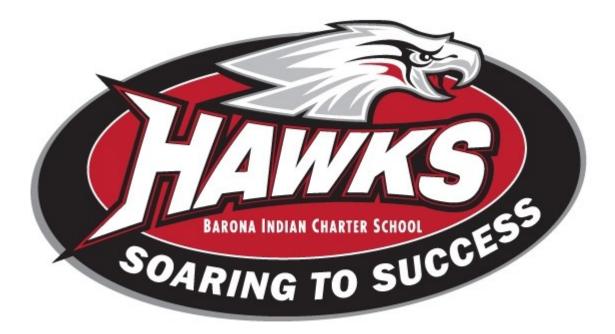# Barona Indian Charter School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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.

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.

2023-24 School Contact Information

School Name	Barona Indian 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/
County-District-School (CDS) Code	37-68189-6120901

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Barona Indian Charter School strives to educate all students to reach the highest level of academic achievement through individualized teaching, small classroom settings, and culturally rich programs. BICS mission is to empower and equip students with the skills to achieve success in a rapidly changing world while maintaining the unique traditions and character of the Kumeyaay people. Our children soar to success, while standing on a culturally rich foundation with a global perspective, to become leaders that shape our future.

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	9
Grade 1	6
Grade 2	13
Grade 3	14
Grade 4	8
Grade 5	10
Grade 6	12
Grade 7	4
Grade 8	5
Total Enrollment	81

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.6%
American Indian or Alaska Native	44.4%
Black or African American	2.5%
Hispanic or Latino	25.9%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	8.6%
White	16%
English Learners	2.5%
Socioeconomically Disadvantaged	46.9%
Students with Disabilities	25.9%

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	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)	6.70	97.00	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)	0.20	2.86	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	0.00	0.00	13.90	5.81	15831.90	5.67
Total Teaching Positions	7.00	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	50
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Barona Indian 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	2017 - McGraw Hill Wonders K - 6th McGraw Hill Study Sync 7th - 8th; 2022 -Read Naturally 1st - 8th grade	Yes	0
Mathematics	2020- EnVision Mathematics Common Core 2020 Edition K-8th	Yes	0
Science	2023- Mystery Science, Generation Genius K-8th	No	0
History-Social Science	2019- Studies Weekly K-8th	Yes	0

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, 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
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.

School Facility Conditions and Planned Improvements

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	24	25	44	44	47	46
Mathematics (grades 3-8 and 11)	4	19	32	34	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	54	53	98.15	1.85	24.53
Female	27	26	96.30	3.70	30.77
Male	27	27	100.00	0.00	18.52
American Indian or Alaska Native	20	20	100.00	0.00	20.00
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	14	93.33	6.67	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
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	25	25	100.00	0.00	16.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	0.00

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	54	53	98.15	1.85	18.87
Female	27	26	96.30	3.70	11.54
Male	27	27	100.00	0.00	25.93
American Indian or Alaska Native	20	20	100.00	0.00	15.00
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	14	93.33	6.67	35.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
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	25	25	100.00	0.00	12.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	7.14

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	5.00	14.29	31.33	33.02	29.47	30.29

2022-23 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	14	14	100.00	0.00	14.29
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	--	--	--	--	--
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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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.

2023-24 Opportunities for Parental Involvement

Parent and community members are assured the right to participate in the governance of the school through open access to the Charter School Board of Directors monthly meetings and availability for stakeholder input. Barona Indian Charter School is actively seeking out ways to connect with families. We are encouraging parent volunteers for campus events, provide opportunities for parent interaction with our Back To School Night, Parent Teacher Conferences and monthly "coffee" meetings with the principal. Parents are encouraged to become active participants in developing their child's learning path and the school's curriculum, evaluation process, and other programs.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	86	85	13	15.3
Female	43	43	8	18.6
Male	43	42	5	11.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	37	37	8	21.6
Asian	1	1	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	23	22	3	13.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	7	7	0	0.0
White	14	14	2	14.3
English Learners	3	3	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	40	40	8	20.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	27	27	4	14.8

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.42	1.66	2.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Barona Indian Charter School is dedicated to providing students with a safe and secure campus to create a successful learning environment. BICS has a comprehensive School Safety Plan, that was updated with input from stakeholders, staff, local law enforcement and other emergency services, during the 2021-2022 school year. The CSSP was approved by our school board on the March 2022 meeting. This plan is reviewed and revised on an annual basis. BICS partners with our local fire and law officials to conduct assemblies on safety and emergency protocols annually. The safety plan was reviewed with local authorities and staff members in a safety training meeting in September 2022. BICS has invested in updated security gates and signage to limit the public access to our campus. All visitors to our campus must register at the front office by requesting a name tag and signing in to the visitor log. We continue to use a secure drop-off and pick-up procedure with the health and safety of the students and staff in mind. The School conducts fire or disaster drills monthly. BICS employs a campus supervisor to maintain the safety of our students and ensure our facilities are in proper working condition. Our campus and playground supervisors are assigned communication devices so that they are in constant communication with teachers and the school office staff.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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
2	9	1		
Other	19	2	2	

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	4		
1	15	2		
2	14	2		
3	9	2		
4	11	2		
5	13	2		
6	10	2		

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	0	0
1	6	1	0	0
2	12	1	0	0
3	14	1	0	0
4	8	1	0	0
5	9	1	0	0
6	12	1	0	0
Other	0	0	0	0

2022-23 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

2022-23 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.

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 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$21,032	$6,554	$14,478	$62,525
District	N/A	N/A		$80,999
Percent Difference - School Site and District	N/A	N/A		-25.7
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	62.2	-34.2

Fiscal Year 2022-23 Types of Services Funded

Barona Indian 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.

BICS 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. BICS 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. BICS 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, BICS 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,461	$54,046
Mid-Range Teacher Salary	$76,571	$84,515
Highest Teacher Salary	$114,736	$110,867
Average Principal Salary (Elementary)	$119,201	$136,841
Average Principal Salary (Middle)	$138,823	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$210,405	$217,473
Percent of Budget for Teacher Salaries	33.49%	32.43%
Percent of Budget for Administrative Salaries	4.42%	5.62%

Professional Development

Barona Indian Charter School meets on a monthly basis for an All-Staff meeting to ensure both our faculty and staff are working together to meet the need of the entire school. In addition, primary and secondary teachers meet regularly to share best practices and design learning activities. A Math Coach was employed to work with teachers to formulate a pacing guide and curriculum mapping to improve student math score and to meet achievement standards.
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. Our school frequently assesses the current needs of our students and the climate of our school in planning the Professional Development opportunities for our faculty and staff. BICS recognizes the importance of providing training to both teachers, administrative and support staff to ensure we are all doing the best for our students and families.

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	25	30