



Bardin Elementary

425 Bardin Rd • Salinas CA, 93905 • (831) 753-5730 • Grades K-6

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<http://www.alisal.org/bardin/>

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



Alisal Union School District

1205 East Market Street

Salinas, CA 93905

(831) 753-5700

www.alisal.org

District Governing Board

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Guadalupe Ruiz Gilpas, Vice
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and Fiscal Services

Mr. Quoc Tran
Assistant Superintendent,
Educational Services

Mr. Ricardo Cabrera
Associate Superintendent, Human
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Vision

“ Ensuring Achievement for ALL Students”

Mission

The mission of Bardin School is to provide a safe and nurturing environment where students are empowered to become successful lifelong learners, reaching their academic and social potential through a collaborative respectful partnership of parents, families, students, educators, school personnel, and community.

In the 2016-17 school year, Bardin Elementary School offered intervention (extra help) for students who needed academic support. These classes took place before school, during the day, after school, and on Saturdays. The intent of these targeted programs was to supplement core academics while emphasizing standards, and addressing the needs of students at different performance levels. With a majority of students identified as English Learners, Bardin has had difficulty meeting the federal accountability targets, which required 70 percent of students tested to score at Meeting or Exceeding levels on the state standardized tests in 2016-17.

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	101
Grade 1	94
Grade 2	82
Grade 3	98
Grade 4	103
Grade 5	98
Grade 6	138
Total Enrollment	714

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.1
Asian	0
Filipino	0.4
Hispanic or Latino	84.9
Native Hawaiian or Pacific Islander	0
White	0.8
Two or More Races	0.1
Socioeconomically Disadvantaged	85.4
English Learners	76.8
Students with Disabilities	10.9
Foster Youth	0.7

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			
	15-16	16-17	17-18
Bardin Elementary			
With Full Credential	31	31	27
Without Full Credential	5	7	5
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District			
With Full Credential	♦	♦	334
Without Full Credential	♦	♦	61
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
	15-16	16-17	17-18
Bardin Elementary			
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas was recommended and adopted as district curriculum. Both Engage NY Language Arts and Math were piloted and feedback from teachers attested to the ability of these common core resources to meet the requirements of the new common core state standards (CCSS).

In Language Arts:

K-1-2-3 Wonders is used to teacher all Language Arts standards.

4-6 used Engage NY solely to teach all Language Arts standards.

In Math:

At K-6, teachers used both the adopted Everyday Math curriculum and Engage NY Math, selecting one as their primary resource and the other as a secondary resource.

Bilingual Transference classrooms were able to use the Engage NY Math because student materials became available.

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- Adopted 2017 Engage New York Language Arts- Adopted 2014 McMillan / McGraw-Hill, Treasures-Adopted 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Engage New York Math- Adopted 2014 McMillan / McGraw-Hill, Every Day Math- Adopted 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McGraw-Hill, Vistas- Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Health	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In the 2016-17 school year school facilities were in good condition as we are in a recently remodeled school campus. The district has made some improvements to the landscape in the front of the school by proving grass ad trees. There is plans from more extensive work in the back field area in the upcoming two years.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August, 2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	16	22	24	28	48	48
Math	13	17	18	21	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	21	31	31	28	56	54

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.6	24.5	10.8

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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	120	118	98.3	31.4
Male	66	65	98.5	35.4
Female	54	53	98.2	26.4
Hispanic or Latino	117	115	98.3	30.4
Socioeconomically Disadvantaged	111	109	98.2	32.1
English Learners	64	62	96.9	12.9
Students with Disabilities	22	21	95.5	14.3

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	439	431	98.18	21.81
Male	240	236	98.33	16.95
Female	199	195	97.99	27.69
Filipino	--	--	--	--
Hispanic or Latino	422	416	98.58	21.63
White	--	--	--	--
Socioeconomically Disadvantaged	387	382	98.71	20.94
English Learners	390	385	98.72	21.3
Students with Disabilities	62	62	100	4.84
Students Receiving Migrant Education Services	29	28	96.55	10.71

