

Bardin Elementary School

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Alisal Union Elementary School District

1205 East Market Street
Salinas, CA 93905
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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 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 at (831) 753-5730 or the district office.

School Description

In 2013-14, 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 Proficient or Advanced levels on the state standardized tests in 2013-14.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	82
Grade 1	109
Grade 2	121
Grade 3	104
Grade 4	116
Grade 5	108
Grade 6	97
Total Enrollment	737

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Filipino	0.1
Hispanic or Latino	96.3
White	0.8
Socioeconomically Disadvantaged	91.2
English Learners	81
Students with Disabilities	6.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Bardin Elementary School	13-14	14-15	15-16
With Full Credential	28 out	24	31
Without Full Credential	0	2	5
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union Elementary School District	13-14	14-15	15-16
With Full Credential	◆	◆	328
Without Full Credential	◆	◆	44
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Bardin Elementary School	13-14	14-15	15-16
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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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 continued to use Treasures to teach Foundational Skills and use the Engage NY Listening and Learning Domains to address the remaining standards. 3-6 used Engage NY solely to teach all Language Arts standards.

Because Engage NY is not yet available in Spanish, Bilingual Transference classrooms continued to use Tesoros and adapted it as needed to meet the common core state 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	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	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

In the 2014-15 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, 2015

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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.80	18.00	15.30

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	16	20	44
Math	10	13	33

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	31
All Student at the School	21
Male	22
Female	19
Filipino	--
Hispanic or Latino	21
White	--
Socioeconomically Disadvantaged	--
English Learners	7
Students with Disabilities	20
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	39	26	21	33	32	31	59	60	56

* Results are for grades 5, 8, and 10. 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	103	100	97.1	78	19	2	1
	4	116	115	99.1	57	19	17	4
	5	113	110	97.3	68	15	14	2
	6	101	97	96.0	54	25	20	2
Male	3		56	54.4	89	9	2	0
	4		64	55.2	61	20	14	3
	5		63	55.8	70	14	11	2
	6		52	51.5	63	17	17	2
Female	3		44	42.7	64	32	2	2
	4		51	44.0	53	18	22	6
	5		47	41.6	66	15	17	2
	6		45	44.6	42	33	22	2
Black or African American	6		1	1.0	--	--	--	--
Filipino	4		2	1.7	--	--	--	--
	5		1	0.9	--	--	--	--
Hispanic or Latino	3		95	92.2	78	19	2	1
	4		111	95.7	59	19	17	4
	5		105	92.9	69	14	14	2
	6		95	94.1	54	24	20	2
White	3		2	1.9	--	--	--	--
	4		2	1.7	--	--	--	--
	5		1	0.9	--	--	--	--
	6		1	1.0	--	--	--	--
Two or More Races	3		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		97	94.2	77	20	2	1
	4		108	93.1	57	19	18	5
	5		105	92.9	69	13	14	2
	6		90	89.1	56	24	18	2
English Learners	3		83	80.6	83	16	1	0
	4		73	62.9	78	15	4	1
	5		72	63.7	85	7	7	0
	6		54	53.5	81	15	4	0

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		6	5.8	--	--	--	--
	4		10	8.6	--	--	--	--
	5		8	7.1	--	--	--	--
	6		16	15.8	81	13	0	6
Students Receiving Migrant Education Services	3		5	4.9	--	--	--	--
	4		7	6.0	--	--	--	--
	5		8	7.1	--	--	--	--
	6		7	6.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	103	100	97.1	65	27	7	0
	4	116	114	98.3	51	29	17	3
	5	113	110	97.3	66	23	8	1
	6	101	96	95.0	64	30	4	1
Male	3		56	54.4	66	27	7	0
	4		64	55.2	55	31	11	2
	5		62	54.9	66	23	10	0
	6		51	50.5	69	24	6	0
Female	3		44	42.7	64	27	7	0
	4		50	43.1	46	26	24	4
	5		48	42.5	67	23	6	2
	6		45	44.6	58	38	2	2
Black or African American	6		1	1.0	--	--	--	--
Filipino	4		1	0.9	--	--	--	--
	5		1	0.9	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		95	92.2	65	26	7	0
	4		111	95.7	52	28	16	3
	5		105	92.9	67	22	9	1
	6		94	93.1	65	30	3	1
White	3		2	1.9	--	--	--	--
	4		2	1.7	--	--	--	--
	5		1	0.9	--	--	--	--
	6		1	1.0	--	--	--	--
Two or More Races	3		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		97	94.2	66	26	7	0
	4		108	93.1	51	29	17	3
	5		105	92.9	68	22	9	1
	6		89	88.1	63	30	4	1
English Learners	3		83	80.6	70	25	4	0
	4		73	62.9	67	26	5	0
	5		72	63.7	81	15	3	0
	6		53	52.5	87	9	2	0
Students with Disabilities	3		6	5.8	--	--	--	--
	4		10	8.6	--	--	--	--
	5		8	7.1	--	--	--	--
	6		16	15.8	88	6	6	0
Students Receiving Migrant Education Services	3		5	4.9	--	--	--	--
	4		7	6.0	--	--	--	--
	5		8	7.1	--	--	--	--
	6		7	6.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

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 an eight week English as a Second Language course open to parents and community members. There are also a variety of events throughout the year specifically designed to solicit parent involvement. These include: fall and spring parent-teacher conferences, two family literacy event nights and a holiday program in December with student performances, a student talent show, cultural activities as well as a host of fundraising activities such as Family Movie Nights. Parents are encouraged to assist in classrooms and there is a Parent Volunteer Appreciation Ice Cream Social put on by the staff to honor these parents in the spring.

Parents are welcome to speak with the Principal or Assistant principal 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 School Climate State Priority (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 spring of 2015. 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	2012-13	2013-14	2014-15
Suspensions Rate	1.13	2.29	2.69
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.05	1.92	1.10
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 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	66.7	

Average Class Size and Class Size Distribution (Elementary)

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	31	28	27				5	4	3			
1	29	29	27				6	4	4			
2	30	25	24		1	2	5	3	3			
3	31	27	26			1	4	4	3			
4	31	31	28				3	2	4	1		
5	31	30	27			1	4	3	3			
6	32	26	26		2	1	3	1	3	1	2	
Other		32						1				

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.

Professional Development provided for Teachers

The major areas of professional development for teachers in 2014-2015 included the following:

- CCSS-based planning for instruction, learning and assessment
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- EngageNY ELA & Math
- 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 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,876	\$43,091
Mid-Range Teacher Salary	\$63,212	\$70,247
Highest Teacher Salary	\$87,106	\$89,152
Average Principal Salary (ES)	\$102,512	\$112,492
Average Principal Salary (MS)		\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$180,000	\$192,072
Percent of District Budget		
Teacher Salaries	38%	41%
Administrative Salaries	6%	6%

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

FY 2013-14 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	\$66,202
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-38.0	-2.7
Percent Difference: School Site/ State			-27.8	-10.9

* Cells with ♦ do not require data.

Types of Services Funded

During the 2014-15 school year, the school funded the following priorities with monies allocated to the site:

- 2 pull out Intervention Teachers
- Site Counselors
- Classroom library resources
- Materials and supplies
- Classroom literature sets
- Training activities for parents
- ESL classes for parents
- Software to support literacy skills (AR, EdCity, Imagine Learning)
- 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, the county, and the state. 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.