Bardin Elementary School

425 Bardin Rd • Salinas CA, 93905 • (831) 753-5730 • Grades K-6
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Alisal Union School District
155 Bardin Road
Salinas, CA 93905
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www.alisal.org

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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 three special education day class serving General Academics, which support children in kindergarten through sixth grade. 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 leadership team working 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 continued our 2018-19 Problem of Practice of school wide implementation of classroom read alouds that are strategically geared to exposing our students to texts, while addressing their comprehension and writing levels. In addition, we identified Write Up a Storm and The Core Collaborative to help support our grade level teams in addressing students needs. Via Write Up a Storm we specifically addressed our students vocabulary knowledge and writing skills that incorporates complete elaborate sentences, that uses evidence from text. With The Core Collaborative our site leadership team and our 3rd grade team began unpacking the CCSS ELA Reading and Writing standards as well as use evidence of student work to plan instruction.

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 eleventh 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.

Due to the global pandemic caused by COVID-19 in person instruction was halted on March 13, 2020. All professional development scheduled past this date was cancelled for the year and we shifted to remote instruction. After a week long preparation period, our students began daily remote instruction on March 25th, 2020 thru the last day of school on June 11, 2020. During this period limited student data was collected due to a number of factors including limited access to technology, and issues with internet access.

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	95
Grade 2	87
Grade 3	98
Grade 4	86
Grade 5	77
Grade 6	92
Total Enrollment	647

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Filipino	0.3
Hispanic or Latino	89.3
Native Hawaiian or Pacific Islander	0.2
White	1.4
Two or More Races	0.2
Socioeconomically Disadvantaged	91.2
English Learners	70.8
Students with Disabilities	8.5
Foster Youth	0.5
Homeless	4.6

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

Teacher Credentials for Bardin Elementary	18-19	19-20	20-21
With Full Credential	20	31	28
Without Full Credential	6	7	11
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alisal Union School	18-19	19-20	20-21
With Full Credential	♦	♦	31
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Bardin Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)
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 2019-20 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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: August, 2020

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** **Good**	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	29	N/A	36	N/A	50	N/A
Math	20	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	9	N/A	13	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
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 (School Year 2020-2021)
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 throughout the fall of 2019 and approved by our SSC in February 2020. This plan was review 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. All certificated staff also completed A.L.I.C.E. active shooter training in January 2020. 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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	1.5	1.5	1.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23	1	4		22	1	4		13	8		
1	22		3		22	1	3		23		4	
2	22	1	2		24		4		21	2	2	
3	27		3		27	1	2		23		4	
4	29		3		28		3		26		3	
5	27	1	2	1	28		3		26		3	
6	32		3		26	1	3		27		3	
Other**	28		2						12	3		

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

The major areas of professional development for teachers in 2019-2020 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
- The Core Collaborative; Impact Teams Model
- Write Up a Storm writing strategies

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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,473	$51,004
Mid-Range Teacher Salary	$73,939	$82,919
Highest Teacher Salary	$103,036	$104,604
Average Principal Salary (ES)	$112,875	$131,277
Average Principal Salary (MS)		$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$200,850	$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

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

FY 2018-19 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	$74,617
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-46.9	-16.8
School Site/ State	-78.4	-28.7

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

Types of Services Funded

During the 2019-20 school year, the school funded the following priorities with monies allocated to the site:

- Two full time pull out Intervention Teachers
- TK-6 professional development on Write Up a Storm
- The Core Collaborative PD
- 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).

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.