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	438	435	99.32	16.78
Male	240	237	98.75	16.88
Female	198	198	100	16.67
Filipino	--	--	--	--
Hispanic or Latino	421	418	99.29	16.51
White	--	--	--	--
Socioeconomically Disadvantaged	386	384	99.48	16.41
English Learners	389	386	99.23	16.58
Students with Disabilities	62	62	100	3.23
Students Receiving Migrant Education Services	29	28	96.55	14.29

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

A variety of options and opportunities are made available for parents to be involved at Bardin Elementary School: they are invited to the monthly School Site Council/English Learner Advisory Committee meetings; monthly Coffee Klatches; and monthly Parent-Teacher Organization meetings. Bardin offers a parent training by parents, so far, we will have one session this school year. There are also a variety of events throughout the year specifically designed to solicit parent involvement. These include: fall and spring parent-teacher conferences, cultural activities as well as a host of fundraising activities such as Family Movie Nights. Parents are encouraged to assist in classrooms to support their students and they are welcome to become involved in all extracurricular activities as well.

Parents are welcome to speak with the Principal, Dr. Arellano, or Assistant principal, Mr. González, regarding parent involvement. Please call our school office at (831) 753-5730 for more information. Community members are welcomed!

State Priority: School Climate

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

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

School Safety Plan

We ensure safety at Bardin Elementary School in a variety of ways. Campus access is limited during the school day, and all visitors are required to come through the school office, sign in, and wear a visitor's pass. The staff and students participate in monthly safety drills. Our school initiated PBIS for student discipline and motivation this year beginning with students in the after school program. Our school also provides counseling services three days a week. Counselors are provide annual anti-bullying presentations for each class throughout the school year.

The Safety Plan was revised during the Winter of 2018. This plan was shared with staff during staff meetings. Campus supervisors are met with regularly to review safety procedures. To prepare for emergencies, our staff has been trained on the best routes to safely exit the school. Staff and parents were asked to provide input during staff and council meetings.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	2.7	1.6	0.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.1	1.0	0.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	61.5	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	27	27	26		1	1	3	1	3		2	
1	27	29	24				4	3	4			
2	24	25	21	2		3	3	4	1			
3	26	22	25	1	2		3	3	4			
4	28	34	26				4		4		3	
5	27	27	31	1			3	4	3			
6	26	26	24	1	2	2	3	2	4		1	

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

Professional Development provided for Teachers

The major areas of professional development for teachers in 2016-2017 included the following:

- CCSS-based planning for instruction, learning and assessment
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- EngageNY ELA & Math
- Wonders/Maravillas PD
- CCSS Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Teaching to the Math standards (primary grade teachers)
- 8 Mathematical Practices
- Close Reading
- Technology in the classroom

Professional development was delivered through staff meetings and grade level sessions during regular work days with release time for classroom teachers.

Teachers were supported during implementation by the site's Academic Coach.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,752	\$48,678
Mid-Range Teacher Salary	\$67,888	\$78,254
Highest Teacher Salary	\$94,604	\$96,372
Average Principal Salary (ES)	\$114,725	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$190,800	\$212,818
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	6%	5%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,772	\$388	\$3,384	\$63,084
District	◆	◆	\$5,459	\$68,478
State	◆	◆	\$6,574	\$78,363
Percent Difference: School Site/District			-38.0	-2.7
Percent Difference: School Site/ State			-27.8	-10.9

* Cells with ◆ do not require data.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

During the 2016-17 school year, the school funded the following priorities with monies allocated to the site:

- 2 pull out Intervention Teachers
- Classroom library resources
- Materials and supplies
- Classroom literature sets
- Training activities for parents
- ESL classes for parents
- Software to support literacy skills (AR, Symphony Math, Lexia Core5, Achieve 3000)
- Equipment (copiers, sports, etc.)
- update technology (printers, computers, laptops)

DataQuest

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

Internet Access

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