for parent interaction are thoughtfully designed and include events like Back-to-School Night, Parent-Teacher Conferences, and monthly "Coffee with the Principal" meetings, where informal conversations strengthen communication and foster a sense of belonging. BCS firmly believes in empowering parents to be co-creators of their child's educational journey. Parents are invited to collaborate on shaping personalized learning paths, providing input on the school's curriculum, participating in the evaluation process, and contributing to the development of programs that reflect the unique needs and aspirations of the community. By promoting an inclusive and participatory approach, BCS ensures that parents and families play an integral role in creating a supportive and thriving educational environment for all students.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	90	89	15	16.9
Female	51	50	9	18.0
Male	39	39	6	15.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	39	39	7	17.9
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	25	25	3	12.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	3	27.3
White	13	12	2	16.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	54	53	7	13.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	29	29	4	13.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.00	0.00	0.00	1.66	2.33	3.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Barona Charter School (BCS) is steadfast in its commitment to providing students with a safe, secure, and nurturing campus to foster a thriving learning environment. To ensure the highest standards of safety, BCS has developed a comprehensive School Safety Plan (CSSP), updated during the 2021-2022 school year with valuable input from stakeholders, staff, local law enforcement, and other emergency services. This thorough and collaborative approach reflects the school's dedication to protecting its students and staff. The CSSP was formally approved by the school board in March 2022 and undergoes an annual review and revision process to ensure its continued effectiveness and relevance.

BCS partners closely with local fire and law enforcement officials to conduct annual safety and emergency protocol assemblies, equipping students and staff with the knowledge to respond confidently in various situations. As part of its ongoing commitment to campus security, BCS has invested in updated security gates, PA System, and signage to limit public access, enhancing overall safety.

Visitors to the campus must adhere to strict protocols by registering at the front office, signing the visitor log, and wearing a name tag throughout their visit. Additionally, the school has implemented a secure drop-off and pick-up procedure to prioritize the health and safety of students and staff.

To reinforce preparedness, BCS conducts monthly fire and disaster drills, ensuring students and staff are well-practiced in emergency responses. The school employs a dedicated campus supervisor who actively oversees the safety and functionality of facilities. Playground and campus supervisors are equipped with communication devices, enabling constant and seamless coordination with teachers and office staff.

Through these measures, Barona Charter School ensures that safety remains a top priority, providing a supportive and secure environment where students can focus on their academic and personal growth.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	1		
1	15	1		
2	14	1		
3	9	1		
4	11	1		
5	13	1		
6	10	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	1		
1	6	1		
2	12	1		
3	14	1		
4	8	1		
5	9	1		
6	12	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	1		
1	6	1		
2	8	1		
3	11	1		
4	13	1		
5	5	1		
6	7	1		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

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	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$25,818	\$9,940	\$15,878	\$63,829
District	N/A	N/A		\$63,829
Percent Difference - School Site and District	N/A	N/A		0.0
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	38.3	-38.4

Fiscal Year 2023-24 Types of Services Funded

Barona Charter School receives state and federal funds to strengthen our students' education. These funds are used annually to support our school's vision and learning outcomes for all students. Examples of recent expenditures include: extended learning opportunities, technology upgrades and campus improvements.

BCS operates from several different financial categories. The largest group of monies at our school is our LCFF funds. These are funds provided to schools by the state. These monies are used for supplies, equipment, programs, technologies, and professional development that are servicing the general population of students in a regular classroom setting. BCS provides professional development to staff based on learning from research-based best practices in the core instructional areas. Personnel costs include additional substitute teachers to support teacher release time. Supplemental materials to address needs were also purchased to support English/Language Arts, Mathematics, Science, Technology, English Language Development, Social-Emotional Supports and School/Community Partnerships. BCS has fully implemented the Leader in Me program, which teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

Additional grants funded our summer school program, Summer Impact, which offered extra support to students in an effort to reduce loss of learning during school closure due to the pandemic. In addition, BCS offers an after-school program to provide extended academic services to all students, with emphasis on the students needing social or academic support.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,398	\$57,839
Mid-Range Teacher Salary	\$82,429	\$90,040
Highest Teacher Salary	\$123,616	\$118,647
Average Principal Salary (Elementary)	\$96,900	\$144,639
Average Principal Salary (Middle)	\$145,354	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$231,319	\$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Barona Charter School (BCS) prioritizes collaboration and continuous improvement through regular monthly All-Staff meetings, where faculty and staff come together to address the needs of the entire school community. These meetings provide a platform for sharing updates, discussing challenges, and fostering a unified approach to supporting student success. Additionally, primary and secondary teachers meet consistently in smaller groups to exchange best practices, align instruction, and collaboratively design engaging and effective learning activities tailored to their students' needs. To enhance mathematics instruction and student outcomes, BCS has employed a dedicated Math Coach. This expert works closely with teachers to develop pacing guides and curriculum maps aimed at improving student math performance and ensuring alignment with achievement standards. Through this focused support, teachers are better equipped to deliver high-quality math instruction that meets the diverse learning needs of their students. With the full implementation of iReady Diagnostics for both Math and Reading, BCS is intensifying its efforts to utilize data effectively. Teachers and staff are actively engaged in interpreting assessment results to design targeted learning activities that strive to move all students toward Advanced and Proficient performance levels. This data-driven approach enables the school to identify gaps, monitor progress, and adjust instruction to maximize student achievement. BCS is committed to fostering a culture of professional growth and regularly assesses the needs of its students, as well as the overall school climate, to inform the planning of Professional Development opportunities. These opportunities are thoughtfully designed to support not only teachers but also administrative and support staff, ensuring that everyone is equipped with the tools and training necessary to provide the best possible educational experience for students and families. By prioritizing ongoing learning and collaboration, Barona Charter School ensures its staff is well-prepared to meet the evolving needs of its school community.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	25	30	36