Bardin Elementary

425 Bardin Rd • Salinas CA, 93905 • (831) 753-5730 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Alisal Union School District

155 Bardin Road
Salinas, CA 93905
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**Assistant Superintendent,
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School Description

Bardin Elementary School, home of the "Chieftains" is located at 425 Bardin Road in the city of Salinas. Our school serves approximately 640 students in grades transitional kindergarten through sixth grade. The One Way Developmental Bilingual program exists at grades kinder through sixth. We have a special education day class serving General Academics, which support children in grades fourth through sixth. We at Bardin Elementary believe that ALL students are capable learners who have the right to a high quality education, provided by qualified, passionate educators who embrace diversity within both the presentation of educational curriculum and the students themselves. Here at Bardin, we promote and build connections that integrate students, families, district and local/global communities.

Much of the work completed at Bardin has been developed through our partnership with the Monterey County Office of Education via our Professional Learning Network (PLN). Our leadership team works together to identify areas of weakness in our practice and highlight the best practices that are positively influencing our students outcomes. Through this work we have developed our Problem of Practice and school wide implementation classroom read alouds that are strategically geared to exposing our students to texts, while addressing their comprehension and writing levels. In addition, all students in grade K-6 participated in 30 minutes of at-level intervention where students were strategically divided by ability and provided with targeted instruction to bridge the learning gap.

The instructional program is comprehensive in all curricular areas based on common core state standards and district guidelines. Teachers meet on a regular basis to align program content, pacing, and student progress through the Grade Level Team (GLT) release model. Our instructional program is supported by Accelerated Reader, LexiaCore5, Lexia PowerUP, Achieve3000, and our bilingual classrooms in grades K-2 use I-Station. In addition, children in grades kindergarten through sixth grade participate in the 1:1 technology program. Instructional practices include multiple opportunities for technology-based learning projects, in Kinder to second grade students utilize SeeSaw as their digital portfolio, while students in third through sixth utilize Google Classroom. The goal is to provide children with the opportunity to learn using the latest educational applications, which support the curriculum.

This is the tenth complete year of our after school program. The program offers our students academic and enrichment activities, including structured tutoring and homework assistance, reading/language arts, English language development, and math. The enrichment activities include music; drum and Ukulele lessons, as well as gardening. The Reading program includes Lexia, Reads Naturally, and Reading A-Z, depending on the child's needs. Math programs include Triumphs, and Rewards. The school offers extracurricular activities such as soccer, basketball, volleyball, and flag football.

Bardin Elementary school has a strong partnership of staff, students, parent, and community through monthly meetings. The encouragement and participation in school activities supports the idea that every child can learn and every child will.

Our Mission Statement:

We at Bardin Elementary believe that ALL students are capable learners who have the right to a high quality education, provided by qualified, passionate educators who embrace diversity within both the presentation of educational curriculum and the students themselves. Here at Bardin, we promote and build connections that integrate students, families, district and local/global communities.

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	89
Grade 2	94
Grade 3	80
Grade 4	83
Grade 5	91
Grade 6	97
Total Enrollment	642

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	0.2
Filipino	0.2
Hispanic or Latino	81.5
Native Hawaiian or Pacific Islander	0.2
White	3.6
Two or More Races	0.2
Socioeconomically Disadvantaged	89.6
English Learners	81.2
Students with Disabilities	6.5
Foster Youth	0.3
Homeless	12.1

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 for Bardin Elementary	17-18	18-19	19-20
With Full Credential	27	20	31
Without Full Credential	5	6	7
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alisal Union School	17-18	18-19	19-20
With Full Credential	♦	♦	399
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Bardin Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

In order to meet requirements for common core state standards (CCSS), materials were updated as part of the 2018 adoption.

K-6 Wonders is used to teach all Language Arts standards. In K-6, teachers use Eureka Math.

Textbooks and Instructional Materials
Year and month in which data were collected: 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Eureka Math, Adopted 2018 **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, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 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	Not applicable **The textbooks listed are from most recent adoption:** No **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 2018-19 school year school facilities were in good condition as we are in a recently remodeled school campus. The district has made some improvements and increased security by installing a fence between rooms 28 and 34 which divides classrooms from the parking lot.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August, 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	28	29	32	36	50	50
Math	18	20	23	28	38	39

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

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

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	27.3	11.4	6.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 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	353	352	99.72	28.69
Male	179	178	99.44	26.97
Female	174	174	100.00	30.46
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	334	334	100.00	28.74
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	331	331	100.00	28.70
English Learners	317	316	99.68	26.90
Students with Disabilities	40	40	100.00	7.50
Students Receiving Migrant Education Services	14	14	100.00	42.86
Foster Youth	--	--	--	--
Homeless	36	36	100.00	0.00

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 2018-19 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	351	351	100.00	19.94
Male	179	179	100.00	21.79
Female	172	172	100.00	18.02
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	332	332	100.00	19.88
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	329	329	100.00	20.06
English Learners	315	315	100.00	19.68
Students with Disabilities	40	40	100.00	7.50
Students Receiving Migrant Education Services	14	14	100.00	28.57
Foster Youth	--	--	--	--
Homeless	34	34	100.00	0.00

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 school site

Opportunities for Parental Involvement (School Year 2019-20)
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, and monthly Coffee Klatches. Bardin offers a Parenting Partners series of workshops which is lead by parents, so far, we will have two eight week sessions 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, Winter Program, 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, Mr. Gutierrez, or Assistant principal, Mr. Felix, 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 utilizes PBIS which encompasses a comprehensive school wide reward system and a school wide discipline system. Our school also provides counseling services three days a week. Counselors 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. Administration has also participated in A.L.I.C.E. active shooter training.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.0	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	1.5	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

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

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (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	1.0

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26	1	3		23	1	4		22	1	4	
1	24		4		22		3		22	1	3	
2	21	3	1		22	1	2		24		4	
3	25		4		27		3		27	1	2	
4	26		4		29		3		28		3	
5	31		3		27	1	2	1	28		3	
6	24	2	4		32		3		26	1	3	
Other**					28	2						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

The major areas of professional development for teachers in 2018-2019 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
- Kagan Cooperative Learning Strategies
- Whole Brain Teaching

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,149	$45,741
Mid-Range Teacher Salary	$71,785	$81,840
Highest Teacher Salary	$100,035	$102,065
Average Principal Salary (ES)	$126,234	$129,221
Average Principal Salary (MS)	$0	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$200,850	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	36%
Administrative Salaries	6%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$3,772	$388	$3,384	$63,084
District	N/A	N/A	$5,459	$72,451.00
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-38.0	-2.7
School Site/ State	-27.8	-10.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

During the 2018-19 school year, the school funded the following priorities with monies allocated to the site:

- 4 pull out Intervention Teachers
- Classroom library resources
- Materials and supplies
- Classroom literature sets
- Training activities for parents
- Equipment (copiers, sports, etc.)
- update technology (printers, computers, laptops)

DataQuest

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

Internet Access

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